

## Fairfield High School Curriculum Overview – Year 11

Subject	Classics	<b>Why do we study these units in Year 11?</b>
Lessons per fortnight	6	Year 11 begins with a study of the Homeric World. The Culture section involves a study of life in Mycenaean times. This is a very diverse area, allowing the study of particular sites, their archaeology and the valuable role they play in our understanding of the age. The Mycenaean Age is also rich in sculpture, frescos and jewellery, as well as the famous tombs and their accompanying treasure, meaning that learners can study a wide range of fascinating materials and artefacts. Everyday life in Mycenaean times is also explored, allowing learners to consider what life was like for real people in this period, rather than simply focusing on the exploits of the epic heroes. The skill of evaluating sources is one of importance and so we start with the study of the Mycenaean world and then move on to the literary study of The Odyssey, as this will involve skills developed in English lessons, which they can apply to their study of Classics.
Setting	Options group (mixed)	

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

**We ensure all students experience high challenge in the subject by including ...** Additional high challenge homeworks; regular academic and translated reading in class; varied tasks with signposting to more challenging options. Lessons routinely ask students to independently analyse knowledge and evaluate complex topics around Archaeological evidence and literary evidence.

**Literacy work this year includes...** Flipped learning of Ancient Greek vocabulary; regular academic and ancient literary reading; use of lexicogrammatical chunks (phrases used by academic Historians) to develop academic writing; systematic development of complex evaluative argument; evaluation of source and historical interpretations.

**Innovation and Creativity opportunities this year include...** Dramatic readings of The Odyssey and use of physical theatre to explore key themes as well as working with archaeological finds through the Museum of Bristol.

**Employability opportunities/skills covered this year are...** Detailed report writing; independent analysis of text, image and data sources; evaluation of argument; academic standard literacy; team work. Close work with the University of Bristol as a way to encourage working in the field of ancient history and attendance of externally run workshops for exposure to Classics in the working world.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Life in The Mycenaean Times, Decorative arts and Tombs and burial	Students will have learned: <ul style="list-style-type: none"> <li>• The dating of the Mycenaean age The location, and importance of key sites, including Mycenae, Tiryns, and Troy</li> <li>• The layout and structures of the site of Mycenae and Tiryns</li> <li>• The evidence for and against Troy VI and Troy VIIa being the site of Homer’s Troy</li> <li>• Palaces</li> <li>• the typical palace complex and megaron (central hall)</li> <li>• their functions and use</li> <li>• Everyday life; evidence for, and nature of:               <ul style="list-style-type: none"> <li>• hunting</li> <li>• armour and weapons</li> <li>• chariots</li> <li>• clothing</li> <li>• trade</li> </ul> </li> <li>• Linear B tablets</li> <li>• how the tablets were preserved and their significance</li> <li>• Frescoes, including:               <ul style="list-style-type: none"> <li>• techniques, colours and typical designs</li> <li>• Jewellery</li> </ul> </li> </ul>	Analysis and evaluation of sources Analysis and evaluation of interpretations Ability to select relevant details Extended judgement essay writing Fine detail knowledge acquisition	Half paper mock
2				Full paper mock
3				Ambiguous, challenging questions

		<ul style="list-style-type: none"> <li>• techniques and use of materials including metalwork, amber and glass</li> <li>• Decorative objects and their creation</li> <li>• types of storage vessels, drinking vessels, animal figures, human figures,</li> <li>• (including phi, psi and tau figurines), votive offerings, ivory carving</li> <li>• Burial customs</li> <li>• Structure and use of shaft graves</li> <li>• Structure and use of cist graves</li> <li>• Structure and use of tholos and chamber tombs</li> <li>• The use of funerary objects</li> <li>• The contents of Grave Circle A and Grave Circle B at Mycenae.</li> </ul>		
4	A Literary Study of The Odyssey by Homer	<p>Students will have learned:</p> <ul style="list-style-type: none"> <li>• The literary composition of The Odyssey by Homer</li> <li>• The Themes</li> <li>• The character of Odysseus</li> <li>• Other key characters</li> <li>• The role of the gods</li> <li>• The impact and influence of this work on the Greek people and civilisation as a whole</li> </ul>	<p>Analysis and evaluation of sources</p> <p>Describing narrative</p> <p>Analysis of literary devices</p> <p>Extended judgement essay writing</p> <p>Fine detail knowledge acquisition</p>	Half paper mock
5				Full paper mock
6				Ambiguous, challenging questions

