

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Classical Civilisation	KNOWLEDGE DOMAIN	<p>The cultural and historical contexts and the beliefs and values of the societies which produced the ancient sources – Greek and Roman</p> <p>How classical sources might be interpreted by different readers or audiences both in an ancient and modern context</p> <p>How classical texts relate to literary traditions and genres of Classical World</p> <p>World of the Hero – The Iliad:</p> <ul style="list-style-type: none"> Literary context in which the Iliad was created and handed down Structure and plot of the epic Language of the epic (E.g. speeches, formulae, similes) and their effects Characterisation of major and minor characters Key themes (death & mortality, reconciliation, gods/ Fate, picture of war, family & friendship, <i>xenia</i>; women; children & slaves); knowledge of examples from a across the epic <p>Imperial Image:</p> <ul style="list-style-type: none"> Benefits & dangers for Augustus of associating himself with Julius Caesar; how he achieved this Different images of Augustus: military leader; religious leader; culture hero; <i>Pater Patriae</i>; presentations of Augustus beyond his lifetime Literary and visual sources Scholarship: knowledge of a range of academic arguments for Imperial Image 	As Term 1A	As Term 1A	As Term 1A	As Term 1A	<p>Revision and exams; CTG</p> <p>World of the Hero – introduction to the Aeneid:</p> <p>Composition of the epic</p> <p>The cultural and historical context – civil war & Augustus – and the beliefs and values of the society and author Structure and plot of epic</p> <p>Language of the epic (E.g. speeches, flashback, similes) and their effects</p> <p>Homeric influence</p>

	<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>Write commentaries and essays which:</p> <ul style="list-style-type: none"> • are logically structured and supported by a range of precise examples • present a range of arguments, leading to sound conclusions <p>Critical analysis and evaluation of classical texts and (for Imperial Image) visual sources</p> <p>Evaluation of how the attitudes and values of the Classical World or the authors are expressed</p> <p>Application of knowledge of cultural context to enable evidence-based judgments about texts and (for Imperial Image) visual sources</p> <p>Selection of evidence from texts and (for Imperial Image) visual sources to show comprehension of social, historical and cultural context</p> <p>Scholarship for Imperial Image: selection and evaluation of range of academic arguments to support/ challenge ideas in the extended essay</p>	As Term 1A	As Term 1A	As Term 1A	As Term 1A	<p>World of the Hero – The Aeneid:</p> <ul style="list-style-type: none"> • Critical analysis of text • Evaluation of how the attitudes and values of the Classical World or the author are expressed • Application of knowledge of cultural context to enable evidence-based judgments about text • Selection of evidence from text to show comprehension of social, historical and cultural context
--	---	--	------------	------------	------------	------------	--