

Classics Curriculum Information Year 11: Literature and Culture: The Homeric World

Autumn Term

| Unit title | Key Questions | Knowledge | Assessing Understanding |
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| Literature: The Odyssey: Introduction | <p><i>What is epic poetry?</i></p> <p><i>How was it performed in ancient Greece and what importance does it hold, then and now?</i></p> <p><i>Who was Homer?</i></p> <p><i>What is the Odyssey about?</i></p> | <ul style="list-style-type: none"> ● How the <i>Odyssey</i> might have been composed and performed ● What makes the <i>Odyssey</i> an epic poem ● Narrative and descriptive techniques, including the use and importance of: <ul style="list-style-type: none"> ○ Similes ○ Epithets ○ Formulae ● The concept of an epic hero ● The story of the Trojan War ● The story of Odysseus' return home ● Key Terminology: hero, nostos, metis, kleos, timé, xenia, aristeia, Fate, hubris, homophrosune | <p>How understanding is assessed</p> <ul style="list-style-type: none"> ● Quizzes ● Presentations ● Performance ● Creative representation and interpretation of knowledge ● Discussion ● Comprehension questions ● Weekly Quiz for retrieval ● Short and extended answer writing ● Teacher assessment of written work |
| Literature: The Odyssey: Books 9, 10, 19, 21, 22 | <p><i>What are the key events in each book?</i></p> <p><i>How do these events illuminate the themes and characters of the poem?</i></p> <p><i>How does Homer share the tale effectively using powerful storytelling and epic technique?</i></p> | <p>1. Homer as a Story-teller and the Epic</p> <ul style="list-style-type: none"> ● Narrative and descriptive techniques, including the use and importance of: <ul style="list-style-type: none"> ○ Similes ○ Epithets ○ Formulae <p>2. Core Themes</p> <ul style="list-style-type: none"> ● The concept and importance of <i>xenia</i> (guest-friendship) ● Deceit and trickery ● The civilisation and barbarism of places and characters ● The role of revenge and justice ● The concept and importance of <i>nostos</i> (the desire to return home) ● The role of fate | <p>Skills</p> <ul style="list-style-type: none"> ● Literary and character analysis ● Revision and Recall ● AO1 Written work: use of evidence ● AO2 Written work: structure of argument <p>Assessment Point Information</p> <ul style="list-style-type: none"> ● Creative response to each book ● 8 and 15 mark |

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| | | <p>3. The Character of Odysseus</p> <ul style="list-style-type: none"> • The qualities of Odysseus as a leader, husband and father • The presentation of him as a warrior and hero • His intelligence and oratorical skills • His relationship with his protector goddess Athena <p>4. The Portrayal of Key Characters</p> <ul style="list-style-type: none"> • The role of the gods • The portrayal of the suitors • The portrayal of the crew of Odysseus • The portrayal of Polyphemus as a monster and keeper of livestock • The portrayal of Circe as a witch and host • The portrayal of Penelope as a host, wife and queen • The portrayal of Telemachus as a son and hero • The loyalty or disloyalty of Odysseus' slaves | <p>essay work</p> <ul style="list-style-type: none"> • End of Book Tests • Mock Exam |
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Spring Term

| Unit title | Key Questions | Knowledge | Assessing Understanding |
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| <p>Culture: The Mycenaean Age: Key Sites</p> | <p><i>How did the geography, fortification, and palace design of the Mycenaeans reflect their socio-political hierarchy, military focus, and relationship with contemporary cultures like Troy?</i></p> | <ul style="list-style-type: none"> • When was the Mycenaean age, and how did its dating fit into the wider Bronze Age context? • Why were the geographical locations of Mycenae, Tiryns, and Troy strategically and economically important? • What are the main defensive layout features and architectural structures that define the citadels of Mycenae and Tiryns? • What is the archaeological evidence for and against Troy VI and Troy VIIa being the historical site of Homer's Troy? • What were the typical architectural features, layout, and structural components of a Mycenaean palace complex? • What was the design of the megaron (central hall), and how did its features reflect its status as the heart of the palace? • What were the administrative, political, and ceremonial functions of the palace and the megaron? | <p>How understanding is assessed</p> <ul style="list-style-type: none"> • Quizzes • Presentations • Performance • Creative representation and interpretation of knowledge • Discussion • Comprehension questions • Short and extended answer writing • Teacher assessment of written work |

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| | | <p>Prescribed Sources:</p> <p>Mycenae The site of Mycenae: the palace, the sally port, the passage to the underground cistern, the underground cistern, the Cyclopean walls, the Lion Gate, Grave Circle A, Grave Circle B, the Tomb of Clytemnestra, the Tomb of Aegisthus, and the Treasury of Atreus.</p> <p>Tiryns The site of Tiryns: the main entrance, the Cyclopean ramp, the galleries, the palace, the defences, and the tholos tomb located outside the city walls.</p> | <p>Skills</p> <ul style="list-style-type: none"> • Visual analysis of material evidence • Revision and Recall • AO1 Written work: use of evidence • AO2 Written work: structure of argument <p>Assessment Point Information</p> <ul style="list-style-type: none"> • Creative response to each Book • 8 and 15 mark essay work • End of Book Tests |
| <p>Culture: The Mycenaean Age: Tombs and Burial</p> | <p><i>How did Mycenaean burial architecture and funerary offerings evolve over time, and what do they reveal about family structures, social hierarchy, and attitudes towards the dead?</i></p> | <p>Burial Customs and Grave Types</p> <ul style="list-style-type: none"> • What were the core Mycenaean burial customs, and how did they reflect beliefs about death? • What was the structure, design, and typical use of cist graves and early shaft graves? • How did the architectural design and structural use of tholos and chamber tombs evolve in the late Mycenaean period? <p>Funerary Objects and Grave Circles</p> <ul style="list-style-type: none"> • What is the significance of placing funerary objects inside tombs, and what does their presence tell us about the deceased's status? • What are the architectural differences and structural layouts of Grave Circle A and Grave Circle B at Mycenae? • What did the physical contents of Grave Circle A and Grave Circle B reveal about early Mycenaean wealth, warfare, and global trade? | |

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| | | <p><u>Prescribed Sources:</u></p> <p>Gold death mask of Agamemnon from Shaft Grave V, Mycenae</p> <p>Gold pyxis from Grave Circle A, Shaft Grave V, Mycenae</p> <p>Gold Rhyton from Grave Circle A, Mycenae</p> | |
| <p>Culture: The Mycenaean Age: Life in the Mycenaean Age</p> | <p><i>What does physical and written evidence reveal about the social structures, daily occupations, warfare, and economic systems of the Mycenaean?</i></p> | <ul style="list-style-type: none"> ● What does archaeological evidence reveal about the methods and social importance of hunting in Mycenaean society? ● What does surviving armour and weaponry tell us about the nature of Mycenaean warfare and elite status? ● How were chariots used in both warfare and daily life, and what physical evidence proves their existence? ● What do artistic representations reveal about typical Mycenaean clothing and gender representation? ● What physical evidence (such as pottery and raw materials) proves Mycenaean trade routes and economic links? ● How were clay Linear B tablets preserved, and what does this process tell us about the palaces' destruction? ● What information do Linear B tablets record, and what does this reveal about Mycenaean social hierarchy and religious beliefs? ● Why are the Linear B tablets historically significant, and what are their limitations as a historical source? <p><u>Prescribed Sources:</u></p> <p>Dagger blade showing hunting scene from Grave Circle A, Mycenae</p> <p>Mycenaean warrior vase, House of the Warrior, Mycenae</p> <p>Linear B tablet showing the word “tripod” in syllabic and ideogram forms, Pylos</p> | |

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| <p>Culture: The Mycenaean Age: Decorative Arts</p> | <p><i>How did Mycenaean decorative arts use imported materials and diverse techniques, and what do they reveal about Mycenaean values, religious beliefs, and artistic status?</i></p> | <p>Frescoes</p> <ul style="list-style-type: none"> • What artistic techniques, colours, and typical designs characterised Mycenaean frescoes? • How do the subjects depicted in Mycenaean frescoes reflect elite daily activities, warfare, and religious beliefs? <p>Jewellery</p> <ul style="list-style-type: none"> • What technical skills and physical processes did Mycenaean craftsmen use to create high-status jewellery? • What materials (such as metalwork, amber, and glass) were used in jewellery creation, and what do they tell us about trade networks? <p>Decorative Objects</p> <ul style="list-style-type: none"> • What were the different types and practical uses of Mycenaean storage and drinking vessels? • What were the physical features and religious purposes of clay human and animal figures, specifically phi, psi, and tau figurines? • What techniques and stylistic features defined Mycenaean votive offerings and ivory carvings? <p><u>Prescribed Sources:</u></p> <p>Fresco of Mycenaean lady holding a necklace, House of the Chief Priest, Mycenae</p> <p>Gold death mask of Agamemnon from Shaft Grave V, Mycenae</p> <p>Gold pyxis from Grave Circle A, Shaft Grave V, Mycenae</p> <p>Gold Rhyton from Grave Circle A, Mycenae</p> | |
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Summer Term

| Unit title | Key Questions | Knowledge | Assessing Understanding |
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| Revision | Review of the above and Year 10 work on Women in the Ancient World | | <p><i>How understanding is assessed</i></p> <ul style="list-style-type: none"> ● <i>Quizzes</i> ● <i>Presentations</i> ● <i>Teacher assessment of written work</i> <p><i>Skills</i></p> <ul style="list-style-type: none"> ● <i>Visual analysis of material evidence</i> ● <i>Revision and Recall</i> ● <i>AO1 Written work: use of evidence</i> ● <i>AO2 Written work: structure of argument</i> <p><i>Assessment Point Information</i></p> <ul style="list-style-type: none"> ● <i>Creative response to each topic</i> ● <i>8 and 15 mark essay work</i> ● <i>Mock Exam</i> |