



Year 9 Classical Studies Curriculum Plan

	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Unit 1 (Term 1)	<p>Alexander the Great – early life to death. Analysis of key passages from Plutarch's Life of Alexander the Great.</p> <p>Investigation into the influence of Alexander the Great's campaigns on the ancient world with some key links to</p>	<p>Introduction to Ancient Greece (in advance of indepth exploration in Year 10) and Greek philosophy. Linking the teachings of Aristotle to their origins and their influence of Alexander.</p> <p>Exploration into the Early life of Alexander and analysis of how this influenced his campaigns.</p> <p>Overview of Alexander's conquests and achievements.</p> <p>Indepth study of the battle of Battle of Gaugamela</p> <p>Single Lessons:</p> <ul style="list-style-type: none"> • Critical studies of Plutarch's 'Life of Alexander' alongside extracts from other minor sources. • Exploration of battle plans and strategy • Critical analysis of ancient and modern art depicting ATG, his battles and achievements (including some exploration into Persian perspective). • Brief overview of Greek Society and it's influence on Alexander and Macedonia. 	<p>OCR Essay style question relating to the role of emperors in Roman society and a visual source for analysis.</p> <p>OCR Essay style question relating to the Battle of Gaugamela including personal response and evaluation.</p> <p>Analysis of visual sources with links to Greek society, Alexander's early and his influences.</p>	<p>Literacy: Analysis and criticism of a range of texts and art. Writing like a great leader.</p> <p>Numeracy: Analysis of battle field formations and map reading.</p> <p>Thinking Skills: Analysis, Reflection, research, evaluation.</p>	<p>The Campaigns of Alexander (Paperback) by Arrian</p> <p>The Life of Alexander the Great (Paperback) by Plutarch</p> <p>The Age of Alexander: Nine Greek Lives (Paperback) by Plutarch</p> <p>The History of Alexander (Paperback) by Quintus Curtius Rufus</p> <p>The Hellenistic Age: A Short History (Modern Library Chronicles) by Peter Green</p>

	modern society.	<p>AO1 Demonstrates knowledge of Alexander's life and campaigns with key focus on the battle of Gaugamela</p> <p>AO2 Demonstrates an understanding of how the campaigns of Alexander the Great were reflected in a range of visual and textual sources</p> <p>AO3 Evaluates the evidence – to create an informed personal response using evidence.</p>			
Unit 2 (Term 2)	Introduction to Roman Civilisation – focus on Art, Architecture and Political life (including the lives of selected emperors)	<p>Students will explore a range of primary and secondary sources relating to art, architecture and Roman Society. They analyse the lives of people during ancient times, including the consideration of a range of factors that affected the lives of those living in various stratas of Roman society – this unit will also include some taster sessions in Latin, relating to topics being assessed.</p> <p>Single Lessons:</p> <ul style="list-style-type: none"> • Critical studies of ancient art and architecture. • Investigating a range of social features of Roman and 	OCR Essay style question relating to the role of emperors in Roman society and a visual source for analysis.	<p>Literacy: Analysis of a range of texts and speeches – writing one's own speech in the style of a great orator.</p> <p>Numeracy: Analysis of architecture and map reading.</p> <p>Thinking Skills: Analysis, Reflection, research.</p>	<p>'A Critical History of Early Rome: From Prehistory to the First Punic War' by Gary Forsythe</p> <p>Extracts from <i>The Roman House, Roman Towns, Roman Family Life</i>, Peter Hodge</p> <p>Extracts from <i>Roman Religion</i>, Michael Massey</p> <p>Extracts from <i>Roman Sport and Entertainment</i>, D. Buchanan</p> <p>CLC Book 1 (Latin course – structure of houses and introduction to Latin)</p>

		<p>analysing their significance.</p> <ul style="list-style-type: none"> • Critical reading of ancient sources, including those considering the lives of emperors. • Brief overview of key latin terms • Support on how to analyse a range of primary and secondary sources. Exploration of oratory. <p>AO1 Demonstrates knowledge of the workings of Roman Society AO2 Demonstrates an understanding of Roman Society and how it is reflected in a range of visual and textual sources.</p> <p>AO3 Evaluates the evidence – to create an informed personal response using evidence.</p>			<p><i>The Rotten Romans</i> By Terry Deary</p> <p><i>The Usbourne Illustrated World History The Romans</i></p> <p>'A Critical History of Early Rome: From Prehistory to the First Punic War' by Gary Forsythe</p> <p>The Romans: From Village to Empire' by Boatwright, Gargola, Lenski, Talbert.</p> <p>'Ancient Rome: The Rise and Fall of an Empire' by Simon Baker</p>
Unit 3 (Term 3)	Greek and Roman mythology and Epic poems	<p>Introduction to Iliad and Aeneid. Students explore the links between these two epic poems and the mythology of the civilisations they come from.</p> <p>Single Lessons:</p> <ul style="list-style-type: none"> • Critical studies of Virgil – What are the literary merits of the Aeneid? • Exploration of Homer and his legacy, oral tradition, the role of mythology and story telling in Ancient Greece 			<p>Relevant passages from Homer's <i>Iliad</i> and <i>Odyssey</i></p> <p>Relevant passages from Virgil's <i>Aeneid</i></p> <p><i>Tales of the Greek Heroes</i> by Roger Lancelyn Green</p> <p>Extracts from <i>Gods and Heroes of Ancient Greece</i> by Hugh Hollinghurst</p> <p>The film <i>Troy</i></p>

		<ul style="list-style-type: none"> • Critical analysis of specific myths – why were these stories told? What do they tell us about society? How are they relevant now? <p>AO1 Demonstrates knowledge of the role played by story-telling in ancient Greece, using evidence from a Greek Myth</p> <p>AO2 Demonstrates an understanding of Epic Poems with an emphasis on the context and the significance of both the Illiad and the Aeneid.</p> <p>AO3 Evaluates the evidence – to create an informed personal response using evidence.</p> <p>Post-Exams students will complete an independent project about the life the life of Cleopatra – using support and guidance provided.</p>			<p><i>Jason and the Argonauts</i> (video)</p> <p>Cambridge School Classics Project (Depictions and worksheets on the Gods and Heroes)</p>
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