

Key Stage 3 Subject Timeline

Subject: Classics

KS3 Classics – Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to Classics - Ancient Art - Greek and Roman gods - Religion and worship - Ancient Women	Storytelling - The tradition of story telling - Who was Homer? - Introduction to the War with Troy	War with Troy – the story of Achilles - The wedding of Peleus & Thetis - The golden apple - Paris stealing Helen (Episodes 1-3)	War with Troy – the story of Achilles - The War begins - Greeks vs Trojans (Episodes 4-6)	War with Troy – the story of Achilles - Achilles' new armour - Death of Patroclus - Achilles' anger (Episodes 7-9)	War with Troy – the story of Achilles - The death of Hector - Priam's appeal to Achilles - The Trojan horse (Episodes 10-12) - Hercules Project
<u>Key Concepts and skills</u> - Students provided with an overview of the different gods worshipped in each civilisation - Why gods were important in each civilisation - Appreciation of art from different ancient cultures - Understanding of how women were treated differently in each civilisation - Understanding of what oral tradition is and why Homer was important in this tradition (Autumn 2)		<u>Key Concepts and skills</u> - Skills developed from War with Troy include listening, discussion, and debating - Evaluating historical evidence and ancient viewpoints - Opportunities for cross-curricula learning e.g. English and Drama using transcripts of the audio - Students develop an understanding of the ancient world and important cultural themes including war, love, death, mourning, family etc. - Prior knowledge of oral story telling used from Autumn term		<u>Key Concepts and skills</u> - Skills developed from War with Troy include listening, discussion, and debating - Evaluating historical evidence and ancient viewpoints - Opportunities for cross-curricula learning e.g. English and Drama using transcripts of the audio - Students develop an understanding of the ancient world and important cultural themes including war, love, death, mourning, family etc. Building on prior knowledge of themes from Spring term - Project on Hercules – allows for exploration of the classical world and key themes in a short time frame	
<u>Endpoint</u> To be able to explain why creation myths/religion was important to each respective civilisation To be able to compare representations of gods/art/women in each different ancient civilisation	<u>Endpoint</u> To be able to explain how myths were told by oral tradition and explain what this means To be able to understand the roles of the Olympian gods to prepare students for the next topic – War with Troy	<u>Endpoint</u> To be able to explain why the Trojan war started To evaluate/debate the extent to which the war was the fault of the gods	<u>Endpoint</u> To evaluate/debate the extent to which the war was the fault of the gods To be able to evaluate the characters and their motives with particular emphasis on Paris and Achilles	<u>Endpoint</u> To be able to explain why the myth of the Trojan war was important to the Greeks and Romans To be able to evaluate the characters and their motives with particular emphasis on Achilles, Priam & Odysseus	<u>Endpoint</u> To be able to explain why the myth of the Trojan war was important to the Greeks and Romans To be able to evaluate the characters and their motives with particular emphasis on Achilles, Priam & Odysseus

Key Stage 3 Subject Timeline

Subject: Classics

KS3 Classics – Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Ancient Egyptians</p> <ul style="list-style-type: none"> - <i>Introduction to Egypt (location/trade)</i> - <i>Egyptian houses</i> - <i>Daily life (jobs & women)</i> - <i>Religion & Worship</i> - <i>Religious symbols</i> 	<p>The Ancient Egyptians</p> <ul style="list-style-type: none"> - <i>Egyptian Art</i> - <i>Pyramids</i> - <i>Mummification</i> 	<p>The Ancient Minoans</p> <ul style="list-style-type: none"> - <i>The archaeology of Crete</i> - <i>Ancient writing and Linear B</i> - <i>Minoan art</i> 	<p>The Ancient Minoans</p> <ul style="list-style-type: none"> - <i>The palace at Knossos</i> - <i>Theseus and the Minotaur</i> - <i>Cult of the bull</i> - <i>Comparison between the Egyptians and Minoans</i> 	<p>Pompeii – the death of a city</p> <ul style="list-style-type: none"> - <i>Why did people live in Pompeii?</i> - <i>The eruption of Mount Vesuvius</i> - <i>Eye-witness accounts – Pliny’s letters</i> 	<p>Pompeii – the death of a city</p> <ul style="list-style-type: none"> - <i>Excavating Pompeii</i> - <i>When was Pompeii first discovered?</i> - <i>21st century Pompeii</i> - <i>Project opportunity</i>
<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> - <i>Understanding of Egypt’s geographical features, namely its location and the river Nile</i> - <i>Comparing the houses of the poor and the rich Egyptian</i> - <i>Analysing archaeological evidence to find out about the Egyptian civilisation e.g. pyramids</i> - <i>Understanding the typical jobs of normal Ancient Egyptians</i> - <i>Understanding the typical features of Egyptian art</i> - <i>Exploration of Egyptian customs e.g. mummification</i> 		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> - <i>Understanding of Crete’s geographical features, namely its location and destruction</i> - <i>Analysing archaeological evidence to find out about the Minoan civilisation e.g. palace life and the excavation of Knossos by Arthur Evans</i> - <i>Understanding the typical jobs/interests of normal Minoans and comparing the two civilisations</i> - <i>Understanding the typical features of Egyptian and Minoan art and comparing the two – retrieval practice required</i> 		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> - <i>Understanding of how successful Pompeii was as a place of trade/wealth</i> - <i>Opportunities for cross-curricula learning e.g. Geographical understanding of the physical site of Pompeii and knowledge of types of volcanic eruptions – Plinian eruption</i> - <i>Analysis of historical evidence and archaeology</i> - <i>Research skills used to produce a project about Pompeii</i> 	
<p><u>Endpoint</u></p> <p><i>To be able to explain the conditions in Egypt which led to a flourishing civilisation.</i></p> <p><i>To be able to describe the importance of the River Nile in Egyptian society.</i></p> <p><i>To be able to explain the role that women and religion played in Egyptian society.</i></p>	<p><u>Endpoint</u></p> <p><i>To be able to explain the conditions in Egypt which led to a flourishing civilisation.</i></p> <p><i>To be able to describe the pyramids, and the customs of death and burial in Egyptian society.</i></p>	<p><u>Endpoint</u></p> <p><i>To be able to explain the archaeology of Crete and of what the evidence tells us about Minoan civilisation.</i></p> <p><i>To be able to explain why Linear B is important, and practice Linear B writing techniques.</i></p>	<p><u>Endpoint</u></p> <p><i>To be able to understand the links between the Palace of Knossos and its mythological history, including the Minotaur.</i></p> <p><i>To be able to make informed judgements about the similarities and differences between Egyptian and Minoan culture.</i></p>	<p><u>Endpoint</u></p> <p><i>To be able to explain the conditions in Pompeii which led to a flourishing Roman town.</i></p> <p><i>To be able to understand the process of the eruption and its impact on the city – buried in 6 metres of ash for several centuries.</i></p>	<p><u>Endpoint</u></p> <p><i>To be able to explain how Pompeii was excavated by accident in the 19th century.</i></p> <p><i>To be able to understand the technique of ‘casting’ used by Giuseppe Fiorelli.</i></p> <p><i>To be able to understand that archaeologists are still excavating Pompeii today.</i></p>