

# Scheme of Learning: The Homeric World: Cultural Study

## Topic Sequence:

1	2	3	4
<b>Mycenaean Age: Key Sites</b>	<b>Mycenaean Age: Life in the Mycenaean Age</b>	<b>Mycenaean Age: Decorative Arts</b>	<b>Mycenaean Age: Tombs, Graves, and Burials</b>

## Topic Overview:

This is the second topic in the cultural study that forms half of the second Classics paper. The cultural study focuses on the Mycenaean Age and is more of a historical study of this period. It explores four major concepts: the cities of Mycenae, Tiryns and Troy; life in the Mycenaean Age; the decorative arts of the Mycenaean Age; and what we can learn from the tombs and graves of the cities, particularly Mycenae. This second topic explores what it was like to live in the cities of the Mycenaean Age. It explores hunting, trade, travel, clothes and language. There is particular focus on trade and the language of trade: linear B tablets.

## Lesson Sequence:

The lessons have been sequenced to purposely develop pupils' studies of the three cities, but this time to explore what life was like during this period. Pupils will study the concepts of hunting, trade, clothing, society, as well as building on their understanding from the last topic of defending the city by looking at armour and weapons. By understanding what life was like during this period, pupils should gain a deeper understanding of the Mycenaean Age and have more information on which to draw upon when answering questions. Throughout this topic there are a number of key prescribed sources that we examine in detail.

The first lesson explores this period on a macro-level so that pupils develop an understanding of the whole-period and provides the with a scaffold on which to hang their later, more detailed learning.

The next set of lessons explores hunting and how important it was to Mycenaean culture and life. We explore the means of hunting, and look specifically about what we can learn about hunting from a key source: the Lion Hunt Dagger. This source is a rich source information and is a common source used in exams. We also apply our understanding of hunting practices to two extracts, one from The Iliad and one from The Odyssey. We will also test how pupils can apply this information to exam questions on the subject of hunting.

The next set of lessons explores armour and weaponry from the period, and interweaves some societal aspects into pupils' learning by looking at palaces and their structure and purpose. This society focus continues by looking at clothing from the period.

The next set of lessons focuses on trade and the concept of a common written language that developed amongst traders from all over the Mediterranean called Linear B. The focus of these lessons looks at how trade was conducted, the types of materials studied, and the evidence that supports this, particularly the Ulu Burun shipwreck. The biggest amount of time looks at the language that developed in this period, Linear B, and how this language made trade easier amongst different nations.

Again, throughout the topic, pupils knowledge of the period is tested with exam questions that require pupils to bring knowledge from all the topics studied so far for Paper 2.

## Sequence of Lessons:

<b>1</b>	MA Lesson 9 – Life in the Mycenaean Age (Overview)
<b>2</b>	MA Lesson 10 – Life in the Mycenaean Age (Hunting)
<b>3</b>	MA Lesson 11 – Life in the Mycenaean Age (Trade)
<b>4</b>	MA Lesson 12 – Life in the Mycenaean Age (Linear B Tablets)
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<b>18</b>	

## Topic Resources:

<b>Knowledge Map:</b>	1.	Knowledge Map: Life in Mycenaean Age – Weapons	<b>Prescribed Sources:</b>	<b>Prescribes Sources:</b> Mycenaean Age – Life in the Mycenaean Age
	2.	Knowledge Map: Life in Mycenaean Age – Trade		
	3.	Knowledge Map: Life in Mycenaean Age – Linear B Tablets		

## Assessment:

<b>Knowledge:</b>	
<b>Application of Knowledge:</b>	

## Supportive Reading:
