



Curriculum Map cover sheet

Ancient History	Year 10/11	Key Stage 4
Links to prior learning Students are introduced to the ancient world in Y9 as part of a scheme of work covering the Bronze Age collapse.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
Literacy Literacy is a key feature of Ancient History - students are taught how to analyse sources for information, organise their answers and write clear, well explained responses to a range of question types. Sentence starters, stepping stones and key definitions all used to scaffold students. Example answers also provided as WAGOLLS.	Oracy Teachers model oracy through reading, students are given opportunities to discuss work and present their ideas to the class.	Numeracy Some graph work and percentages used in different topics
Careers across the Curriculum Ancient History teaches students a range of skills applicable to a large variety of careers. These include analysis, evaluation and effective communication (both verbal and written). When appropriate, the link between these skills to potential careers (law, teaching, journalism) are signposted.	Wider Curriculum opportunities We run a range of trips available to all Key Stages: trips have been run to Greece and Italy in the past. Trips alongside RS have been run due to links between subjects.	Super Curriculum See History Super Curriculum here .
Assessment and feedback Formative assessment (mini-whiteboards, cold calling etc) is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. These assessments are modelled on actual exam papers.		



Curriculum Map cover sheet

Classical Civilisation	Year 12/13	Key Stage 5
Links to prior learning Students study Roman History as part of the Ancient History GCSE, including a unit on Cleopatra that directly supports content in Y12.	Retrieval Practice Retrieval quizzes at the beginning of each lesson in books, which can be quickly checked and stamped during lessons Regular questioning throughout lessons, making use of cold calling and mini-whiteboards	Adaptive teaching strategies Stepping stones used to help scaffold students towards answering more challenging questions. Sentence starters are provided to support students (both with their literacy and oracy)
Literacy Literacy is a key feature of Ancient History - students are taught how to analyse sources for information, organise their answers and write clear, well explained responses to a range of question types	Oracy Teachers model oracy through reading, students are given opportunities to discuss work and present their ideas to the class.	Numeracy Some graph work and percentages used in different topics
Careers across the Curriculum Classical Civilisation teaches students a range of skills applicable to a large variety of careers. These include analysis, evaluation and effective communication (both verbal and written). When appropriate, the link between these skills to potential careers (law, teaching, journalism) are signposted.	Wider Curriculum opportunities Wider Curriculum opportunities We run a range of trips available to all Key Stages: trips have been run to Greece and Italy in the past. Trips alongside RS have been run due to links between subjects.	Super Curriculum See History Super Curriculum here .
Assessment and feedback Formative assessment (mini-whiteboards, cold calling etc) is used during lessons to assess students progress and understanding. Summative assessment comes at the end of each topic, with 5 summative assessments across the year. These assessments are modelled on actual exam papers.		

Ancient History and Classical Civilisations curriculum map

GCSE Ancient History SOW linked [here](#). A Level Classical Civilisations SOW linked [here](#).

Year	Course Units	Story	Skills	Cross Curricular links
10 (Ancient History)	1. Greece and Persia (Paper 1)	- We look at the reigns of the first four Achaemenid kings - Cyrus, Cambyses, Darius I and Xerxes - We then move onto the Greece option - Alexander the Great's life and Career. This looks at the historical sources that cover his life, including Arrian, Plutarch and Diodorus Siculus.	- Significance - Interpretations and source skills - Change and continuity - Similarity and difference	- Links to Bronze Age collapse unit in Y9 History - Links to myths unit in Y7 English
11	A) Rome and its neighbours (paper 2)	- We start by looking at the early history of Rome, from its mythological founding through to the early struggles of the Roman Republic. This involves engaging with ancient sources such as Livy, as well as considering how far the archaeological evidence supports these accounts. - We then finish the GCSE by studying the life of Cleopatra VII and her relationship with Rome. This looks at the historical sources that cover her life, including Plutarch and Cassius Dio.	- Significance - Interpretations and source skills - Change and continuity - Similarity and difference	- Links to Bronze Age collapse unit in Y9 History - Links to myths unit in Y7 English
12	- Imperial Image - The Odyssey	In Y12 these units are taught simultaneously rather than one after the other. Both of these units draw upon content covered at GCSE. Students will have covered aspects of Greek and Roman culture at GCSE, and will have an idea as to who Augustus was from the Cleopatra course. Imperial Image is focused on the rise of the first Roman emperor, Augustus, and the propaganda he used to cement his rule and legacy. Students also read the Homeric epic <i>The Odyssey</i>, studying its plot, characters and themes both within its historical context and as a piece of literature. Both of these units also have a significant focus on source analysis, so covering them at the same time helps our students master these skills for their exams.	- Significance - Interpretations and source skills - Change and continuity - Similarity and difference - Language analysis - Communication and media	- Language analysis draws on English skills - Source analysis links to both the History and Ancient History GCSE - Analysis of ancient propaganda draws upon ideas surrounding marketing covered in Business
13	- Politics of the Late Republic - The Aeneid	In Y12 these units are taught simultaneously rather than one after the other. Both of these units draw upon content covered at GCSE. Students will have covered aspects of Greek and Roman culture at GCSE, and will have an idea as to who Augustus was from the Cleopatra course. Politics of the Late Republic studies the decline and fall of the Roman Republic through the lens of a series of crucial figures such as Pompey, Caesar and Cicero. It engages in analysis of political ideology and philosophy, exploring how these ideas can shape the actions of politicians. Students also read the epic poem <i>The Aeneid</i>, studying its plot, characters and themes both within its historical context and as a piece of literature. Students will be able to draw upon their study of Augustan propaganda from the Imperial Image course to provide key contextual understanding to the text. Both of these units also have a significant focus on source analysis, so covering them at the same time helps our students master these skills for their exams.	- Significance - Interpretations and source skills - Change and continuity - Similarity and difference - Language analysis - Communication and media	- Language analysis draws on English skills - Source analysis links to both the History and Ancient History GCSE