

## Classics Curriculum Information Year 10: Women in the Ancient World

Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Women in the Ancient World: Young Women</p>	<p><i>What were the typical experiences of young women in Greece and Rome, and what do these experiences imply about the social status of women in each society?</i></p>	<p>Greece: Athens</p> <ul style="list-style-type: none"> <li>● How was a girl's <b>education in the Athenian home</b> structured to prepare her for life as a 'kyria'?</li> <li>● What did typical <b>Athenian wedding arrangements</b> (the 'kyrios', dowries, betrothals) and <b>rituals</b> reveal about a woman's legal agency and transition to her new home?</li> </ul> <p>Greece: Sparta</p> <ul style="list-style-type: none"> <li>● How did <b>Spartan female education</b> differ from Athens, and why were physical fitness and literacy prioritized?</li> <li>● What were the social purposes of <b>Spartan marriage arrangements and rituals</b> (such as mock-abduction and shaving the bride's head)?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>● What did a Roman girl's <b>education</b> involve, and what evidence is there of advanced academic study for some?</li> <li>● How did the three <b>varieties of Roman marriage</b> ('coemptio', 'confarreatio', and 'usus') function?</li> <li>● What was the legal difference between 'cum manu' <b>and</b> 'sine' manu' marriages?</li> </ul> <p>How did the transition from childhood to marriage for young Greek girls differ in terms of education, freedom, and legal status compared to young Roman girls?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>● "Sappho" Fresco of an educated upper class Pompeiian woman</li> </ul>	<p><b><i>How understanding is assessed</i></b></p> <ul style="list-style-type: none"> <li>● <b>Quizzes</b></li> <li>● <b>Presentations</b></li> <li>● <b>Performance</b></li> <li>● <b>Creative representation and interpretation of knowledge</b></li> <li>● <b>Discussion</b></li> <li>● <b>Comprehension questions</b></li> <li>● <b>Weekly Quiz for retrieval</b></li> <li>● <b>Short and extended answer writing</b></li> <li>● <b>Teacher assessment of written work</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Cultural comparison</b></li> <li>● <b>Literary and character analysis</b></li> <li>● <b>Revision and Recall</b></li> <li>● <b>AO1 Written work: use of evidence</b></li> <li>● <b>AO2 Written work: structure of argument</b></li> </ul> <p><b>Assessment Point Information</b></p> <ul style="list-style-type: none"> <li>● <b>Creative response</b></li> </ul>

<p>Women in the Ancient World: Women in the Home</p>	<p><i>What were the domestic roles, legal rights, and physical experiences of female household members (wives, mothers, and enslaved people) in Greece and Rome?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>• What were the duties of the Athenian <i>kyria</i>, and how did the home's layout ('gynaikon') reinforce <b>wifely virtue</b>?</li> <li>• What were the typical duties and social realities of <b>Athenian domestic slaves</b>?</li> <li>• How did the responsibilities and freedoms of a <b>Spartan wife and mother</b> differ from those of an Athenian woman?</li> <li>• What was the experience of <b>childbirth</b>, and what legal rights, property rights, and rules on <b>divorce and adultery</b> applied to Greek women?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>• What was expected of a Roman 'matrona', and how did the ideal of <b>wifely virtue</b> ('univira') manifest in the home?</li> <li>• What were the duties of <b>Roman domestic slaves</b>, and how did their prospects of manumission compare to Greece?</li> <li>• What was the experience of <b>childbirth</b>, and what legal rights, property rights, and laws on <b>divorce and adultery</b> applied to Roman women?</li> </ul> <p>How did the domestic responsibilities, property rights, rules on adultery, and daily freedoms of Greek wives, mothers and enslaved people compare to those of the Romans?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>• Hegeso Stele and Ampharete Stele</li> <li>• Pudicitia statue</li> <li>• Laudatio Turiae</li> </ul>	<ul style="list-style-type: none"> <li>• <b>to each topic</b></li> <li>• <b>8 and 15 mark essay work</b></li> <li>• <b>End of Topic Tests</b></li> </ul>
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<p>Women in the Ancient World: Women in Religion</p>	<p><i>What roles did women play in religious rites, and what do these roles reveal about the spiritual importance and social value of women in Greece and Rome?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>• What were the roles of Greek <b>priestesses and prophetesses</b>, and how did the <b>Pythia</b> exercise her unique spiritual influence?</li> <li>• What specific roles did Athenian women play in state cults, specifically the <b>Panathenaia</b>, the <b>Thesmophoria</b>, and the worship of <b>Dionysus</b>?</li> <li>• Why was the female role in <b>ritual mourning and preparing deceased bodies</b> so crucial to Greek religious and family life?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>• What were the rights, responsibilities, and physical punishments of the <b>Vestal Virgins</b>?</li> <li>• How did the <b>Flaminica Dialis</b> and her marriage embody sacred Roman state religion?</li> <li>• What spiritual authority was held by Roman <b>prophetesses</b>, with particular focus on the legendary <b>Sibyl</b>?</li> <li>• How did Roman women participate in the state cults of the <b>Bona Dea</b>, <b>Patricia Pudicitia</b>, and <b>Plebeia Pudicitia</b>?</li> </ul> <p>How did state-level religious authority, public influence, freedoms and restrictions of Greek priestesses differ from Roman priestesses’?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>• Parthenon Frieze</li> <li>• Maenad Cup</li> <li>• House of the Vestal Virgins</li> </ul>	
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Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Women in the Ancient World: Women in Power</p>	<p><i>To what extent were Greek and Roman women excluded from formal political institutions, and how did they attempt to influence political processes or effect change?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>● How did the structure of the <b>Athenian Assembly</b> and the absolute <b>exclusion of women</b> define their civic status?</li> <li>● How does Aristophanes' comedy <b>Assemblywomen</b> satirise and reflect anxieties about female power?</li> <li>● What does the trial of <b>Agnodice</b> reveal about legal barriers to medicine and the power of female solidarity?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>● How did the <b>Roman Senate</b> exclude women, and what informal avenues of political lobbying remained open to wealthy matrons?</li> <li>● Why did women protest the <b>Oppian Law</b>, and how did male politicians react to its repeal?</li> <li>● Who was <b>Sempronia</b>, how was she involved in the <b>Catilinarian Conspiracy</b>, and why was she portrayed as dangerous?</li> </ul> <p>How did the methods Greek women used to contest political exclusion compare to those of Roman women, and how different were Greek and Roman men in their reactions to this power?</p> <p><b>Prescribed Sources:</b></p> <ul style="list-style-type: none"> <li>● Aristophanes, <i>Assemblywomen</i>, 1–240</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>● <b>Quizzes</b></li> <li>● <b>Presentations</b></li> <li>● <b>Performance</b></li> <li>● <b>Creative representation and interpretation of knowledge</b></li> <li>● <b>Discussion</b></li> <li>● <b>Comprehension questions</b></li> <li>● <b>Short and extended answer writing</b></li> <li>● <b>Teacher assessment of written work</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Cultural comparison</b></li> <li>● <b>Literary and character analysis</b></li> <li>● <b>Revision and Recall</b></li> <li>● <b>AO1 Written work: use of evidence</b></li> <li>● <b>AO2 Written work: structure of argument</b></li> </ul>
<p>Women in the Ancient World: Improper Women</p>	<p><i>What was the legal and social status of unmarried women who had relationships with men, and how did their portrayal reflect</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>● How did the legal, social, and symposium roles of 'pornai' differ from 'hetairai'?</li> <li>● How do the lives and trials of <b>Neaira</b> and <b>Aspasia</b> illustrate the limits</li> </ul>	<p><b>Assessment Point Information</b></p>

	<p><i>ancient ideas about 'proper' versus 'improper' female behavior?</i></p>	<p>and possibilities for independent, foreign women in Athens?</p> <p>Rome</p> <ul style="list-style-type: none"> <li>• What was the legal and social status of the Roman 'meretrix' and 'lena'?</li> <li>• How do the lives and portrayals of <b>Clodia</b> (Lesbia) and <b>Cytheris/Lycoris</b> reflect Roman attitudes towards non-traditional, high-profile women?</li> </ul> <p>How did the social mobility and legal restrictions of Greek <i>hetairai</i> and <i>pornai</i> compare to those of Roman <i>meretrices</i>, and what do their real-life counterparts reveal about double standards in each society?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>• Plutarch, Pericles, 24</li> <li>• Catullus, 7, 8, 83</li> <li>• Cicero, Pro Caelio, 49–51</li> <li>• Sallust, The Conspiracy of Catiline, 24.5–25</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Creative response to each topic</i></b></li> <li>• <b><i>8 and 15 mark essay work</i></b></li> <li>• <b><i>Section C Comparison work</i></b></li> <li>• <b><i>End of Topic Tests</i></b></li> </ul>
<p>Women in the Ancient World: Women of Legend</p>	<p><i>How did the depiction of women in the myths and legends of Greece and Rome present female character, and what does this reveal about each culture's views on the nature of women and female virtue?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>• How is <b>Pandora</b> presented in Greek myth, and how does her creation story reflect Greek attitudes towards the origin, nature, and inherent danger of women?</li> <li>• How is <b>Helen of Troy</b> depicted in Greek mythology, and how does her narrative explore the tension between female beauty, agency, and destructive temptation?</li> <li>• What do the legends of Pandora and Helen reveal about ancient Greek definitions of female virtue (or the lack thereof)?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>• How are <b>The Sabine Women</b> presented in Roman foundation legends, and what does their intervention reveal about Roman expectations of women as peacemakers and mothers?</li> <li>• How is <b>Tarpeia</b> characterised in Roman myth, and what warning</li> </ul>	

		<p>does her story send about female greed, loyalty, and betrayal of the state?</p> <ul style="list-style-type: none"> <li>• How is <b>Lucretia</b> depicted in Roman legend, and why did she become the ultimate Roman exemplar of wifely chastity, virtue, and familial honour?</li> </ul> <p>How far do Greek legends of destructive women differ from Roman legends of civic duty and sacrifice?</p> <p><b>Prescribed Sources:</b></p> <ul style="list-style-type: none"> <li>• Hesiod, Works and Days, 54–105</li> <li>• Euripides, Helen, 1–67</li> <li>• Homer, Iliad, 3:121–180</li> <li>• Livy, History of Rome, 1.9–10; 1.12–13; 1.57–59; 34.1</li> </ul>	
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Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
<p>Women in the Ancient World: Warrior Women in Greece and Rome</p>	<p><i>How were maiden/warrior women represented in ancient art and literature, and what does this imaginative presentation tell us about the anxieties and values of real Greek and Roman societies?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>• How are <b>Penthesilea</b> and the <b>Amazons</b> depicted in Greek epic poetry and visual art (Amazonomachies)?</li> <li>• Why did the Greeks find the idea of a female warrior society (Amazons) so fascinating yet fundamentally threatening to their civilizational order?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>• How is the maiden warrior <b>Camilla</b> represented in Virgil's epic poem, the <b>Aeneid</b>?</li> <li>• In what ways does Camilla's character blend heroic, masculine martial prowess with tragic, feminine vulnerabilities?</li> </ul> <p>How did Greek and Roman societies react to the concept of warrior women, and what do these literary and artistic reactions reveal about their</p>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• <b>Quizzes</b></li> <li>• <b>Presentations</b></li> <li>• <b>Performance</b></li> <li>• <b>Creative representation and interpretation of knowledge</b></li> <li>• <b>Discussion</b></li> <li>• <b>Comprehension questions</b></li> <li>• <b>Short and extended answer writing</b></li> <li>• <b>Teacher assessment of written work</b></li> </ul>

		<p>respective anxieties regarding gender roles and female transgression?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>• The Bassae frieze</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Cultural comparison</i></li> <li>• <i>Literary and character analysis</i></li> <li>• <i>Revision and Recall</i></li> <li>• <i>AO1 Written work: use of evidence</i></li> <li>• <i>AO2 Written work: structure of argument</i></li> </ul>
<p>Women in the Ancient World: Women to be Feared in Greece and Rome</p>	<p><i>How did the literary and artistic presentation of foreign, powerful, and magical women contrast with local definitions of 'respectable' womanhood, and why were they seen as so dangerous?</i></p>	<p>Greece</p> <ul style="list-style-type: none"> <li>• How is the mythological figure of <b>Medea</b> presented in Euripides' tragedy?</li> <li>• How does Medea's narrative journey—from her meeting with Jason in Colchis, her use of magic, her ultimate betrayal, and her escape to Athens—violate Greek domestic and gender norms?</li> </ul> <p>Rome</p> <ul style="list-style-type: none"> <li>• How did Roman writers and propagandists present the historical figure of <b>Cleopatra VII</b>?</li> <li>• How were Cleopatra's high-profile love affairs with Roman generals (<b>Julius Caesar</b> and <b>Mark Antony</b>) framed as a corruption of Roman masculinity?</li> <li>• What role did Cleopatra play in the <b>Battle of Actium</b>, and why was she constructed in Roman political mythology as an existential military, political, and cultural threat to Rome?</li> </ul> <p>How does the Greek fear of Medea's domestic rebellion, infanticide, and witchcraft compare to the Roman fear of Cleopatra's military, political, and imperial threat?</p> <p><b><u>Prescribed Sources:</u></b></p> <ul style="list-style-type: none"> <li>• Euripides, <i>Medea</i>, 1–38; 1293–1389</li> <li>• The Flight of Medea krater</li> <li>• Virgil, <i>Aeneid</i>, 8.671–713; 11.532–835</li> </ul>	<p><b>Assessment Point Information</b></p> <ul style="list-style-type: none"> <li>• <i>Creative response to each topic</i></li> <li>• <i>8 and 15 mark essay work</i></li> <li>• <i>Section C Comparison work</i></li> <li>• <i>End of Year Mock Exam</i></li> </ul>