

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 bacchants (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>	
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Progression Model – Y13

Module Title:	Module Title:	Module Title:
Greek Religion and Aeneid 1	Greek Religion and Aeneid 2	Greek Religion and Aeneid 3
<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"> In this passage how effectively does Virgil portray the storm and its effect on the Trojans? [10 marks] '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"> '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] Mock World of the Hero exam 	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> Do you consider participation in Greek religion to be more of a public or a private act? Justify your response. [30 marks] 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>
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