

THOMAS MILLS HIGH SCHOOL
Department Curriculum Overview: CLASSICAL CIVILISATION

Year	Term	Topic	Subject Knowledge and Skills	SMSC/FBV/PSHEE/ Careers / National Curriculum/PSHE Ref.
12	1	The World of the Hero Unit: Homer's <i>Odyssey</i> books 1-8	Knowledge: <ul style="list-style-type: none"> - events of books 1-8 - structure and plot of the epic - language of the epic including narrative and descriptive techniques and their effects; such as speeches, formulae, flashback, and similes - literary context in which the <i>Odyssey</i> was created and handed down including oral tradition and context; transmission of the text; the Homeric question 	SMSC: <ul style="list-style-type: none"> - understanding the wide range of cultural influences that have shaped our and others' heritage - ability to recognise the things we share in common across cultural boundaries
		Invention of the Barbarian Unit: 1.1 Greek Identity; 1.2 The Persian Wars and Greek (Dis)Unity; 1.3 Greeks and Barbarians	Knowledge: <ul style="list-style-type: none"> - The geographical extent of the Greek world and the range of cultures it encompassed - The autonomy of the poleis (cities), relations between them and responses to the Persian threat - the extent to which a 'Greek' cultural identity existed, attempts to unify the Greeks during this period of conflict, and the level of unity as reflected in Herodotus' narrative of key events - Pre-Classical ideas of the 'barbarian' including the origin of the term and its original connotations - The role of binary oppositions (for example: Greek/foreigner; man/woman) in the Greek world view - The typical depiction of barbarians in classical Greek sources, including: the standard visual depiction of 'barbarians' in Greek art, their way of life and customs, their character, politics and hierarchy, and their religion and rituals - The role of the historical context in this 'invention' of the barbarian, including the role of the Persian wars in crystallising images of foreign peoples 	
		Key Skills: <ul style="list-style-type: none"> - AO1 Demonstrate knowledge and understanding of: literature, visual/material culture and classical thought; how sources and ideas reflect, and influence, their cultural contexts; possible interpretations of sources, perspectives and ideas by different audiences and individuals. - AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments. 		
Assessments	The World of the Hero Standardised Assessed Task 1: Book 1 10-mark question Standardised Assessed Task 2: Key terms quiz Standardised Assessed Task 3: Telemachy 20-mark question Standardised Assessed Task 4: Divine intervention 20-mark question November internal preparatory exam		The Invention of the Barbarian Standardised Assessed Task 1: Council of Greek City States project Standardised Assessed Task 2: To what extent did a 'Greek' identity exist before the Persian invasion of the 5th Century BC? [20m] Standardised Assessed Task 3: visual source exam style question [10m] Standardised Assessed Task 4: Is there more evidence for Greek unity or disunity in Herodotus' account of the Persian invasion of 480-479BC? [20m] November internal preparatory exam	

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12	2	<p>The World of the Hero</p> <p>Unit: Homer's <i>Odyssey</i> books 9-20</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - events of books 9-20 - concept, values and behaviour of a hero, including the ideas of <i>time</i> (honour) and <i>kleos</i> (reputation) - how the different societies depicted in the <i>Odyssey</i> are characterised and portrayed - characterisation of major and minor characters - <i>nostos</i> (homecoming) - disguise - recognition - fantasy and the supernatural 	<p>SMSC:</p> <ul style="list-style-type: none"> - understanding a range of different cultures
		<p>Invention of the Barbarian</p> <p>Unit: 1.4 Depictions and Portrayals: Mythical Barbarians; 1.5 Depictions and Portrayals: Historical Barbarians</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - The appearance, behaviour and values of the Amazons, and how these set them apart from the Greeks - Study of Euripides' <i>Medea</i>, including: the plot, structure, characterisation and themes; the context in which the play was produced; how the plot and <i>Medea's</i> character is formed by her status as a barbarian; how <i>Medea's</i> actions may have been viewed by the audience - How gender is linked to the sense of 'other' and danger associated with barbarian characters - Aeschylus' portrayal of the Persians in the <i>Persians</i>, including: the plot, structure, characterisation (including chorus) and themes; the context in which the play was produced; characteristics and 'un-Greek' nature of the Persians; the behaviour and characterisation of Xerxes - Herodotus' portrayal of the Persians, including: the characteristics of the Persians; the characterisation of Xerxes and Herodotus' accounts of the supernatural, narrative and literary devices - Comparison of Aeschylus' and Herodotus' depictions of the Greeks, Persians and the Greek victory 	
		<p>Key Skills:</p> <ul style="list-style-type: none"> - AO1 Demonstrate knowledge and understanding of: literature, visual/material culture and classical thought; how sources and ideas reflect, and influence, their cultural contexts; possible interpretations of sources, perspectives and ideas by different audiences and individuals. - AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments. 		
Assessments	<p>The World of the Hero</p> <p>Standardised Assessed Task 1: Book 10 10-mark question</p> <p>Standardised Assessed Task 2: Scholarship annotation task.</p> <p>Standardised Assessed Task 3: Heroism 30-mark question</p> <p>March internal preparatory exam</p>		<p>Invention of the Barbarian</p> <p>Standardised Assessed Task 1: visual source exam style question [10m]</p> <p>Standardised Assessed Task 2: <i>Medea</i> 10m and 20m exam style questions</p> <p>Standardised Assessed Task 3: 'In the <i>Persians</i>, Aeschylus tells us more about the Greek world than about the Persian world.' Explain how far you agree with this statement and justify your response. [30m]</p> <p>March internal preparatory exam</p>	

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12	3	<p>The World of the Hero</p> <p>Unit: Homer's <i>Odyssey</i> books 21-24</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - events of books 21-24 - power of fate - role of the immortals - relationship between immortals and mortals - justice and revenge - hospitality and guest friendship (<i>xenia</i>) - family - relationships between men and women, parents and children - roles of women and enslaved people in society 	<p>SMSC:</p> <ul style="list-style-type: none"> - offering reasoned views about moral and ethical issues and understanding the viewpoints of others on these issues <p>FBV:</p> <ul style="list-style-type: none"> - how ancient treatment of women and enslaved people clashed with individual liberty
		<p>Invention of the Barbarian</p> <p>Unit: 1.6 The Reality of Persia</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - The Achaemenid dynasty and the Persian political system, including: the king, his subjects and government of the empire including tributes and satrapies - The representation of kings and imperialism in Persian sources - The artistic and cultural achievements of the Achaemenid dynasty, including: the cultural significance of Persepolis and the Palace of Darius at Susa - The relationship between Achaemenid and Greek art, and the influence of each on the other - The contrast of the 'reality' of Persian culture and society with the Greek view, including the extent to which Herodotus shows familiarity with the reality of Persia 	
		<p>Key Skills:</p> <ul style="list-style-type: none"> - AO1 Demonstrate knowledge and understanding of: literature, visual/material culture and classical thought; how sources and ideas reflect, and influence, their cultural contexts; possible interpretations of sources, perspectives and ideas by different audiences and individuals. - AO2 Critically analyse, interpret and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments. 		
Assessments		<p>The World of the Hero</p> <p>Standardised Assessed Task 1: Cavafy 'Ithaca' reflection task</p> <p>Standardised Assessed Task 2: Thematic presentations</p> <p>Standardised Assessed Task 3: Women 30-mark question</p> <p>June internal preparatory exam</p>	<p>Invention of the Barbarian</p> <p>Standardised Assessed Task 1: Reality of Persia 10m visual source question</p> <p>Standardised Assessed Task 2: 20m essay focussing on Herodotus books 1-2</p> <p>Standardised Assessed Task 3: 30m essay assessing the extent to which Greek representations of barbarians matched the reality of Persia</p> <p>June internal preparatory exam</p>	