

Latin & Classical Civilisation Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
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Intent



Article 29: *Your right to become the best that you can be.*

The fundamental aims of the Latin and Classical Civilisation department are to equip pupils with a thorough understanding of ancient history and Latin vocabulary and grammar. This includes a logical, methodical and analytical approach to translation, and an understanding of the beliefs of the Ancient Greeks and Romans, and how those beliefs influenced their culture, literature and lives. Pupils will study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000BC to 500AD. This includes mythology and religion and specifically looking at the impact of Gods.

The pupils will describe historical interpretations about the past through visual and literary materials. The pupils will study a variety of sources to help analyse the classical world and compare it to our modern society. Pupils will learn to evaluate the accuracy of these interpretations by considering the purpose of the authors and visual materials together with the contrasting interpretations that could be formed.

The pupils will develop interest, enthusiasm and curiosity for classical studies. They will acquire an understanding of different identities within society, an appreciation of diversity and the way society has developed over time. They will become critical and reflective thinkers with enquiring minds. The pupils will learn to ask relevant questions about the past and research the answers. The curriculum ensures that pupils will know and remember the key information studied.

Implementation



Article 28: *Your right to learn and go to school.*

Timetable

Pupils in Years 7, 8 and 9 have one period per week of Latin and Classical Civilisation.

Pupils have the option of studying Classical Civilisation at GCSE level in Years 10 and 11. These pupils have three lessons per week. Pupils also have the option of studying Classical Civilisation for one of their A-Levels. These pupils have five lesson per week.

Skills and Content

In the curriculum the pupils learn about a variety of ancient civilisations. The structure of this curriculum has been designed to allow for correct chronological understanding.

The pupils learn a variety of classical skills. These develop through from Year 7 all the way through to Year 13. Classical Civilisation topics include skills from History, Geography, Religious Studies, Art, and English Literature. This creative and innovative holistic approach allows for the necessary cross-curricular links to aid full understanding. Regular planning sessions ensure that coverage is thorough.

Key Stage 3

At Key Stage 3, we use the Suburani textbook and part of a bespoke course, which provides a well-thought-out blend of language and culture and which has strongly influenced the vocabulary and grammar required by the OCR GCSE syllabus, which pupils follow at Key Stage 4.

In Year 7, pupils study a range of Greek myths which look at the impact they had on the Ancient Greeks' lives, but also how the values and morals of these stories impact our society nowadays.

In Years 8 and 9 learning emphasises the relevance of Latin and the Romans in four ways; the influence of Latin on the vocabulary of English, the way in which Latin has evolved into French and Spanish, the ways in which Romans (and Greeks) learnt their ideas and terminology to almost all subjects on the curriculum, and the ways in which the Roman occupation of Britain continues to shape our country even today.

GCSE and A-Level

The curriculum has been designed so that Classical Civilisation teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study.

GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered. The modules chosen reflect the needs and interests of our pupils as well as being fully integrated in the curriculum from Key Stage 3 through to Key Stage 5.

The course builds upon the skills pupils have gained in their English Literature, History and Religious Studies classes, and their confidence is boosted by an initial audit of the literary terminology they have been using in this subject.

Extra-curricular

We run a Classics club where pupils learn Ancient Greek and develop and widen their existing knowledge of Latin and ancient mythology. This is open to all pupils. A 'Women in Antiquity' project is available for all pupils.

KS3 pupils visit the British Museum where they evaluate objects and sources, this introduces GCSE style skills. KS5 pupils visit the Roman Baths in Bath and visit a Roman villa in Chedworth in order to deepen and enrich their understanding of the curriculum.

Implementation - Skills

	Evidence	Interpretation	Significance	Language
Year 7	<p>Explain why sources are useful based on their content.</p> <p><i>The source is useful because it tells us...This means...</i></p>	<p>Identify an interpretation (from presented material) and the evidence used to support it. Add further evidence to support the interpretation.</p> <p><i>The interpretation is...The evidence used to support the interpretation is...Further evidence to support the interpretation is...</i></p>	<p>Use a criteria to judge relative significance</p>	
Year 8	<p>Explain why sources are useful based on their origin.</p> <p><i>The source is useful in providing the opinion of...He/she was...This is useful because...</i></p>	<p>Identify and describe alternative interpretations (to the presented interpretation) and evidence that can be used to support them.</p> <p><i>Other interpretations are...Evidence to support these is...</i></p>	<p>Explain that significance judgements depend on the criteria used.</p> <p>Formulate a criteria and use it to judge significance.</p>	<p>Recognise and use the present tense and nominative and accusative in Latin.</p> <p>Recognise and use the ablative case, imperfect and perfect tenses in Latin.</p>
Year 9	<p>Explain how and why the purpose of sources reduces usefulness.</p> <p><i>The purpose of the source is...This reduces usefulness because...</i></p>	<p>Evaluate the accuracy of interpretations.</p> <p><i>The author has the benefit of hindsight and thus the interpretation could be considered accurate because...</i></p> <p><i>The interpretation is not fully accurate because the author is...He is writing from a particular viewpoint to show...</i></p> <p><i>The purpose of the author's work is...Thus the interpretation is not fully accurate because...</i></p>	<p>Evaluate significance judgements using a criteria</p>	<p>Recognise and use superlative adjectives and the genitive case in Latin.</p> <p>Recognise and use the future tense and comparative adjectives in Latin.</p>
Years 10 and 11	<p>Use purpose to compare the usefulness of sources and to judge which is more useful.</p> <p>Use content, origin, and purpose to distinguish between the utility and reliability of sources</p>	<p>Judge the accuracy of an interpretation based on the quality of its supporting evidence (judge the degree of support provided for the view), the existence of opposing interpretations, if the author has the benefit of hindsight, the author's viewpoint, and the author's motive.</p> <p>Explain that interpretations should be viewed as part of a wider historical debate which includes a range of interpretations</p>	<p>Arrange factors into order of significance (most to least) and justify decisions with evidence</p>	
Years 12 and 13	<p>Judge how far contemporary evidence supports a viewpoint by analysing the similarities and differences between this evidence and by using authorship and purpose to explain these differences. Consider the values and assumptions of society from which the evidence is drawn.</p>	<p>Produce an argument for and against an interpretation by explaining the viewpoints of historians, comparing them, and evaluating them. Use these explanations and evaluations to produce your own interpretation.</p>	<p>Compare the significance of various events by judging the extent to which evidence supports a criteria and by evaluating arguments concerning this evidence</p>	

Implementation – Content



Article 13: *Your right to have information.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Introduction to Ancient Greece	Ancient Greek Life	The Olympian Gods	Greek Art and Entertainment	Ancient Greek Heroes	The Trojan War
Year 8	The Origins of Rome	Roman towns	Religion in Ancient Rome	Roman baths	Londinium	Britannia
Year 9	Boudicca and the Rebellion	Roman Army	Romans at sea	Great fire of Rome	Mosaics and Mining	Roman Marriage & Relationships
Year 10	The Gods and Temples	Festivals	Foundation Myths	The Universal Hero	Death & Burial and Journeying to the Underworld	Myths & Symbols of Power
Year 11	Sparta at War in the 5 th century	Athens at War in the 5 th century	The Roman Military in the Imperial Period	The Romans at War	Revision	Exams
Year 12	Homer's Odyssey	Homer's Odyssey	Homer's Odyssey	Greek identity and The Persian Wars	Greeks and barbarians through mythology and historical accounts	The reality of Persia
Year 13	Virgil's Aeneid	Virgil's Aeneid	The background of the late Republic through Cato and the politics of the optimates	Julius Caesar as his assassination through Cicero's letters	Revision	Exams

Implementation – GCSE Classical Civilisation (OCR)

Component title	Content Overview
<p>Myth and Religion</p> <p>50%</p> <p>1 hour and thirty minutes written paper</p>	<ul style="list-style-type: none">· Greek and Roman gods· The Universal Hero: Hercules· Religion and the City: Temples· Myth and the City: How Athens and Rome were founded?· Greek and Roman festivals· Myth and Symbols of Power· Practices and beliefs surrounding death and burial· Journeying to the Underworld
<p>War and Warfare</p> <p>50%</p> <p>1 hour and thirty minutes written paper</p>	<ul style="list-style-type: none">· The structure of Spartan society· Training and recruitment of the Spartan army· Sparta at war· The battle of Thermopylae· The structure, organisation and command of the army and navy in Athens· Athens at war· The battle of Salamis· The Roman Military· The Romans at War· The battle of Actium

Implementation – A-Level Classical Civilisation (OCR)

Component title	Content Overview
<p>The World of the Hero</p> <p>Study of literature</p> <p>40%</p> <p>2 hours 20 minutes written paper</p>	<p>What is Homer's Iliad and The Odyssey?</p> <p>What was Virgil's Aeneid?</p> <p>How were these epics composed through religious, cultural and social values and beliefs?</p> <p>What literary techniques and composition were used for these epics?</p> <p>What did it mean to be a Greek and a Roman hero?</p> <p>What themes are used in the heroic world?</p> <p>What social, cultural and religious context are used in the epics?</p> <p>How does the historical and political background impact Virgil's Aeneid?</p>
<p>Culture and the Arts</p> <p>Study of visual and material culture</p> <p>30%</p> <p>1 hour 45 minutes written paper</p>	<p>What was Greek identity at the time of Ancient Greece?</p> <p>How united were the Ancient Greeks as people?</p> <p>How did the Greeks see themselves as distinct from their 'barbarian' neighbours?</p> <p>Was the Greek stereotype of the Persians based on fact or prejudice?</p> <p>How did the work of Herodotus and Aeschylus depict the idea of barbarians in Greek myth?</p> <p>How were barbarians depicted in historical contexts?</p> <p>What was the reality of the Persian dynasty?</p>
<p>Beliefs and Ideas</p> <p>Study of Classical thought</p> <p>30%</p> <p>1 hour 45 minutes written paper</p>	<p>What led to the downfall of the Republic (res publica)?</p> <p>What was the organization of a Roman state?</p> <p>How was Cato's political life influenced of by Stoic philosophy?</p> <p>Why was Julius Caesar assassinated?</p> <p>Was Julius Caesar a dictator with his 'anti-Republican' beliefs and views?</p> <p>What were Cicero's relationships and attitudes towards the res publica?</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Teachers monitor and track understanding of content and acquisition of skills and plan future learning accordingly.

Teachers complete class feedback logs in order to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Year 10, Year 11 and Year 12 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Latin and Classical Civilisation department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.