

# **Toynbee Curriculum**

## **KS4 Topic Summaries**

# **CLASSICAL CIVILISATIONS**

**Toynbee School**



# Scheme of Learning: Gods and Goddesses

## Topic Sequence:

1	2	3	4	5	6	7	8
<b>Gods and Goddesses</b>	<b>Heracles: Universal Hero</b>	<b>Religion in the City</b>	<b>Myth and the City</b>	<b>Festivals</b>	<b>Myths and Symbols of Power</b>	<b>Death and Burial</b>	<b>Journey to the Underworld</b>

## Topic Overview:

This is the first topic of the GCSE Classical Civilisations course, and the main aim is to provide a solid foundation to Greek Mythology to pupils. The specification focuses on the Greek Olympian Gods, and their Roman equivalents. Yet, to start and finish with just this would be too narrow, especially to those pupils who have never read or had any experience of Greek mythology before. This is the opportunity to provide pupils with a greater understanding of the Olympian gods by placing them within a wider context, and to then take these Olympians and place them in mythological contexts. Hopefully, by exploring the wider context of the Olympians, pupils will have a greater understanding of the key components of this topic.

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of how the Greek gods and goddesses are structured, before exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in the context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical landscape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to simply provide pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of Ancient Greece and what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world was created according to the Ancient Greeks. They will explore the origins of the earth by studying Chaos, before moving to the stories of Gaia (mother earth), Uranus (god of the skies), and Cronos and Rhea. What is important in these early lessons is for pupils to understand that the gods were human in their characteristics which is something that underpins all Greek myths. It also places the next stages of the course in greater context. They should be able to relate the stories of Uranus and Cronos, and their relationship, to the birth and stories behind Zeus and the Olympians.

The next sequence of lessons explores the creation of the Olympian gods, particularly Zeus. It explores how the sons and daughters of the Titans become the most powerful gods of all through the Titanomachy, before exploring their characteristics. There is a particular emphasis on Zeus as he is crucial to all aspects of Greek myth. At this stage, pupils will begin to explore art and pottery for the first time, by trying to identify Greek gods and goddesses on pottery. This acts as a stepping stone to later topics which explore art, sculpture and pottery in more detail.

The final sequence of lessons explores some key and fundamental Greek myths that underpin the whole course. Perhaps the most significant is the Judgement of Paris which explains the origin of the Trojan War, a crucial and recurring theme throughout the whole course. Further myths explored include Prometheus and the creation of mankind, Pandora's Box, and Persephone's descent into the underworld and the creation of the seasons. These myths allow pupils to experience the fantastical nature of Greek stories at the same time as applying their knowledge of gods and goddesses contextually.

## Sequence of Lessons:

<b>1</b>	Travelling through Ancient Greece
<b>2</b>	Greek mythological family tree
<b>3</b>	Chaos: Story of the creation of the world
<b>4</b>	Story of Gaia
<b>5</b>	Story of Uranus
<b>6</b>	Story of Cronos
<b>7</b>	Story of Rhea
<b>8</b>	Titanomachy
<b>9</b>	Zeus
<b>10</b>	Overview of the Olympian Gods
<b>11</b>	Identifying Olympians in pottery
<b>12</b>	Myth of Prometheus
<b>13</b>	Myth of Pandora's Box
<b>14</b>	Myth of Persephone and Demeter and the creation of the seasons
<b>15</b>	Myth of the Judgement of Paris and the origins of the Trojan War
<b>16</b>	Overview of the Roman Olympian Gods
<b>17</b>	Identifying Roman gods in art
<b>18</b>	Assessment

## Topic Resources:

<b>Knowledge Map:</b>	1. Knowledge Map: Gods and Goddesses	<b>Prescribed Sources:</b>	None
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## Assessment:

<b>Knowledge:</b>	19 question knowledge test
<b>Application of Knowledge:</b>	Exam question where pupils have to identify a god/goddess – worth 5 marks

## Supportive Reading:

<b>Mythos Stephen Fry</b>	Chapters on Chaos, Uranus, Cronos, Rhea, and the Titanomachy
<b>Treasury of Greek Mythology Donna Jo Napoli</b>	Chapters on Gaia and Uranus

# Scheme of Learning: Heracles (The Universal Hero)

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	<b>Heracles: Universal Hero</b>	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the second topic of the GCSE Classical Civilisations course, and the main aim is to provide a thorough understanding of the life of Heracles. This is a key topic because it requires knowledge about key gods and goddesses from the first topic, but also is pupils first introduction to Greek heroes in the form of Heracles. Pupils need to have an understanding of what defines a hero, of Heracles' early life, his famous labours or trials, and his death. The topic explores Heracles' connection to Rome through the second half of his life: his visit to Italy during his tenth labour, and his death. It is the first topic to have Prescribed Sources and pupils will be introduced to these. What is also important is how pupils will need to use the skills they developed in the first topic about identifying gods in art to identify Heracles' labours from the metopes from the Temple of Zeus at Olympia.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge of a key aspect of Ancient Greek, and to a lesser extent Roman, mythology and that is the world of the Hero. Throughout the course, pupils will encounter Greek and Roman heroes, from Theseus to Aeneas to Romulus, and will need to understand their stories, but also their meaning to the Greeks and Romans. This is a good point in the course to introduce the most memorable of heroes, Heracles, as it builds on the knowledge pupils now have of the Gods and Goddesses and their involvement in human life.

The topic starts, as all further topics will do, with an overview lesson built around a key document that will be used throughout the topic, the knowledge map on Heracles. It is important to have this initial lesson that gives pupils the outline of what they will be studying in this topic. By having this overview, pupils will then be able to place their further learning in context of the whole thing, giving them greater understanding. This is simply done through reading and comprehension questions.

The first series of lessons explore Heracles' birth, early-life, and relationship to the gods, particularly Zeus and Hera. This enables the pupils to grasp quickly that Heracles life is often very much out of his control, and that events lead him to taking on his famous twelve labours. An understanding of this journey is critical if pupils are to understand *why* Heracles must take on the labours.

The next sequence of lessons explores the twelve labours in detail. Pupils have to build up a knowledge of each labour, and must be able to recall key information about each one. The next few lessons are about deepening pupil's understanding by using the labours in a variety of different ways through getting them to discuss them in terms of challenge and danger, identifying them in art, and in the key prescribed sources of the metopes from the Temple of Zeus at Olympia.

The final sequence of lessons sees the story of Heracles shift from the Greek perspective to the Roman one, and explore his connection to Rome. This is done through exploring some key stories around Cacus and Nessus, and how both of these had an influence on Roman culture. Much of the stories will be explored through the Prescribed Sources. The death of Hercules is explored here through the Roman version of the story and will see Hercules ascend to the Gods.

## Sequence of Lessons:

1	Heracles (Greece) – Overview of Topic (Knowledge Map)
2	Heracles (Greece) – Birth and Early-Life
3	Heracles (Greece) – Twelve Labours
4	Heracles (Greece) – Twelve Labours (Prioritising)
5	Heracles (Greece) – Twelve Labours (Images)
6	Heracles (Greece) – Metopes (Temple of Zeus, Olympia)
7	Hercules (Rome) – Story of Cacus
8	Hercules (Rome) – Cult of Hercules
9	Hercules (Rome) – Story of Nessus/Death of Hercules
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## Topic Resources:

<b>Knowledge Map:</b>	2. Knowledge Map: Heracles	<b>Prescribed Sources:</b>	2. Prescribed Sources: Heracles
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## Assessment:

<b>Knowledge:</b>	28 question knowledge test
<b>Application of Knowledge:</b>	Two exam questions: one on identifying a god/goddess, and one on Heracles' metopes all worth 10 marks.

## Supportive Reading:

<b>Heroes Stephen Fry</b>	Chapter on Heracles

# Scheme of Learning: Religion in the City

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the third topic of the GCSE Classical Civilisations course, and the main aim is to provide a thorough understanding of how religion in Ancient Greece was practised. This topic takes the pupils' previous learning about Gods and Goddesses, and Heracles, and applies it to the practise of religion in Ancient Greece and Rome. The topic explores the role of priests and priestesses in religion, and the different rituals that accompany worship, with a particular focus on the importance of blood sacrifice. It also explores the physical structures that carried religious importance, with a particular focus on two Greek temples that link to the previous topics. The first is the Parthenon on the Acropolis of Athens, a temple dedicated to Athena, and the second is the Temple of Zeus, which is dedicated to Zeus and, linking to the second topic, there are metopes of Heracles' twelve labours on the temple's frieze. There are two Roman temples that contrast against the Greek ones: Temple of Portunus and The Pantheon. This topic is the first one that is focused on actuality of religious practice and not just the Gods.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge of how religion was practised in Ancient Greece and Rome. They focus on the temples themselves at first, before moving into the religious officials that oversaw such religious practices as blood sacrifice. There is a need to focus on the temples before the rituals as many of the rituals reference where they took place within a temple complex. By rooting pupils knowledge in how religious sanctuaries were structured, pupils are able to place the actual rituals much easier.

The first lesson looks at what a Ancient Greek sanctuary was. Pupils will learn about the importance of the sanctuary to Greek people, as well as exploring what the standard features of a sanctuary complex. The pupils will explore the sanctuary of Apollo at Delphi, which is not on the specification, but is a really good example to explore. The lessons move then to look at the role of priests and priestesses in the practice of religion. It looks at their roles and responsibilities, leading to their most important role in carrying out the blood sacrifice. Pupils need to have an understanding of the ritual and process of a blood sacrifice, and understand its communal role in Greek society. There is an opportunity here to explore an extract from The Odyssey, a book pupils will read in Year 11, which depicts a sacrifice, enabling pupils to apply their knowledge of sacrifices to it.

The next series of lessons explore the two prescribed case studies from Ancient Greece: The Parthenon and the Temple of Zeus at Olympia. Pupils explore the full sanctuaries of both temples, giving them greater context on their importance and significance. Interestingly, the two case studies link back to the previous two topics nicely. The Parthenon explores the myths of Athena, and the Temple of Zeus includes metopes depicting Heracles' labours.

At this stage, the topic switches to Roman religious practice, and follows a similar sequence of lessons as the Greek ones. The focus is on learning about Roman sanctuaries and the differences to Greek ones, before exploring the role of Roman priests. Again, pupils need to understand the role of the priest and their specific duties, particularly with blood sacrifice. There is once again an opportunity to introduce pupils to classical texts by exploring an extract on sacrifice from The Aeneid.

Finally, the lessons culminate with an exploration of the two prescribed case studies from Ancient Rome: The Pantheon and the Temple of Portunus. These are very different from their Greek counterparts, and are an insight into the differences between Greek and Roman religious practice.

## Sequence of Lessons:

1	Religion Lesson 1 – Overview
2	Religion Lesson 2 – The Sanctuary
3	Religion Lesson 3 – Greek Temple Design
4	Religion Lesson 4 – Priests
5	Religion Lesson 5 – Sacrifice
6	Religion Lesson 6 – Sacrifice (Odyssey)
7	Religion Lesson 7 – Acropolis of Athens
8	Religion Lesson 8 – Pericles
9	Religion Lesson 9 – Parthenon
10	Religion Lesson 10 – Ancient Olympia
11	Religion Lesson 11 – Myth of Oinomaus and Pelops
12	Religion Lesson 12 – Roman Sanctuary
13	Religion Lesson 13 – Roman Priests
14	Religion Lesson 14 – Vestal Virgins
15	Religion Lesson 15 – Roman Sacrifice
16	Religion Lesson 16 – Roman Sacrifice (Aeneid)
17	Religion Lesson 17 – Roman Temples
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## Topic Resources:

<b>Knowledge Map:</b>	3. Knowledge Map: Religion in the City	<b>Prescribed Sources:</b>	3. Prescribed Sources: Religion in the City
	4. Knowledge Map: Religion in the City - Parthenon		
	5. Knowledge Map: Religion in the City – Temple of Zeus		
	6. Knowledge Map: Religion in the City – Roman Temples		

## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam questions that focus on identifying a god/goddess, a section on Heracles, and a section on temples.

## Supportive Reading:


# Scheme of Learning: Myth and the City: Foundation Stories

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the fourth topic of the GCSE Classical Civilisations course, and the main aim is to provide pupils with a thorough understanding of how myths were important to cities in Ancient times. This is a topic that builds on pupils prior knowledge of Gods and Goddesses and continues to build on their knowledge of Greek and Roman heroes. In fact, the concept of the hero drives this topic with a study of Theseus and Athens, and Aeneas and Rome, as well as a comparison between Theseus and Romulus focusing on their qualities as a hero. The topic focuses on the key myths and stories in the founding of Athens and Rome, and requires pupils to know the stories, but also why they are so important to these cities. It is also where a number of new ancient authors are introduced such as Livy and Plutarch, along with further opportunities to bring in additional extracts from The Aeneid in an attempt to build pupils resilience in reading these ancient books.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge of how two cities, Athens and Rome, have been founded on myths and foundation stories, and why that is important to these two key cities and civilisations. The aim is to build on pupils' prior knowledge of gods and goddesses and connect that to these foundation stories, but also develop their knowledge of heroes much further.

The first lesson uses provides an overview of two key myths surrounding Athens: the contest between Athena and Poseidon for patronage of Athens, and Theseus' connection to Athens and its growth into a powerful city. The first lesson uses the knowledge map for ancient Greece foundation stories as the basis of this lesson and provides pupils with an overview of each myth so pupils can place their future learning in context. The next two lessons explore the contest between Athena and Poseidon and relate it to a temple they learnt in the last topic, the Parthenon, by looking at how this myth is presented in the pediment.

The next set of lessons look at the second hero of the course, Theseus, and his connection to Athens. It builds on their previous knowledge of Heracles, he was Theseus' cousin. The pupils look at Theseus' early-life and his labours, with a real focus on his exploits in Crete when killing the Minotaur. All of these labours and the myth of the Minotaur are all analysed further in the final lesson of the sequence on Greek myth when pupils have to apply their knowledge of Theseus by analysing a kylix which depicts all of Theseus' adventures.

Like all previous topics, the focus then switches to Rome and its foundations, with a real emphasise on the Roman hero, Aeneas. This is a key moment where pupils can really begin to see a difference between Ancient Greece and Rome emerging. The character of Aeneas is very different to Theseus and Heracles, and pupils understand that through the exploration of Aeneas, his leaving of Troy, and his journey to Italy. It is also an opportune moment to read a longer extract from The Aeneid by reading the full chapter of The Fall of Troy, setting the scene for Aeneas' departure from Troy whilst using the words of Virgil. Pupils will analyse this extract in depth, and further, smaller extracts when exploring his journey.

The final sequence of lessons explores the myth of Romulus and Remus and the founding of Rome. Pupils will build on their knowledge from Aeneas, and see how the most powerful city on the Ancient World was founded. They will learn this story through the work of Livy and also question his reliability as an historian. This will be the first time that pupils are introduced to another ancient writer, Plutarch, when they are asked to compare a Greek hero, Theseus, against Romulus, and this then concludes this topic.

## Sequence of Lessons:

1	Foundation Stories 1 – Athens (Overview)
2	Foundation Stories 2 – Athens (Contest)
3	Foundation Stories 3 – Athens (Pediment)
4	Foundation Stories 4 – Theseus (Early-Life)
5	Foundation Stories 5 – Theseus (Labours)
6	Foundation Stories 6 – Theseus (Minotaur)
7	Foundation Stories 7 – Theseus (Kylix)
8	Foundation Stories 8 – Rome (Overview)
9	Foundation Stories 9 – Aeneas (Fall of Troy)
10	Foundation Stories 10 – Aeneas (Journey)
11	Foundation Stories 11 – Aeneas (Arrival)
12	Foundation Stories 12 – Founding of Rome
13	Foundation Stories 13 – Comparison of Theseus and Romulus
14	Foundation Stories 14 – Theseus and Romulus Exam Practice
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## Topic Resources:

Knowledge Map:	7. Knowledge Map: Foundation Stories (Ancient Greece)	Prescribed Sources:	4. Prescribed Sources: Foundation Stories
	8. Knowledge Map: Foundation Stories (Ancient Rome)		

## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	A section on identifying a god/goddess, a metope of Heracles that also assesses their knowledge on Ancient Olympia, and a series of 1 and 2 mark questions on the foundation stories of Athens and Rome.

## Supportive Reading:

The Aeneid Virgil	Chapter 2: The Fall of Troy
	Chapter 3: The Wanderings

# Scheme of Learning: Festivals

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	<b>Festivals</b>	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the fifth topic of the GCSE Classical Civilisations course, and the aim is to provide pupils with a thorough understanding of how festivals played such an intrinsic part in Greek and Roman life. Unlike modern times, Ancient Greece and Rome did not have weekends, but did have 140 days a year set aside for religious festivals and celebrations. Religious festivals are a major feature of the ancient world's calendars, and is the first real opportunity for pupils to study ancient society. The pupils will study two Greek festivals: the Great Panathenaia and the City Dionysia; and two Roman festivals: Lupercalia and Saturnalia. Pupils will study the purpose of each festival, what happened during each festival, and why they were such an integral part of religious and societal life. The topic very much builds on the knowledge about Athena and Dionysus, and their knowledge about temples such as the Parthenon. Pupils will study the Parthenon in even greater depth by studying the ionic frieze. The pupils are also introduced to new Roman gods and festivals.

## Lesson Sequence:

The lessons have been sequenced carefully to build pupils understanding of the festivals before applying this knowledge to analysing temple decorations. The first lesson, similarly for all topics, asks pupils to gain a general understanding of the two Greek festivals: the Great Panathenaia and the City Dionysia. They do this through exploring the knowledge map that accompanies this topic and forms the backbone of the topic's lessons. The aim is for pupils to gain an initial understanding of the festivals origins and content. It will also introduce the pupils to some key Tier 3 vocabulary.

The next sequence of lessons will focus on learning about the Great Panathenaia in greater depth. The first lesson looks at the sporting contests in the Great Panathenaia, and once pupils have an understanding of them they apply this knowledge to the analysis of Greek amphorae, the prizes awarded at the festival. There is also an opportunity to bring in an extract from the Iliad by Homer by examining the chapter on the funeral games of Patroclus which contain similar sporting contests to the festival. Pupils will develop an understanding of just how brutal some of these sporting contests were.

The sequence of lessons then move to the other contests within the Great Panathenaia, and then to the procession and how it involved the entirety of Athens. Once pupils have a knowledge of the procession, they then examine the impressive ionic frieze of the Parthenon which depicts the entirety of the procession, culminating in the presentation of the peplos to Athena.

It is at this stage that the course switches to look at the second Athenian festival: the City Dionysia. Similarly to how pupils developed their knowledge of the Great Panathenaia, pupils will learn about its origins and then the events of the festival. The festival is very different in terms of content to the previous one, with the focus of the festival is theatre and performance. Pupils will learn the difference between comedy and tragedy, and learn of key Greek playwrights such as Aristophanes.

The final sequence of lessons focus sees a switch to the Roman festivals of Lupercalia and Saturnalia. Pupils will learn the origins of each festival and the key events of each one. They will understand that they were very different to the grand festivals of Athens, but they still carry such immense importance. There is a need for pupils to be able to compare Greek and Roman festivals. At the end of this topic, pupils should have a greater understanding of how religion and society were so intrinsically linked, and how the Gods and Goddesses of Greece and Rome formed the basis of ancient leisure time.

## Sequence of Lessons:

1	Festivals Lesson 1 – Greece (Overview)
2	Festivals Lesson 2 – Panathenaia (Amphorae)
3	Festivals Lesson 1 – Panathenaia (Sporting Contests)
4	Festivals Lesson 4 – Panathenaia (Contests)
5	Festivals Lesson 5 – Panathenaia (Procession)
6	Festivals Lesson 6 – Panathenaia (Panathenaic Frieze)
7	Festivals Lesson 7 – City Dionysia (Origins)
8	Festivals Lesson 8 – City Dionysia (Plays)
9	Festivals Lesson 9 – Rome (Overview)
10	Festivals Lesson 10 – Lupercalia
11	Festivals Lesson 11 – Saturnalia
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## Topic Resources:

Knowledge Map:	9. Knowledge Map: Festivals (Ancient Greece)	Prescribed Sources:	5. Prescribed Sources: Festivals
	10. Knowledge Map: Festivals (Ancient Rome)		

## Assessment:

Knowledge:	19 question knowledge test
Application of Knowledge:	Three exam questions: one on identifying a god/goddess, on eon Heracles labours, and one on festivals (totalling 17 marks)

## Supportive Reading:

The Iliad Homer	Funeral Games of Patroclus

# Scheme of Learning: Myths and Symbols of Power

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the sixth topic of the GCSE Classical Civilisations course, and the main aim is to provide pupils with a thorough understanding of how symbols, particularly mythical symbols, can be incredibly powerful in cementing the status of a person, city, or civilisation. The topic builds on pupils' prior learning of how art and sculpture have been used to depict images of gods/goddesses and heroes, but takes it further by examining not just the art and sculpture itself, but learning how they project a particular image. There are two key areas for each of Greek and Roman art that need to be explored: For Greece, it is the Centauromachy and Amazonomachy and how they are depicted on the Parthenon and Temple of Apollo at Bassae, respectively; for Rome, it is an exploration of how Caesar Augustus used images to project his status, mainly the Augustus of Prima Porta and the Ara Pacis. For all four studies, the pupils need to have an understanding of the myth/history of the theme of the sculpture/art, but also an understanding of the intricacies of each piece of art.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge of how myths are used in art and sculpture to project an image of power. The lessons are sequenced and constructed in a similar way when examining each of the four key areas identified above. Firstly, the lessons explore the main myth or history that provides the them to one piece of art or sculpture. Once pupils have an understanding of the myth or story, they can then begin to examine the piece of art or sculpture in detail and apply their understanding of the myth/history to that individual piece of art. Pupils' prior learning allows them to have a firm basis on which to build, particularly with the Greek aspect of this topic. Their study of Heracles' metopes back in topic two, allows them to understand how metopes work when looking at the Parthenon's. Equally, the study of the Parthenon's frieze allows them to explore the frieze of the Temple of Bassae more readily. The two Roman ones need greater context being built as these are new types of sculpture to a degree.

The first four lessons examine the Greek aspects of this topic: the Parthenon metopes depicting the Centauromachy and the Temple of Bassae's frieze depicting the Amazonomachy. Lesson 1 explores the myth of the Centauromachy as pupils will need to have an understanding of the myth that is being depicted. They will also need to have an understanding of what this myth represents beyond the story itself. The Centauromachy, along with the Amazonomachy, represents the Greeks' belief that civilised society conquered the uncivilised when the Lapiths defeated the Centaurs. They must then apply this understanding to how the metopes on the Parthenon depict this representation. Pupils must further develop their understanding of how a metope is created by analysing key metopes from the Parthenon. Equally, a similar approach is taken with the Amazonomachy.

After four lessons, the topic switches to the Roman aspect and explores two key forms of art: the statue of Augustus of Prima Porta, and the sacrificial altar, the Ara Pacis. In order for pupils to have a thorough understanding of how these two key pieces of art depict a strong Emperor Augustus, they must have a deep understanding of the fall of the Roman Republic and how Augustus rose to power. Without this, they have no contextual knowledge in which to embed their analysis. The first two lessons explore that history and how Augustus would have wanted to cement his power following the civil war, and one way to do this was to project a past connected to the founders of Rome. Once this contextual knowledge is secure, pupils will move to looking at the two pieces of art and analysing them in detail as to how they have subtly projected Augustus' history and power.

## Sequence of Lessons:

1	Symbols Lesson 1 – Greece (Overview)
2	Symbols Lesson 2 – Greece (Centauromachy)
3	Symbols Lesson 3 – Greece (Metopes)
4	Symbols Lesson 4 – Greece (Amazonomachy)
5	Symbols Lesson 5 – Rome (Republic)
6	Symbols Lesson 6 – Rome (Timeline)
7	Symbols Lesson 7 – Rome (Augustus of Prima Porta)
8	Symbols Lesson 8 – Rome (Ara Pacis)
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## Topic Resources:

<b>Knowledge Map:</b>	11. Knowledge Map: Myth and Power (Ancient Greece)	<b>Prescribed Sources:</b>	6. Prescribed Sources: Myth and Symbols of Power
	12. Knowledge Map: Myth and Power (Ancient Rome)		

## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam questions on: identifying a god/goddess, Heracles (metope), Parthenon, Festivals, and a section on the Augustus of Prima Porta.

## Supportive Reading:


# Scheme of Learning: Death and Burial

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the seventh topic on the Myth and Religion paper and is quite a short one. It very much focuses on the importance of death and burial in the ancient world, with a particular focus on the process that has to happen for the deceased. Pupils need to have an understanding of both the Greek and Roman processes as they may be asked to compare them. This topic very much in with other topics that have been covered such as Religion in the City. This topic will definitely be referenced, especially the concept of sacrifice, but also other topics will be referred to such as the death of Heracles/Hercules.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding and knowledge on how the process of death and burial is conducted in the ancient world. It very much focuses pupils on knowing the process that happens from the death to the preparation of the body following a death to the funeral procession to the burial of the body. Pupils have to be familiar with the process of all these different sections for both Ancient Greece and Rome.

The first few lessons focus on Ancient Greece and the process of death and burial. The first lesson uses the Knowledge Map for this topic as the basis. Pupils will explore this knowledge map so that they have an overview on which to hang their later learning. After reading through the knowledge map, both individually and collectively, pupils will answer some comprehension questions using the knowledge map to show understanding. The next lesson builds further by pupils exploring the different stages to the death and burial process and identifying key aspects of it. They will also have to identify these different stages through art and sculpture. The third lesson in the sequence focuses on the funeral process and uses extracts from the three different sources to explore their understanding of the process. These extracts are from the Iliad, the Odyssey, and Stephen Fry's Troy. They examine how accurate each extract is, and explore where the process has not been carried out correctly, and the ramifications for this.

The next series of lessons switch to Ancient Rome, and follow a similar approach to the above sequence of lessons for Ancient Greece. The difference here is that the extract from the third lesson in the sequence is from a Roman source, the Aeneid.

The final lesson in the sequence analyses the similarities and differences to the two civilisations in how they process death and carry out the burial process. This comparison is important as it cannot be carried out effectively without a thorough understanding of each.

Whilst a short topic it does bring together a number of topics and lays the foundations for the next one on the Underworld, but also a topic in the next paper when learning about death and burial in the Mycenaean Age.

## Sequence of Lessons:

1	Burial Lesson 1 – Greece (Overview)
2	Burial Lesson 2 – Greece (Process)
3	Burial Lesson 3 – Greece (Funerals)
4	Burial Lesson 4 – Rome (Overview)
5	Burial Lesson 5 – Rome (Process)
6	Burial Lesson 6 – Rome (Funerals)
7	Burial Lesson 7 – Comparison of Greece and Rome
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## Topic Resources:

<b>Knowledge Map:</b>	13. Knowledge Map: Death and Burial(Ancient Greece)	<b>Prescribed Sources:</b>	No prescribed sources for this topic.
	14. Knowledge Map: Death and Burial (Ancient Rome)		

## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam questions on: identifying a god/goddess, Heracles (metope), Parthenon, Festivals, a section on the Ara Pacis, and a 15 mark question on death and burial (Greek)

## Supportive Reading:

<b>The Iliad Homer</b>	Extracts on the death of Patroclus and Hector
<b>The Odyssey Homer</b>	Extract on Odysseus visiting the Underworld
<b>Troy Stephen Fry</b>	Extract on Hector's funeral
<b>The Aeneid Virgil</b>	Extract of a burial that takes place on Aeneas' journey



# Scheme of Learning: Journey to the Underworld

## Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

## Topic Overview:

This is the eighth of the topics studied in the Myth and Religion part of the syllabus, and brings an end to the first exam paper. This topic brings a number of topics to a culmination and builds on knowledge acquired in previous topics. For example, the journey to the underworld topic builds on the previous topic of death and burial, but also brings in the myths learnt in the first topic surrounding Demeter, Hades, and Persephone. It also allows pupils to further develop their learning on Homer and the Homeric Hymns by exploring one in much more depth; they previously studied one in the Heracles module. The Roman aspect of this module explores a new myth: the myth of Orpheus and Eurydice, and his journey to the underworld. This topic also prepares pupils for the next paper by analysing characters within myths, it sets the foundations for the exploration of character when studying the Odyssey.

## Lesson Sequence:

The lessons have been sequenced to build pupils' understanding of how both the Ancient Greeks and Ancient Romans viewed the Underworld. The lessons very much focus on making sure that pupils have a secure understanding of the plot of each of the two key myths: the myth of Demeter and Persephone (Greek) and the myth of Orpheus and Eurydice (Roman). This then allows pupils to move to analysing the characters of the myths.

The first lessons are sequenced to explore the Greek aspect of the topic: the myth of Demeter, Persephone and Hades. The first lesson follows a routine established throughout all the topics so far, an exploration of the accompanying knowledge map. This allows pupils to have an overview of the topic before exploring it greater depth in subsequent lessons. The lesson requires pupils to read the knowledge map and then answer some comprehension questions to consolidate their learning.

The next lesson explores the Homeric Hymn to Demeter in depth. Pupils are given the hymn to read and through both teacher modelling and explanation, pupils build an understanding of the hymn and its contents. Key aspects of the hymn and key lines/words are drawn out and examined.

The following lesson then explores the characters within the hymn. This is done by examining the key characteristics and qualities that the three main protagonists displayed, and use the hymn to support these assertions.

The next sequence of lessons switch to the Roman aspect of this topic and the myth of Orpheus and Eurydice and follows a similar approach to the previous sequence. The first lesson opens with an exploration of the knowledge map for this topic that outlines the myth of Orpheus and Eurydice.

The next lesson explores the plot of the myth in further detail, especially as this is a myth pupils have not yet come across. Once this has been done, pupils will then explore a different version of the myth by looking at the prescribed source for this part of the course: Ovid's version of the myth from his book, Metamorphoses. Pupils should be able to compare the two versions and build an understanding of why they may differ because of oral traditions. The last few lessons explore the characters of the myth and their different characteristics and personalities.

## Sequence of Lessons:

1	Underworld Lesson 1 – Greece (Overview)
2	Underworld Lesson 2 – Greece (Homeric Hymn to Demeter)
3	Underworld Lesson 3 – Greece (Plot Analysis)
4	Underworld Lesson 4 – Greece (Character Analysis)
5	Underworld Lesson 5 – Rome (Overview)
6	Underworld Lesson 6 – Orpheus (Orpheus and Eurydice Myth)
7	Underworld Lesson 7 – Orpheus (Plot Analysis)
8	Underworld Lesson 8 – Orpheus (Character Analysis)
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## Topic Resources:

<b>Knowledge Map:</b>	15. Knowledge Map: Death and Burial (Ancient Greece)	<b>Prescribed Sources:</b>	8. Prescribed Sources: Journey to the Underworld
	16. Knowledge Map: Death and Burial (Ancient Rome)		

## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	Exam questions: identifying a god/goddess, section on Heracles, Religion in the City, the character of Theseus, festivals, myth and symbols of power, and Homeric Hymn to Demeter.

## Supportive Reading:
