

Beths Grammar School KS5 Classical Civilisation Curriculum Map – Year 13

Term	INTENT	IMPLEMENTATION	IMPACT
OCR A level Spec	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities</p> <p>What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
Autumn Term 1A Year 13	<p><u>Intent</u> Why is this taught now?</p> <p>Unit 2: Greek Theatre The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires study of not only the plays but the context in which their form and production developed.</p> <p>To develop this understanding this component involves the study of the physical theatre space used by the Greeks to stage their dramas, and also depictions of this staging in the visual/material record. This study of the production of Greek drama is coupled with an in-depth study of three plays, all of which have proven to be enduring favourites. The themes and concepts explored by these plays are of significant relevance and interest as much to the modern audience as they were to that of the original performance.</p>	<p><u>The nature of Old Comedy</u></p> <ul style="list-style-type: none"> the origins of comedy and how it developed during the 5th century BC, including the contribution of Aristophanes use of actors and the Chorus use of masks, costumes and props types of humour, comic techniques and effects the common themes of comedy the relationship between the cultural context and subject matter of the plays <p><u>Aristophanes' Frogs</u></p> <p><u>Social, political and religious themes in tragedy</u></p> <p>With reference to Oedipus the King and Bacchae:</p> <ul style="list-style-type: none"> ancient religious concepts, beliefs and practices, including: the role of the gods fate and free will prophecy and prophets religious rituals and acts importance of the polis (city), including: position and role of men, women and slaves in society political ideas and ideals importance of family relationships tragic heroism, including: 	<p>Key terms tests</p> <p>Trial/baseline exam</p>

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	<p>The plays and material culture included in the specification provide learners with a range of interesting sources which will allow them to explore, evaluate and understand this aspect of ancient culture and its relevance to us in the modern world.</p>	<ul style="list-style-type: none"> • the nature of heroes and heroism • justice and revenge • possible interpretation of these themes and motifs by both ancient and modern audiences • the representation of such themes and motifs in the visual/material record <p><u>Social, political and religious themes in comedy</u></p> <p>With reference to Frogs:</p> <ul style="list-style-type: none"> • the representation and satire of tragedy • ancient religious concepts, beliefs and practices, including: • the role of the gods • death and the afterlife • importance of the polis (city), including: • position and role of men, women and slaves in society • political ideas and ideals • possible interpretation of these themes and motifs by both ancient and modern audiences • the representation of such themes and motifs in the visual/material record 	
<p>Autumn Term 1B Year 13</p>	<p><u>Unit 3: Democracy and the Athenians</u></p> <p>The aim of this component is to examine the concept of Democracy; what this meant to the Athenians, and its positive and negative aspects. Learners will study the reforms of two key thinkers in depth, Solon and Cleisthenes, and assess the extent to which they laid the foundations for the democracy of the 5th century BC. Learners will look at how democracy permeated Athenian identity, how it was celebrated and idealised, but also how it was criticised. The concepts of ‘popular’ leaders who mislead the people, or give them</p>	<p><u>Solon</u></p> <p>Solon’s reforms</p> <ul style="list-style-type: none"> • seisachtheia • property classes, their rights and obligations • possible introduction of a Council of 400 • archonship • Areopagos • assembly • changes to Draco’s law code • responses to and consequences of his reforms, and their relationship to the development of democracy <p><u>Cleisthenes</u></p>	<p>Key terms tests</p> <p>10-mark questions</p> <p>20-mark questions</p> <p>30-mark questions</p>

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	<p>what they want rather than what they need, and a voting public who may not be fully informed on the issues, may resonate with today's learners and make this study of one of the West's foundational political ideas engaging and relevant.</p>	<p>reforms of Cleisthenes:</p> <ul style="list-style-type: none"> • demes • tribes • Council of 500 (Boule) • sortition • possible introduction of ostracism • subsequent introduction of strategoi (generals) • responses to and consequences of his reforms • the extent to which these reforms redefined how Athenians viewed themselves in relation to each other and the state <p><u>5th Century developments</u></p> <ul style="list-style-type: none"> • selection of archons by lot • the role of the Athenian Empire in the development of democracy • the reforms of Ephialtes and Pericles and their consequences • change in powers of the Areopagus • payment for office • citizenship laws • the organs of democracy • the Assembly: organisation of meetings and importance of public speaking skills • the Boule: function and powers • the law-courts: function and powers • qualification and accountability of magistrates • demagogues and their influence, including exploitation of the lawcourts 	
<p>Spring Term 2A and 2B Year 13</p>	<p>Finally, learners will study extracts from the comedies of Aristophanes, whose biting wit and political satire can still capture a modern audience as well as it did an ancient one.</p>	<p><u>Democracy idealised</u></p> <ul style="list-style-type: none"> • the ways in which the Athenians viewed democracy as giving them a distinct identity • what were regarded as the main benefits of democracy to the Athenians 	<p>Key terms tests</p> <p>Key terms tests</p> <p>10-mark questions</p> <p>20-mark questions</p>

		<ul style="list-style-type: none">• how and why this identity and these benefits were portrayed by 5th century BC sources, including:• the portrayal of Athens and its democracy by tragic dramatists• Thucydides’ portrayal of Athens under Pericles and the contrast with Athens under his successors <p><u>Democracy critiqued</u></p> <ul style="list-style-type: none">• the ideas in the set sections of the Old Oligarch’s Constitution of the Athenians:• why he feels democracy works for the Athenians, and its main beneficiaries• why he disapproves of the Athenian democratic constitution• Plato’s criticisms of democracy as illustrated in the set sections of the Republic:• the idea of a common good• the benefits of philosopher rulers• the dangers of rule by the people• the dangers of ‘popular’ leaders and sophists <p><u>Democracy and comedy</u></p> <ul style="list-style-type: none">• likely or actual reception at the time of performance• Aristophanes’ portrayal of political leaders, political issues and the Athenian people• nature of his comments on the developed democracy and its institutions• similarities and differences between Aristophanes’ views and those of the other Athenian authors studied• how serious the ideas and points put forward in the selected extracts might have been intended to be	30-mark questions
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