

**Classical Civilisation Y10 Curriculum Map**

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
TOPIC/BIG QUESTION	<i>Greek Religion</i>	<i>Ancient Festivals</i>	<i>Greek Hero</i>	<i>Myth and the City</i>	<i>Death, Burial and the Underworld</i>
Year 8	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Greek and Roman Gods</li> <li>• Greek religious festivals</li> <li>• Temples of Zeus and Parthenon</li> <li>• Temple of Fortuna and Pantheon</li> <li>• Priests, Augury and Religious life.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Roman festivals of Lupercalia and Saturnalia</li> <li>• Greek festivals of Dionysia and Panathenaia,</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Hercules' life and labours.</li> <li>• Greek heroes and their role in Greek religion – Temple of Olympia.</li> <li>• Theseus' labours</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Greek and Roman foundation myths.</li> <li>• Centauromachy and Amazonomachy.</li> <li>• Monuments with significance to the city – prima porta and ara pacis.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Greek and Roman death and burial rituals.</li> <li>• Beliefs about death and the underworld.</li> <li>• Stories of journeys to the underworld – Homeric hymn to Demeter and Orpheus and Eurydice</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Analysis of material objects.</li> <li>• Recognising symbols in art and their meanings and associations.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting ancient festivals.</li> <li>• Looking for modern parallels in secular/religious festivals.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Describing the labours of Hercules and Theseus and comparing the two.</li> <li>• Analysing cycle cups and recognising the figures in each of the labours.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Compare different foundation stories.</li> <li>• Analyse the significance of foundation myths and stories for defining a cultural identity.</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Evaluating journey to underworld stories and their reception in more modern art.</li> </ul>
	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>• Awareness of belief in deities and organised religion.</li> <li>• Greek and Roman gods.</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>• Roman and Greek gods.</li> <li>• Greek religious festivals.</li> <li>• Religious buildings.</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>• Recognising people/gods/objects in material objects.</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>• Recognising people/gods/objects in material objects.</li> <li>• Greek and Roman gods.</li> </ul>	<p>Prior knowledge/skills and interleaving:</p>
	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Diagnostic test at start of learning map to identify potential gaps in knowledge.</li> <li>• Regular knowledge testing – peer assessment of tests.</li> </ul>	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Diagnostic test at start of learning map.</li> <li>• Knowledge test at end of learning map.</li> </ul>	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Diagnostic test at start of learning map.</li> <li>• Knowledge tests.</li> <li>• 5-min flick to make sure books are being maintained as a good resource for revision and to ensure that all students are following the succession of labours.</li> <li>• Quizlet and do-now retrieval practice for order of the labours.</li> </ul>	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Diagnostic test</li> <li>• Verbal feedback on presentation.</li> <li>• Knowledge tests.</li> <li>• Scaffolded deep mark analysis of material objects (Prima porta and ara pacis).</li> </ul>	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Diagnostic test at start of learning map.</li> <li>• Knowledge tests.</li> <li>• Pupils reflect on their Whole-class feedback sheet – green pen in books.</li> </ul>
	<p><u>Summative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Summative assessment at end of learning map.</li> </ul>	<p><u>Summative assessment and feedback used for data drop 1:</u></p>	<p><u>Summative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Knowledge tests.</li> </ul>	<p><u>Summative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• Deep mark 2 – second picture gobbet after pupil reflection on feedback from first deep mark.</li> </ul>	<p><u>Summative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>• End of Year summative assessment.</li> </ul>