

Classics Curriculum Information Year 9

Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Greek and Roman Myth and Religion	<p>Gods and Temples</p> <ul style="list-style-type: none"> Who were the gods of ancient Greece and Rome and what made them important in ancient society? How different were the Greek and Roman gods? How were the gods represented in artworks and literature? What were the key features of temples in ancient Greece and Rome and what was each feature's purpose? What made the Parthenon and Pantheon temples significant and impressive? Who were the Vestal Virgins, and what made them important in Rome? Who was the Pythia, and what made her important in Greece? How did the ancients communicate with their gods and for what reasons? 	<ul style="list-style-type: none"> Olympian Gods, their epithets and iconography in Greece and Rome Core mythology associated with Olympian Gods Layout of Greek and Roman temples Case Studies: The Parthenon and The Pantheon The roles of hierieia and Vestal Virgins Greek prophecy and the role of the Pythia Key terminology for Greek and Roman gods and temples 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> Presentations Dramatic performance Comprehension question Discussions Teacher assessment of written work <p>Skills</p> <ul style="list-style-type: none"> Group work and presentation skills Visual literacy in analysis
	<p>Greek and Roman Festivals</p> <ul style="list-style-type: none"> What happened at the Greek festivals of the Great Panathenaia, the Great Dionysia and the Thesmophoria? What happened at the Roman festivals of the Lupercalia and Saturnalia? Why were these festivals important to their corresponding societies? What were the similarities and differences between Greek and Roman festivals? 	<ul style="list-style-type: none"> The purposes and functions of festivals in Greek, Roman and modern society Origins, importance and sequence of events at the Great Panathenaia, City Dionysia, Thesmophoria, Lupercalia Representation of the Panathenaia on the Panathenaic Frieze Comparison of key festivals Key terminology for Greek and Roman festivals 	<p>Assessment Point Information</p> <ul style="list-style-type: none"> A creative response to the topic: from a choice of media

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Epic Storytelling: Women in Homer</p>	<p>Homer's Iliad</p> <ul style="list-style-type: none"> ● What is epic poetry, and was it so important to the ancient Greeks? ● How can we develop our active listening skills? ● How did the Trojan War start and end? ● Was Helen to blame for the Trojan war, and how have different storytellers responded to her? ● Why was Briseis treated as she was? ● How similar was Andromache's experience to Briseis? ● What role did Polyxena play at the end of the war? ● What can each female character tell us about the position of women in Ancient Greece? ● How did the Trojan War end? 	<ul style="list-style-type: none"> ● The features of oral storytelling and its role in Greek society ● The story of the Trojan War ● Key characters and the roles of women within the story ● The role of class and slavery in society as represented in epic poetry ● The representation and reception of key characters in different times and genres ● Use of storytelling and memory technique to engage an audience 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Oral storytelling ● Discussion ● Comprehension questions ● Teacher assessment of written work <p>Skills</p> <ul style="list-style-type: none"> ● Communication, Oracy and performance ● Planning and memory skills ● Literary and narrative analysis <p>Assessment Point Information</p> <ul style="list-style-type: none"> ● Oral performance of an episode from the story
	<p>Homer's Odyssey</p> <ul style="list-style-type: none"> ● How does the story of Agamemnon's nostos compare to Odysseus' nostos? ● Why is Clytemnestra considered the ultimate subversion of the "Good Wife"? ● What makes Penelope the ideal example of a woman and a wife? ● What is Homophrosyne (One-Mindedness), and why is it essential for Odysseus' nostos? 	<ul style="list-style-type: none"> ● The Greek concepts of Nostos, Xenia, Metis and Homophrosyne and their role in the story and society ● Expectations of wives in Greek society ● The representation and reception of wives in source material from various times and genres ● Relationships between men and women in literature and culture. 	

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Classical Greek Drama: Women on the Stage: Medea and Antigone</p>	<ul style="list-style-type: none"> ● What are the origins of theatre today? ● What are the differences and similarities between ancient and modern theatre? ● What are ancient and modern ideas of “tragedy”? ● How can we read and perform English versions of ancient Greek plays to: <ul style="list-style-type: none"> ○ Understand Greek attitudes to power and relationships; ○ Explore the reactions of modern and ancient audiences and; ○ Consider the different ways in which the plays could be staged. ● How would ancient Greeks have felt about the characters of Medea and Antigone? ● Why have these plays continued to be performed throughout history? 	<ul style="list-style-type: none"> ● The religious and mythological origins of theatre ● The role of Dionysus and theatre within the City Dionysia ● The features of ancient and modern theatres and experiences at the theatre ● Features of tragedy as a theatrical genre ● The myth of Medea, Jason and the Golden Fleece ● The characterisation of Medea and Jason within Euripides’s tragedy ● Reception of Medea’s story in modern and ancient culture ● The myths of Oedipus and Antigone ● The characterisation of Antigone and Creon within Sophocles’ tragedy ● Reception of Antigone’s story in modern and ancient culture 	<p><i>How understanding is assessed</i></p> <ul style="list-style-type: none"> ● <i>Performance</i> ● <i>Creative representation and interpretation of knowledge</i> ● <i>Discussion</i> ● <i>Comprehension questions</i> ● <i>Teacher assessment of written work</i> <p><i>Skills</i></p> <ul style="list-style-type: none"> ● <i>Cultural comparison</i> ● <i>Literary and character analysis</i> ● <i>Dramatic performance</i> <p><i>Assessment Point Information</i></p> <ul style="list-style-type: none"> ● <i>Creating a theatrical mask for a character</i> ● <i>performing an excerpt of one of the plays</i>