

Classical Civilisation

Progression Model – Y12

Module Title: Greek Theatre and The Odyssey 1	Module Title: Greek Theatre and The Odyssey 2	Module Title: Greek Theatre and The Odyssey 3
<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To develop knowledge and understanding of the drama and theatre in ancient Athens. • To understand the nature of tragedy • To read and analyse themes, characterisation and the social and political context of <i>Oedipus the King</i> • To develop knowledge and understanding of life in Ancient Greece • To analyse what Homer was like as a writer • To read and analyse themes, characterisation and the social, religious context of the <i>Odyssey</i>. • To analyse literary techniques and plot devices used to make the <i>Odyssey</i> exciting for the audience. 	<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To read and analyse themes, characterisation and the social and political context of <i>Bacchae</i> • To develop knowledge and understanding of the nature of Old Comedy • To read and analyse themes, characterisation and the social, religious context of the <i>Odyssey</i>. • To analyse literary techniques and plot devices used to make the <i>Odyssey</i> exciting for the audience. 	<p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> • To read and analyse themes, characterisation and the social and political context of <i>Frogs</i> • To practise exam skills and revise content for the exam • To read and analyse themes, characterisation and the social, religious context of the <i>Odyssey</i>. • To analyse literary techniques and plot devices used to make the <i>Odyssey</i> exciting for the audience. • To practise exam skills and revise content for the exam
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • Introduction to Ancient Athens • Drama and the theatre in ancient Athenian Society • The Nature of Tragedy • <i>Oedipus the King</i> 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • <i>Bacchae</i> • The Nature of Old Comedy • <i>Odyssey</i> Book 11 • <i>Odyssey</i> Book 12 • <i>Odyssey</i> Book 13 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • <i>Frogs</i> • Exam skills and revision • <i>Odyssey</i> Book 21 • <i>Odyssey</i> Book 22 • <i>Odyssey</i> Book 13

<ul style="list-style-type: none"> • What life was like in Ancient Greece • Homer as a writer • <i>Odyssey</i> Book 1 • <i>Odyssey</i> Book 5 • <i>Odyssey</i> Book 6 • <i>Odyssey</i> Book 7 • <i>Odyssey</i> Book 8 • <i>Odyssey</i> Book 9 • <i>Odyssey</i> Book 10 	<ul style="list-style-type: none"> • <i>Odyssey</i> Book 16 • <i>Odyssey</i> Book 17 • <i>Odyssey</i> Book 18 • <i>Odyssey</i> Book 19 	<ul style="list-style-type: none"> • Exam skills and revision
<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. 'The layout of the theatre and staging had a great impact on the audience's enjoyment of the plays.' Explain how far you agree with this statement and justify your response. You may use Sources A and B as a starting point. [20 marks] 2. Explain the problems with using this pot to infer what a Greek audience and stage would have looked like. [10 marks] 3. Evaluate how useful the Theatre of Dionysus at Athens is in finding out what theatres were like in the 5th century BC. [10 marks] <ol style="list-style-type: none"> 1. Explain how Homer shows the power of the god creating the storm. Use references to the passage to support your answer. [10 marks] 	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. Explain to what extent Source A is useful in showing how a Greek tragedy may have been performed. Make reference to Source A in your answer. [10 marks] 2. What impression of Oedipus does Sophocles give us in Source A? Justify your response and support your answer with reference to Source A. [10 marks] 3. Relationships between men and women was the most important theme in tragedies.' How far do you agree with the statement? You may use Source A and B as your starting point, and your own knowledge. [20 marks] <ol style="list-style-type: none"> 1. Explain how Homer portrays the relationship between Odysseus and Athene in this passage. Use references to the passage to support your answer. 	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. Explain how Euripides shows the power of the bacchantes (women)? Justify your response and support your answer with reference to Source A. [10 marks] 2. 'Pentheus is a far nastier and less sympathetic character than Dionysus.' With close reference to the text of Euripides' <i>Bacchae</i>, explain how far you agree with this statement and justify your response. [30 marks] 3. Mock exam for Greek Theatre <ol style="list-style-type: none"> 1. 'Female characters in the <i>Odyssey</i> are not as interesting as male characters or important to the plot.' To what extent do you agree? [30 marks] 2. Mock exam of the <i>Odyssey</i> content.

<p>2. How much do you agree that Odysseus does not act like a Greek hero in Books 1-9 of the <i>Odyssey</i>? You may use Passage A as a starting point and your own knowledge in your answer.</p> <p>[20 marks]</p>	<p>[10 marks]</p> <p>2. Evaluate how much those who give bad xenia are always punished and those who give good xenia are always rewarded.</p> <p>[30 marks]</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Progression Model – Y13

<p>Module Title:</p> <p>Greek Religion and Aeneid 1</p>	<p>Module Title:</p> <p>Greek Religion and Aeneid 2</p>	<p>Module Title:</p> <p>Greek Religion and Aeneid 3</p>
<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To evaluate the nature of Olympian gods and how the Greeks viewed the gods through anthropomorphism and early literature. • To analyse how Greeks experienced the divine on a personal level through mystery cults, visiting the oracle at Dodona and healing with Asclepius. • To evaluate the links between religion and society, including at a civic and political level. • To gain knowledge and understanding of impiety and the implications for society. 	<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> • To evaluate the social, cultural, religious and political context of different places of worship. • To understand the role of priests and priestesses. • To develop understanding of blood sacrifices and libations. • To read and analyse themes, characterisation and the social, religious and political context of the <i>Aeneid</i>. • To analyse literary techniques and plot devices used to make the <i>Aeneid</i> exciting for the audience. 	<p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> • To gain knowledge and understanding of the Presocratics and how relevant their views on religion are to the wider Greek population. • To evaluate whether Socrates was correctly executed for impiety or not. • To practise exam skills and revise content for the exam. • To read and analyse themes, characterisation and the social, religious and political context of the <i>Aeneid</i>. • To analyse literary techniques and plot devices used to make the <i>Aeneid</i> exciting for the audience.

<ul style="list-style-type: none"> • To develop knowledge and understanding of the cultural and political context of Rome and Augustus. • To read and analyse themes, characterisation and the social, religious and political context of the <i>Aeneid</i>. • To analyse literary techniques and plot devices used to make the <i>Aeneid</i> exciting for the audience. 		<ul style="list-style-type: none"> • To practise exam skills and revise content for the exam.
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • The Nature of Olympian Gods (anthropomorphism, hero cults) • The personal experience of the divine (Eleusinian mysteries, Asclepius, Dodona) • Religion and Society (religious authority, impiety, the links between religion and politics) • Background to the Roman World and Augustus • <i>Aeneid</i> Book 1 • <i>Aeneid</i> Book 4 • <i>Aeneid</i> Book 6 	<p>Key content to be learned:</p> <ul style="list-style-type: none"> • Places of worship (Athenian acropolis, Delphi and Olympia) • Rituals and Priests (priests and priestesses, blood sacrifice and libations) • <i>Aeneid</i> Book 7 • <i>Aeneid</i> Book 8 • <i>Aeneid</i> Book 9 • <i>Aeneid</i> Book 10 	<p>Key Content to be learned:</p> <ul style="list-style-type: none"> • Religion and Philosophy (Presocratics, Socrates) • Exam skills and revision • <i>Aeneid</i> Book 11 • <i>Aeneid</i> Book 12 • Exam skills and revision
<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. In this passage how effectively does Virgil portray the storm and its effect on the Trojans? [10 marks] 2. 'Odysseus' actions are more important to his successful arrival in Ithaca than other peoples' good xenia towards him.' How far do you agree with this? 	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. 'The role of fate in the <i>Aeneid</i> reduces suspense and excitement.' To what extent would Virgil's audience have agreed with this opinion? Explain your views and support them with details from the books of the <i>Aeneid</i> which you have read. [30 marks] 2. Mock World of the Hero exam 	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> 1. Do you consider participation in Greek religion to be more of a public or a private act? Justify your response. [30 marks] 2. To what extent do you think that religious life in Greece was needed to sustain other parts of people's lives? You can include political life, personal

<p>3. Mock World of the Hero exam</p> <p>[20 marks]</p> <p>1. Explain why this tablet is not useful in understanding what took place in mystery cults. Refer to Source A in your answer.</p> <p>[10 marks]</p> <p>2. Mock Greek Religion exam</p>	<p>1. 'The layout of the site of Delphi shows that consulting the Pythia (priestess to Apollo) was important to the Greeks.' To what extent do you agree?</p> <p>[10 marks]</p> <p>2. 'Becoming a priest in Ancient Greece was merely a matter of prestige, not actual religious devotion.' To what extent do you agree?</p> <p>[20 marks]</p> <p>3. Mock Greek Religion exam</p>	<p>concerns and the family. Justify your response.</p> <p>[30 marks]</p> <p>1. 'That Aeneas behaves like a Roman is the most important aspect of the Aeneid for the Roman audience.'</p> <p>To what extent do you agree? Explain your views and support them with details from the books of the <i>Aeneid</i> which you have read.</p> <p>[30 marks]</p> <p>2. Which passage is more engaging for an audience? Justify your response. You should refer to the passage from the <i>Aeneid</i> and the passage from the work of Homer you have read.</p> <p>[10 marks]</p> <p>3. 'All the suitors deserve what happened to them.' To what extent do you agree? Give reasons for your view and refer to the books of the <i>Odyssey</i> that you have read.</p> <p>[30 marks]</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------