

Programme of Learning – Overview

Key Stage 5			
Year title / big question: World of the Hero / Democracy and the Athenians		Year group:	12
Autumn Term 1 title: Who was Homer? / Introduction to democracy and the reforms of Solon	Spring Term 1 title: Reading The Iliad Bks 6-11 / The organs of Athenian Democracy, demagogues	Summer Term 1 title: Reading The Iliad Bks 23-24 / Set sources criticising democracy, set sources demonstrating comedic portrayal of democracy	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>Mythological background to the poem; Nature of Homer and his contemporary audience: oral composition; Key themes within the Iliad.</p> <p>Introduction to the concept of democracy and the difference in its meaning in with ancient and modern worlds. Assessing the differing types of government in Ancient Greece. Understanding the governance of Athens before Solon including the laws of Draco. Why Athens was on the verge of civil war by 6th Century BC and what reforms were put into place by Solon. Judging the success of these reforms and their consequences.</p>	<p>Structure/ Portrayal of war / Heroic Code; Characterisation: Hector; Helen (6); women of Troy (6); more light on Agamemnon and Achilles (9); members of the embassy (9); Oral composition/techniques; Gods and men: attitude of Athene to women of Troy ; Human relationships; Hector and the women of Troy (6); Achilles and Patroclus (early thoughts) (9) .</p> <p>Understanding and explaining how the 4 Organs of democracy (Assembly, Boule, Magistrates, Law Courts) functioned and ran the Athenian state. The impact of the Peloponnesian wars on Democratic Athens and the rise of the demagogues.</p>	<p>Structure: mourning for Patroclus (23); visit of Priam to tent of Achilles; truce for burial of Hector (24); Characterisation: Achilles in mourning (23); presence of dead Patroclus and Hector (23); Priam and Achilles (24); Oral composition/techniques: games (23); Gods among themselves: discussion re fate of Hector's body; supremacy of Zeus (24); Gods and men: Aphrodite and Hector's body (23); Apollo and Athene influencing games (23); Zeus sorting things out (24); Hermes and Priam (24); Human relationships: Greek leaders after race (23); Priam and Hecabe (24); Priam and Achilles (24); Heroic code: awarding of prizes after games (23); Achilles' response to Priam (24); Portrayal of war: less grim side – games (23) and compassion/truce (24)</p> <p>Studying the set text extracts from Plato's Republic and the Old Oligarch, their arguments criticising democracy and context of these criticisms. An introduction to Greek comedy and the importance of Aristophanes. Studying and annotating the comic set texts extracts from Assemblywomen, Acharnians, Knights, Frogs, Peace and Wasps)</p>	

<p>Summative assessment:</p> <p>Example questions: What makes a Homeric hero? Why is Achilles a hero?</p> <p>Explain why the people of Athens would have approved of Solon's legal/economic/political reforms (10)</p> <p>Evaluate whether or not Solon was correct to link people's rights in Athens to their economic circumstances, rather than their family background. You may use your understanding of Solon's legal reforms as a starting-point.</p>	<p>Summative assessment:</p> <p>Bk6 20 mark question example: Women provide emotional depth in the poem. How is this true of bk6 and elsewhere in the poem?</p> <p>Bk 9 20 mark question example: How effectively does Homer use speeches in Bk9 and elsewhere in the poem to convey emotion?</p> <p>Group work project on the organs of democracy.</p> <p>Note- No examination questions linked to this specific section of the course, but it is crucial for later understanding.</p>	<p>Summative assessment:</p> <p>Bk23 20 mark question example: How effectively is the character of Patroclus portrayed in Bk23 and elsewhere in the poem?</p> <p>Bk24 10 mark question example: How does Homer create a sense of fear and wonder in Achilles' interaction with Priam?</p> <p>Explain what impression Plato creates of the Athenian democratic system in Source A. [10]</p> <p>Explain how in Source A Aristophanes gives a negative view of the politician on whom the character of Paphlagon is based. [10]</p> <p>In this passage, what impression does Aristophanes create of political life and the law courts? Explain your answer using evidence from the passage. [10]</p>
<p>Autumn Term 2 title: Reading The Iliad Bks 1-4 / The reforms of Cleisthenes, Ephialtes and Pericles</p>	<p>Spring Term 2 title: Reading The Iliad Bks 16-22 / Set sources idealising democracy, context of Greek Theatre</p>	<p>Summer Term 2 title: The Roman Republic / Summative exam question preparation, introduction to Greek Theatre</p>
<p>Intent and composite knowledge (overview):</p> <p>Structure: quarrel of Achilles and Agamemnon; Characterisation: introduction to main combatants; Gods among themselves; Human relationships: treatment of women; Heroic code: behaviour of Agamemnon and Achilles Portrayal of war.</p> <p>The tyranny of Pisistratus and Hippias and their expulsion from Athens. Cleisthenes background and reforms of the Athenian political system including key knowledge of demes, tribes, boule and ostracism. The consequences of these reforms. The Greco-Persian wars and their impact on Athens and Athenian</p>	<p>Intent and composite knowledge (overview):</p> <p>Structure: concern of Achilles at Trojan dominance, leading to visit of Patroclus to Nestor ; Characterisation: emergence of Patroclus; Nestor (11), Achilles (11/16) and Hector (16); Oral composition/techniques: speech of Nestor (11); arming passages (16); death scenes (16) ; Gods and men: Zeus and Sarpedon (16); Apollo and Hector (16) Heroic code: behaviour of Hector and Achilles in duel (22); Achilles after victory (22) ; Portrayal of war: war and the individual ; Human relationships: Hector and Polydamas (18); Hector's family's pleas (22) .</p>	<p>Intent and composite knowledge (overview):</p> <p>Investigate the chronology of the decline of the Roman Republic from its origins – political structure and significant events – to the civil wars of the triumvirate and Caesar's dictatorship / Establish a clear overview of the differences in Virgilian epic and themes present in his work, particularly the Augustan link.</p> <p>Bring together all content studied to understand how to approach, plan and answer a summative 30 mark question.</p>

identity. The final reforms of Ephialtes and Pericles in the 5 th Century BC.	An introduction to Greek tragedy and its context and importance to democratic Athens. Study and annotate the 3 set text extracts (Thucydides Peloponnesian War- his account of Pericles' Funeral Oration, Aeschylus' Eumenides, Euripides Suppliants).	Understand the origins of Greek Theatre, the city Dionysia and its religious and civil importance. Explain the chronology of the events of the festival. Understand and explain key features of the theatre's architectural structure.
Summative assessment:	Summative assessment:	Summative assessment:
<p>Bk1 10 mark question example: How does Homer create a sense of drama in this passage? (adapted from Spec questions)</p> <p>Bk3 10 mark question example: How does Homer use speeches in the confrontation at the start of Bk3 to convey character? (p.19-20 of the textbook useful for this)</p> <p>20 mark question example: What evidence is there for the respect for Old Men shown in Bk1 & 3 of the Iliad? Explain how effectively Cleisthenes' reform of the tribal system broke down the old tribal and political divisions which had caused problems and conflict in Attica (10)</p> <p>'Cleisthenes' reforms laid the foundations for the developed Athenian democracy.' Explain how far you agree with this statement. Justify your response. (20)</p> <p>Explain why some Athenians might have welcomed the changes in the powers and role of the Areopagus. (10)</p> <p>The introduction of payment for office was the most important reform of the period 462–451BC.' Explain how far you agree with this statement. Justify your response. You may use your knowledge of Ephialtes' and Pericles' reforms as a starting point in your answer (20)</p>	<p>Bk16 10 mark question example: How does Homer create sympathy for Patroclus in this passage?</p> <p>Bk 18 20 mark question example: The intervention of the Gods is central to the plot. How is this demonstrated in bk 18 and elsewhere?</p> <p>Bk22 10 mark question example: How does Homer make Hector appear heroic in this passage?</p> <p>Discuss how the speaker in Source A supports the Athenian principles of equality in law (isonomia) and the equal right to speech (isēgoria). [10]</p> <p>Explain how the speaker in Source A praises Athens and its constitution. [10]</p>	<p>Example questions: What makes a Virgilian hero? What is the difference between a Homeric and Virgilian hero? Why was the Aeneid commissioned under Augustus?</p> <p>Which author you have studied gives the clearest impression of what democracy meant to the Athenians? Compare the work of at least two authors.[30]</p> <p>'The Athenian dramatists present very effective arguments in support of Athenian democracy.' Explain how far you agree with this statement. You should use the prescribed extracts from the works of Aeschylus, Euripides and at least two plays by Aristophanes in your answer. [30]</p>

Programme of Learning – Overview

Key Stage 5			
Year title / big question: The World of the Hero / Greek Theatre		Year group:	13
Autumn Term 1 title: Who was Virgil? / Greek Theatre introduction and introduction to tragedy	Spring Term 1 title: Reading The Aeneid Bks 7,8, 9/ Reading the Bacchae	Summer Term 1 title: Reading Bk12 + Comparing Homer & Virgil / Comparing plays	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>Introduction to the key themes of Bk1, the role of the prologue and the characterisation of Aeneas with pietas/furor and the role played by Juno. Key themes of Bk 2 (flash back and oral storytelling / divine intervention etc) with the reflection on Trojan heroism.</p> <p>Explanation of the theatre of Dionysus' key features and its importance, key features of the Greek theatre space e.g. skene, orchestra. Understanding technological innovations- crane and wheel platform. Costumes, masks and chorus. Study and annotate set visual sources (The Theatre of Dionysus- Athens, Theatre of Thorikos, Volute krater by the "Pronomos" painter, Basel Dancers Krater, Calyx Krater depicting Medea's escape, pelike by Phiale painter depicting tragic actors dressing and Perseus dance vase).</p> <p>Introduction to the 3 main tragedians and their style. Explanation of the structure of tragedy and key concepts as identified by Aristotle (hamartia, catharsis etc).</p>	<p>Key Plot developments: Concept and dangers of Furor; Portrayal of the Italians Portrayal of Key characters in Book 7; - Shield of Aeneas (cf. Iliad); Portrayal of Rome; Character of Evander; Significance of Book 8 as interlude; Portrayal of war/death of young men (Nisus/Euryalus) and 'sympathy' towards the character of Turnus.</p> <p>Introduction to The Bacchae- plot, key themes, characters. Reading & annotating the play in class. Exploring scholars' views of key themes such as hubris and presentation of the Gods, identifying examples of Aristotle's key features of tragedy within the play. Study and annotate set vases- death of Pentheus & Bacchants.</p>	<p>Role of the Gods and prophecy/divine intervention; Character of Aeneas complications and nuance; Is Killing Turnus justified? Comparison 10 mark essay on conduct of Hero's – menis of Achilles/furor of Aeneas.</p> <p>Comparison of tragedy and comedy, which is more effective in ancient and modern contexts.</p> <p>Revision and exam practice.</p>	
Summative assessment:	Summative assessment:	Summative assessment:	
Example introductory assessment: Does Virgil introduce any key themes after the prologue? What makes a Virgilian hero? What similarities and	Bk8 20 mark question example: Using this passage as a starting point, in what ways does Virgil write his narrative to appeal to his Roman audience?	Once course content completed, complete Greek Theatre PPE paper assessment.	

<p>differences are there in Virgilian compared to Homeric poetry?</p> <p>Explain how useful the images in Source A are in showing how the theatre space developed during the classical period. [10]</p> <p>Evaluate how useful this pot is as a source of information about the Chorus in Greek tragedy. [10]</p> <p>Evaluate how useful this pot is as a source of information about the staging of Greek tragedy. (10)</p>	<p>Bk9 20 mark question example: How typical is Turnus' reaction here to events elsewhere in the Aeneid?</p> <p>Various passage questions whilst reading to assess understanding e.g. explain how Euripides contrasts Cadmus with Pentheus in this passage. In your answer you should include discussion of what they say and how they are portrayed. [10], Explain how effectively Euripides makes the audience feel pity for Cadmus and his family in the passage [10]</p> <p>'His hamartia was his excessive curiosity.' Explain whether you think that this opinion applies more to Oedipus in Sophocles' Oedipus the King, or to Pentheus in Euripides' Bacchae. (20)</p> <p>How far do you agree that Pentheus fully deserved his punishment in Euripides Bacchae? (30)</p>	
Autumn Term 2 title: Reading The Aeneid Bks 4,6/ Reading Oedipus	Spring Term 2 title: Reading The Aeneid Bks 10,11, Greek comedy and reading Frogs	Summer Term 2 title:
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Bk 4 focus on the characterisation of Dido, her role in Roman literature and the concept of a tragedy within the text; Bk6 focus on the concept of a journey into the underworld in classical literature, the allusion to the future of Rome (Pageant of Heroes) and role played by prophecy as well as imagery in the underworld</p> <p>Introduction to Oedipus- plot, key themes, characters. Reading & annotating the play in class. Exploring scholars views of key themes such as fate and free will, identifying examples of Aristotle's key features of tragedy within the play. Study and annotate set vase- Oedipus.</p>	<p>Parent/Child relationship with the death of Pallas; Character of Aeneas (Pietas vs. Furor); Portrayal of Mezentius; Questioning heroism; role of Camilla (not from mythology – why included?) art of leadership and juxtaposition of Roman/Foreign characteristics; Turnus+Drances debate as senatorial speech.</p> <p>Explanation of key features of Greek comedy and its difference to tragedy. Themes, linguistic & comic techniques used by Aristophanes. Study and annotate remaining comic vases from set visual sources booklet. Introduction to Frogs- plot, key themes, characters. Reading & annotating the play Frogs in class. Exploring scholars' views of key themes/effectiveness of comedy.</p>	<p>On study leave</p>

Summative assessment:	Summative assessment:	Summative assessment:
<p>Lots of examples of Bk4/6 past paper questions:</p> <p>Bk4 10 mark question example: How does Virgil create a sense of tragedy in this passage?</p> <p>Bk6 20 mark question example: Bk6 represents a turning point in the Aeneid. Using the passage as a starting point, how far is this true of the rest of the poem?</p> <p>‘The most important aspect of Sophocles’ Oedipus the King is the question of who killed Laius.’ Discuss how true you think this statement is, and justify your response. [30]</p> <p>‘The use of prophecies and omens is the most important factor in the success of Sophocles’ Oedipus the King. ‘Explain how far you agree with this statement. Justify your response with close reference to the play. [30]</p> <p>A number of passage questions throughout the reading of the play to assess e.g. Explain how successfully Sophocles makes the scene an exciting piece of drama. [10]</p> <p>Evaluate how useful this pot is as a source of information about the staging of Greek tragedy. [10]</p>	<p>30 mark question example: To what extent is the relationship between Mezentius and Lausus different from other relationships between parents and children in the ‘Aeneid’?</p> <p>Bk11 10 mark question example: How well does Virgil convey the changes of feeling that Evander undergoes in this speech?</p> <p>Various passage questions whilst reading to assess understanding e.g. How does Aristophanes make this passage an effective piece of comedy? [10]</p> <p>How useful is the vase depicted in understanding the staging and costumes of Aristophanic comedy? [10]</p> <p>The success of a comedy by Aristophanes depended more on the visual elements of the play than on the words spoken by the actors and Chorus.’ Explain how far you agree with this statement. You may use Source A and/or Source B as a starting point in your answer. [20]</p> <p>Modern audiences cannot fully appreciate performances of ancient comedy without an understanding of the societies for which they were written.’ Discuss whether this opinion is true of the Frogs of Aristophanes.[30]</p>	<p>Summer GCE exam Paper 1: World of the Hero (May)</p> <p>Summer GCE exam Paper 2: Greek Theatre (May)</p> <p>Summer GCE exam Paper 3: Democracy and the Athenians (June)</p>