

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

Exam Board: OCR

Term	<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>
	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p><b>Assessment opportunities</b> What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p><b>Autumn Term 1A Year 10</b></p>	<p><u>Intent</u> Why is this taught now?</p> <p>This period study follows the unfolding narrative of the rise of the Persian Empire under the first four Achaemenid kings between 559 and 465 BC. After an initial focus on the foundation of the empire under Cyrus the Great, the study examines the expansion of Persian territory and construction projects of Cyrus’ successors before exploring the Persians’ attempts to expand into Greece and the resistance they faced. Learners will need to understand the nature of the Persian Empire in this period and the role of the kings in shaping its development. There are three consistent themes: • the expansion of Persian territory • the interaction between the Persians and other cultures, particularly the Greeks, Egyptians and Babylonians • the personalities and priorities of Cyrus the Great, Cambyses II, Darius I and Xerxes I including their priorities on matters of religion and architecture. The period study will be worth 27.5% of the overall specification and should take approximately 33 to 38 guided learning hours to teach.</p>	<p><u>The Persian Empire, 559–465 BC</u></p> <p><u>The rise of the Persian Empire under Cyrus the Great 559–530 BC</u></p> <ul style="list-style-type: none"> <li>• The background and accession of Cyrus</li> <li>• the conquest of Lydia</li> <li>• the conquest of Babylon</li> <li>• Cyrus’ attitude towards conquered peoples and his liberation of the Jews</li> <li>• the construction of Pasargadae</li> <li>• the circumstances of Cyrus’ death.</li> </ul> <p><u>Cambyses II, Smerdis and the accession of Darius 530–522 BC</u></p> <ul style="list-style-type: none"> <li>• Cambyses’ conquest of Egypt</li> <li>• Cambyses’ attitude towards the Egyptians and their culture</li> <li>• the circumstances of Cambyses’ death</li> <li>• Darius’ overthrow of Smerdis/Bardiya/Gaumata.</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: Short answer questions. 10-mark question</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

<p><b>Autumn Term 1B</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Learners should be able to identify, describe and explain events and developments relating to this period of Persian expansion and to evaluate the achievements of the kings. They should study the unfolding narrative through the four chronological periods outlined. In each of the time spans, the focus should be on the content specified. Learners should be able to demonstrate an understanding of the relationships between different aspects of the period studied, making connections, drawing contrasts and analysing trends, such as between economic, political, social, cultural, religious and military history; and between short and long term time scales.</p>	<p><u>Cambyses II, Smerdis and the accession of Darius 530–522 BC</u></p> <ul style="list-style-type: none"> <li>• Cambyses’ conquest of Egypt</li> <li>• Cambyses’ attitude towards the Egyptians and their culture</li> <li>• the circumstances of Cambyses’ death</li> <li>• Darius’ overthrow of Smerdis/Bardiya/Gaumata.</li> </ul> <p><u>The reign of Darius the Great 522–486 BC</u></p> <ul style="list-style-type: none"> <li>• Darius’ pacification of the empire, including the restoration of control over Babylon</li> <li>• construction of Susa, Persepolis and the Egyptian canal</li> <li>• Persian expansion into the Aegean Sea</li> <li>• the campaign in India</li> <li>• the war with the Scythians</li> <li>• Persian culture and religion under Darius</li> <li>• Darius’ organisation and administration of the Persian Empire; the Ionian Revolt, including its causes, course and consequences</li> <li>• Persian relations with Athens prior to the revolt; Mardonius’ expedition of 493–492 BC</li> <li>• the expedition to Greece in 490 BC and its aftermath.</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: 6-mark question 15-mark question</p> <p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: Short answer questions 15-mark question</p>
<p><b>Spring Term 2A</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>The length of the period study will encourage learners to develop their interest in, and understanding of, the important events, individuals, developments and issues from 559 to 465 BC and provides a sufficient chronological range to be able to study continuity and change. This will allow learners</p>	<p><u>Xerxes I and the Greeks 486–465 BC</u></p> <ul style="list-style-type: none"> <li>• Death of Darius and accession of Xerxes</li> <li>• the suppression of revolts in Babylonia and Egypt</li> <li>• the invasion of Greece, including Persian preparation, the journey to Greece, the Battle of Thermopylae, the sack of Athens, the Battle of Salamis</li> <li>• Persian military organisation and fighting techniques</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: 6-mark question 10-mark question</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

	<p>to analyse the causes, significance and consequences of key historical events, and the similarities and differences between situations within the period. Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied. Learners will be required to demonstrate knowledge and understanding of the key features and characteristics of the topics studied, including the chronology, events, individuals, developments and the issues for each topic in order to reach substantiated judgements.</p>	<ul style="list-style-type: none"> <li>• the completion of Darius’ building projects</li> <li>• the Battle of Eurymedon and Plutarch’s ‘famous peace’.</li> </ul>	
<p><b>Spring Term 2B</b> <b>Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding, and analyse and evaluate the significance of events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements. Learners will also need to understand the detailed historical context of the events/situation for the depth study.</p>	<p><b><u>Alexander the Great, 356–323 BC.</u></b></p> <p><u>Upbringing, character, beliefs and life of Alexander</u></p> <ul style="list-style-type: none"> <li>• Alexander’s youth; the character, political and personal influence of Olympias</li> <li>• Alexander’s relationship with Philip</li> <li>• Alexander’s character and beliefs, including the adoption of Persian dress and customs</li> <li>• the course of his life and his relationships with companions including Parmenio, Cleitus, Callisthenes, Hephæstion and Antipater.</li> </ul> <p><u>Alexander’s campaigns: The reasons for his expeditions and the main battles</u></p> <ul style="list-style-type: none"> <li>• The initial reasons for the expedition against Persia</li> <li>• the Battles at the Granicus, Gaugamela and the Persian Gates</li> <li>• the pursuits of Darius and Bessus</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: Short answer questions 5-mark source question 5-mark source question</p> <p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: 10-mark question</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

		<ul style="list-style-type: none"> <li>• the final campaign in the Indus Valley including the mutiny at the Hyphasis</li> <li>• the difficulties encountered on the return journey to Babylon</li> <li>• the changing aims of his expeditions and changing views of Persians and the Persian empire</li> <li>• the nature and role of his foundation cities.</li> </ul>	
<p><b>Summer Term 3A Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>This depth study requires the critical use of ancient source material to interpret, analyse and evaluate historical questions, problems and issues. Different types of evidence need to be analysed and evaluated and learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. The depth studies require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence. Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.</p>	<p><u>Significant events in Alexander’s life</u></p> <ul style="list-style-type: none"> <li>• The murder of Philip and the differing interpretations of the events surrounding it</li> <li>• the events of the Battles at the Granicus and Gaugamela</li> <li>• the burning of Persepolis</li> <li>• the murder of Cleitus</li> <li>• the mass marriages at Susa</li> <li>• Alexander’s death and the differing explanations of the events surrounding it</li> </ul> <p><u>The Macedonian army under Alexander</u></p> <ul style="list-style-type: none"> <li>• The use of the cavalry</li> <li>• the use of the phalanx</li> <li>• the use of specialist troop</li> <li>• the weapons and armour of the army</li> <li>• the significance of the tactics used at the main battles</li> <li>• the use of siege warfare at Tyre and the Aornus Rock</li> <li>• the actions of Alexander and his army during the final capture of Tyre</li> <li>• Alexander’s relationship with his army.</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>End of topic assessment: Short answer questions 5-mark source question</p> <p>Knowledge test – key terms test at the end of the topic</p> <p>Trial exam</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

<p><b>Summer Term 3B Year 10</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>The longer period study will allow learners to develop their knowledge and understanding of the significant events, key features and characteristics of different eras, allowing learners to see wider changes in society from the time of Roman kings through to the creation and stabilisation of the early Roman Republic. Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied.</p>	<p><b>The foundations of Rome: from kingship to republic, 753–440 BC</b></p> <p><u>The legendary kings: Origins of Rome 753–616 BC</u></p> <ul style="list-style-type: none"> <li>• The Aeneas and Romulus foundation myths</li> <li>• Romulus’ political initiatives</li> <li>• Rome’s relationship with the Sabines</li> <li>• the role of the Senate</li> <li>• Romulus’ death and the succession of Numa</li> <li>• Numa’s diplomacy and religious policies</li> <li>• the legal system in the reign of Tullus Hostilius</li> <li>• Ancus Marcius’ expansion of Rome. Romulus’ religious initiatives</li> <li>• Numa’s religious reforms. Romulus’ organisation of the Roman army</li> <li>• Romulus’ conflicts with neighbouring communities</li> <li>• Tullus Hostilius’ conflict with Alba Longa. The nature and origin of the historical evidence for this period, including archaeological and geographical issues.</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>Written assessment – source questions and essay question.</p>
<p><b>Autumn Term 1A Year 11</b></p>	<p><b>Intent</b> Why is this taught now?</p> <p>The length of the longer period study will encourage learners to develop their interest in, and understanding of, the important events, individuals, developments and issues from 753 to 440 BC, and provides a sufficient chronological range to be able to study continuity and change. This will allow learners to analyse the causes, significance and consequences of key historical events, and the similarities and differences between situations within the period. Learners should be able to</p>	<p><u>The Etruscan kings: 616–509 BC</u></p> <ul style="list-style-type: none"> <li>• The manner in which each monarch gained power</li> <li>• the methods adopted by the Etruscan Kings to secure their power</li> <li>• Servius Tullius’ reforms</li> <li>• the tyranny of Tarquinius Superbus. The development of the city of Rome</li> <li>• the influence of omens ascribed to Servius Tullius</li> <li>• the importance of the Tarquin’s personal wealth in gaining popularity. Reorganisation of the army</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>Written assessment – source questions and essay question.</p>

**Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11**

	<p>demonstrate an understanding of the relationships between different aspects of the longer period studied, making connections, drawing contrasts and analysing trends, such as between economic, political, social, cultural, religious and military history; and between short and long-term time scales.</p>	<ul style="list-style-type: none"> <li>• the political and economic significance of Tarquinus Priscus and Servius Tullus’ victories</li> <li>• the impact of Tarquinus Superbus’ military record. The nature and origin of the historical evidence for this period, including both the literary and archaeological sources.</li> </ul>	
<p><b>Autumn Term 1B Year 11</b></p>	<p><b><u>Intent</u></b> Why is this taught now?</p> <p>Learners will be required to demonstrate knowledge and understanding of the key features and characteristics of the topics studied, including the chronology, events, individuals, developments and issues for each topic in order to reach substantiated judgements. Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of the historical events studied to reach substantiated conclusions. In the longer period study, learners will be presented with an unseen ancient source. Learners will only be expected to use details from the passage in conjunction with their own knowledge to answer the question. There will not be an expectation for learners to evaluate the source’s reliability or provenance in these questions.</p>	<p><u>Origins of the Republic: 509–494 BC</u></p> <ul style="list-style-type: none"> <li>• The removal of Tarquinus Superbus</li> <li>• the creation of the early Republic including the development of the Consulship and the Senate.</li> <li>• Impact of the foundation of the Republic upon the plebeian and patrician class, in particular the tensions developing between the two groups.</li> <li>• Military challenges to the early Republic and the Roman response, including the Battle of Silvia Arsia, the invasion of Lars Porsena and the Battle of Lake Regilius.</li> <li>• The nature and origin of the historical evidence for this period.</li> </ul> <p><u>Securing the Republic: 494–440 BC</u></p> <ul style="list-style-type: none"> <li>• The development of Plebeian influence on government</li> <li>• Sicinius and the First Secession of the Plebeians</li> <li>• the Volero Publilius uprising and the reforms of 471</li> <li>• the Decemvirates, Second Secession and Twelve Tables</li> <li>• the Valerio-Horatian laws and the other reforms of the 440s. Change and continuity in patrician and plebeian lives</li> <li>• the power of the patricians relative to the plebeians</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>Written assessment – source questions and essay question.</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

		<ul style="list-style-type: none"> <li>• problems facing the plebeian class</li> <li>• the impact of Appius Claudius’ and his family upon patrician and plebeian relations. The military implications of the plebeian revolts and the role of soldiers in those revolts</li> <li>• impact of war upon Roman politics. The nature and origin of the historical evidence for this period.</li> </ul>	
<p><b>Spring Term 2A</b> <b>Year 11</b></p>	<p><b><u>Intent</u></b> Why is this taught now?</p> <p>Learners will be required to demonstrate an understanding of the key historical terms and concepts relevant to the topics studied, including change, continuity, causation, consequence and significance. Learners will be required to demonstrate knowledge and understanding and analyse and evaluate the significance of events, individuals, groups, developments and ideas in the topic studied in order to reach substantiated judgements. Learners will also need to understand the detailed historical context of the events/situation for the depth study.</p>	<p><b><u>Hannibal and the Second Punic War, 218–201 BC</u></b></p> <p><b><u>Reasons for the outbreak of the Second Punic War</u></b></p> <ul style="list-style-type: none"> <li>• The impact of the First Punic War on the balance of power between Rome and Carthage</li> <li>• the impact of the Treaty of Lutatius on Carthage</li> <li>• the significance of the colonisation of Iberia by Hamilcar and Hasdrubal</li> <li>• the development of a war party within Carthage demanding revenge or renegotiation of the Treaty of Lutatius</li> <li>• Hannibal’s personal motivations for war against Rome, including the influence of Hamilcar and the threat of Roman expansion into Iberia.</li> </ul> <p><b><u>The nature and dynamics of Hannibal’s leadership</u></b></p> <ul style="list-style-type: none"> <li>• Hannibal’s leadership and tactics during the Siege of Saguntum, the Battles on the Rhone and the crossing of the Alps</li> <li>• Hannibal’s leadership and tactics during the invasion of Italy, including the Battles of Trebia, Trasimene and Cannae</li> <li>• Hannibal’s failure to march on Rome and inability to counter Fabian tactics, his failure to make peace with</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>Written assessment – source questions and essay question.</p>

Beths Grammar School KS4 Ancient History Curriculum Map – Year 10 and 11

		Rome and to retain alliances with Italian tribes made after Cannae, and his failure to keep supply routes open with Iberia and Carthage	
<p>Spring Term 2B Year 11</p>	<p><b>Intent</b> Why is this taught now?</p>		
	<p>This depth study requires the critical use of ancient source materials to interpret, analyse and evaluate historical questions, problems and issues. Different types of evidence need to be analysed and evaluated and learners need to understand the usefulness and limitations of the ancient source evidence studied and how this affects the conclusions that can be drawn. The depth study will require learners to deal with the contexts in which evidence was written or produced and assess the reliability of the evidence. Learners will be required to demonstrate the ability to create their own evidence-based structured arguments, selecting, organising and communicating their knowledge and understanding of both the historical events studied and the ancient source material to reach substantiated conclusions.</p>	<p><u>The changing nature of Rome’s response to Hannibal</u></p> <ul style="list-style-type: none"> <li>• The leadership of Sempronius, Flaminius, Servilius, Varro and Paullus</li> <li>• Roman mistakes in the campaign and the reasons for them; the impact of Fabius Maximus upon Roman tactics, including his appointment as dictator and the use of religion to improve Roman confidence</li> <li>• Minucius’ failure and Fabius’ success in isolating Hannibal from his allies and cutting off his supply routes; the impact of Scipio Africanus on Roman tactics</li> <li>• Scipio Africanus’ appointment and successful campaign in Iberia</li> <li>• debate in Senate between Scipio Africanus and Fabius Maximus</li> <li>• Scipio’s invasion of Africa to draw Hannibal out of Italy.</li> </ul> <p><u>How did Rome defeat Carthage?</u></p> <ul style="list-style-type: none"> <li>• Reasons for Hannibal’s withdrawal from Italy, including pressure from the Carthaginian senate and supply problems</li> <li>• the significance of the Numidian cavalry supporting Rome and regional unrest caused by the Roman invasion of Africa</li> <li>• Hannibal’s refusal to fight and the murder of Hasdrubal</li> <li>• the Battle of Zama</li> <li>• the reasons for Hannibal’s defeat and its consequences for Carthage and Rome.</li> </ul>	<p>Knowledge test – key terms test at the end of the topic</p> <p>Written assessment – source questions and essay question.</p>