

Classics Curriculum Information Year 8

Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
What is Classics?	<p>What do we mean when we talk about Classics?</p> <p>Why do we study Classics?</p>	<ul style="list-style-type: none"> • Discovering a chronological range of ancient Mediterranean cultures. • An outline of key Classical historical figures. • The Ancient City: Athens vs Rome. • Warfare: the Roman Army vs the Spartans • Transliteration of the Ancient Greek alphabet. • Exploring derivations from Latin and Greek in English and other modern languages. 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> • Group Presentations • Questioning • Teacher Assessment of written work <p>Skills</p> <ul style="list-style-type: none"> • Research • Teamwork • Vocabulary Development • Comprehension • Literary Analysis • Design Skills • Creative Writing • Dramatic Presentation + Oracy <p>Assessment Point Information</p> <ul style="list-style-type: none"> • Creation Storyboard • Model Making - students design and create a Pandora's box to demonstrate detailed understanding of the story • Newspaper Article
Greek Mythology Unit 1: Creation	<p>What is a myth? What makes a myth Classical?</p> <p>How did the Greeks explain the beginnings of the universe and different natural events?</p> <p>Who were some of the gods worshipped by the Greeks and Romans?</p> <p>What kinds of characteristics do the gods have and how do they behave?</p>	<ul style="list-style-type: none"> • Features of Greek and Roman myth • The mythology of Creation and the Titans • The Olympian Gods: their responsibilities and depiction through attributes • Pandora's Box: the role of Zeus and Greek attitudes towards women • Demeter and Persephone: Greek attitudes towards women; explanations of the natural world 	<p>Assessment Point Information</p> <ul style="list-style-type: none"> • Creation Storyboard • Model Making - students design and create a Pandora's box to demonstrate detailed understanding of the story • Newspaper Article
Greek Mythology Unit 2: Gods and Mortals	<p>How do gods interact with mortals and what impact do the gods have on the lives of mortals?</p> <p>What moral lessons can mythological tales teach us?</p> <p>What do the Greek concepts of xenia, hubris, and nemesis mean?</p> <p>How is drama and emotion created in mythological storytelling?</p>	<ul style="list-style-type: none"> • Xenia in the myth of Baucis and Philemon • Hubris and aetiology in the myth of Arachne • Divine vengeance in the myth of Artemis and Actaeon • LGBTQ representation in the myth of Hyacinthus and Apollo • Dramatic storytelling and cultural representation in the myths of Aphrodite, Cupid & Psyche and Echo & Narcissus. 	<p>Assessment Point Information</p> <ul style="list-style-type: none"> • Creation Storyboard • Model Making - students design and create a Pandora's box to demonstrate detailed understanding of the story • Newspaper Article

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Greek Mythology Unit 3: Heroes and Monsters</p>	<p>What makes a Greek Hero? How different are ancient and modern heroes?</p> <p>Why are the stories of heroes still so powerful and important today?</p> <p>Where and how can we see Greek culture and ideas represented in their stories of heroes and monsters?</p>	<ul style="list-style-type: none"> ● Aspects of monstrosity in Greek culture: representations of natural phenomena and cultural fears ● Different readings of the Medusa and Minotaur myths in ancient and modern culture ● Ancient conceptions of Fate and the role of the Gods in the stories of Perseus and Theseus ● Greek heroism and its relationship to morality in the stories of Perseus and Theseus ● Greek attitudes to women in the stories of Perseus and Theseus 	<p><i>How understanding is assessed</i></p> <ul style="list-style-type: none"> ● <i>Questioning</i> ● <i>Teacher Assessment of written work</i> ● <i>Teacher Assessment of artwork</i> <p><i>Skills</i></p> <ul style="list-style-type: none"> ● <i>Research</i> ● <i>Vocabulary Development</i> ● <i>Comprehension</i> ● <i>Literary Analysis</i> ● <i>Design Skills</i> ● <i>Creative Writing</i> ● <i>Dramatic Presentation + Oracy</i>
<p>Introduction to Latin</p>	<p>What was life like for different groups of people in Rome?</p> <p>Where is the Latin language still alive in the modern world?</p> <p>Why and how do Latin words change their endings?</p>	<ul style="list-style-type: none"> ● Archaeological evidence for life in the insulae of the Subura ● Everyday Life in the Roman Forum ● Evaluation of the experience of different groups in Rome and the Subura - citizens, women and enslaved people. ● Latin vocabulary for Chapters 1 + 2 of Suburani. ● Present Tense verb endings - recognise and translate ● Nominative and Accusative case endings - recognise and translate 	<p><i>Assessment Point Information</i></p> <ul style="list-style-type: none"> ● <i>Medusa Portraits - students design and create an image to represent a variety of aspects of the story</i> ● <i>Latin Comprehension Questions</i>

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Ancient History: Julius Caesar: Republic to Empire</p>	<p>How did ancient democracies work and how effective were they?</p> <p>How did Julius Caesar become important in Rome and was he a good leader or not?</p> <p>How can we use ancient and modern sources to build a full picture of the past?</p> <p>How and why was Julius Caesar assassinated?</p> <p>What happened after Julius Caesar's death?</p>	<ul style="list-style-type: none"> ● Definitions, examples and evaluation of republic, dictatorship and monarchy ● The intentions and limitations of the Roman Republican political structure ● The life of Julius Caesar from childhood to dictatorship ● Ancient perspectives on Julius Caesar's character - positive and negative representations in the sources ● Critical evaluation of Julius Caesar's leadership ● Chronology of the second triumvirate and Octavian's rise to power ● Ancient perspectives on Augustus' character - positive and negative representations ● Comparison of the Roman Republic and the Roman Empire 	<p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Questioning ● Teacher Assessment of written work ● Teacher Assessment of artwork <p>Skills</p> <ul style="list-style-type: none"> ● Research ● Comprehension ● Source analysis and evaluation ● Creative Writing ● Persuasive Writing ● Oracy <p>Assessment Point Information</p> <ul style="list-style-type: none"> ● Julius Caesar funeral oration - students write and deliver a speech to communicate their evaluation of his leadership ● Black-figure vase artwork or Roman mosaic artwork
<p>Art Project: Greek Vases and Roman Mosaics</p>	<p>What different decorative features are common in vase painting and mosaic art?</p> <p>How did the Greeks and Romans use these different artistic methods to represent their cultural interests?</p>	<ul style="list-style-type: none"> ● Black-figure vase technique ● Roman mosaic technique ● Decorative features and framing of images in vases and mosaics ● Use of colour, shape and scale ● Choice of scene or episode to demonstrate character ● Use of attributes to represent character 	