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Department: Ancient History

**Blended Learning Curriculum Plans 2020-21**

In the event of a local lockdown, students isolating or school closure, please outline your approach to blended learning below. DfE guidance stresses, there will be a need for ongoing provision of “remote learning” which “is high quality and aligns as closely as possible with in-school provision.” Within departments, this may mean planning each unit or area of learning with an eye on how it could translate into virtual or remote practice, if necessary. For example, it might mean preparing booklets or text-based resources which could be used by students at home as well as at school. It might even mean having procedures and infrastructure in place for recording lessons, or for allowing simultaneous online access to classroom teaching.

<b><u>Autumn Term HT 1</u></b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• What is Ancient History?</li> <li>• Using clues and Ancient evidence</li> <li>• Origins of Ancient Egypt</li> <li>• Old Kingdom of Egypt</li> <li>• Daily life in Egypt</li> <li>• Egypt’s achievements</li> <li>• Early Greece</li> <li>• Birth of democracy</li> <li>• Greek mythology</li> <li>• Greek words</li> <li>• Rome: from Republic to Empire</li> <li>• Rome’s legacy</li> <li>• Using timelines</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p>Each unit has pre-made revision guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p>At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Introduction to Paper 1 dept study 4 (Alexander the Great)</li> <li>• Alexander’s youth</li> <li>• The influence of Olympias</li> <li>• Alexander’s relationship with Philip</li> <li>• Alexander’s beliefs</li> <li>• Course of Alexander’s life</li> <li>• Alexander’s relationship with Parmenio</li> <li>• Alexander’s relationship with Cleitus &amp; Callisthenes</li> <li>• Alexander’s relationship with Hephaestion &amp; Antipater</li> </ul>				
Topic/ Unit:	<p>Introduction to Ancient History and key contextual knowledge for the GCSE course:</p> <ul style="list-style-type: none"> <li>- Ancient Skills</li> <li>- Egypt</li> <li>- Greece</li> <li>- Rome</li> </ul>					
Topic/ Unit:	<p>Paper 1: Additional Study; Alexander the Great, sub-topic 1: Upbringing, Character, Beliefs and Life of Alexander</p>					

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A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Education and Values in Sparta</u></b>				
Paper 1 with Mr Dawkins	<b>Greek depth Study 35-36</b>  <i>The Politics and Society of Sparta, 478–404 BC</i>	<ul style="list-style-type: none"> <li>• Education of Boys</li> <li>• Education of Girls</li> <li>• The Agoge</li> </ul>	<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	
Paper 2 with Mr Fell	<b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC– AD 68.</i>	<b><u>Augustus</u></b> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Military</li> <li>• Religion</li> <li>• Buildings</li> </ul>	<p><i>*this may well take the form of a double period.</i></p>			<p>Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>

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<u>Autumn Term HT 2</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Cambyses in the Sources</li> <li>• Conquest of Egypt</li> <li>• Cambyses as Ruler</li> <li>• Death of Cambyses</li> <li>• Non-Greek Sources</li> <li>• Herodotus Account of the Accession of Darius</li> <li>• Darius’ Account</li> <li>• Lies and Propaganda</li> </ul>				
Topic/ Unit:	<p style="text-align: center;">Paper 1: Compulsory Study; The Persian Empire - Cyrus the Great</p>					
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Reasons for the Expedition Against Persia</li> <li>• Battle of Granicus</li> <li>• Battle of Gaugamela</li> <li>• Battle of Persia Gate</li> <li>• The Pursuit of Darius and Bessus</li> <li>• The Final Campaign in the Indus Valley</li> <li>• Difficulties Encountered on the Return to Babylon</li> <li>• Changing Aims of Alexander’s Expeditions &amp; Views on Persia</li> </ul>	<p style="text-align: center;">In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p style="text-align: center;">For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p style="text-align: center;">Each unit has pre-made revisions guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p style="text-align: center;">At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Topic/ Unit:	<p style="text-align: center;">Paper 1: Additional Study; Alexander the Great, sub-topic 2:  Alexander’s Campaigns</p>					

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A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Social Structure of Sparta</u></b>				
Paper 1 with Mr Dawkins	<b>Greek depth Study 35-36</b>  <i>The Politics and Society of Sparta, 478–404 BC</i>	<ul style="list-style-type: none"> <li>• Spartiates</li> <li>• Perioikio</li> <li>• Helots</li> <li>• Women</li> </ul>	<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	
Paper 2 with Mr Fell	<b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC– AD 68.</i>	<b><u>Tiberius</u></b> <ul style="list-style-type: none"> <li>• Conspiracies and Challenges</li> <li>• Constitution</li> <li>• Religion</li> <li>• The Senate</li> <li>• Succession</li> </ul>	<p><i>*this may well take the form of a double period.</i></p>			<p>Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>

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<u>Spring Term</u> <u>HT 1</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Cambyses in the Sources</li> <li>• Conquest of Egypt</li> <li>• Cambyses as Ruler</li> <li>• Death of Cambyses</li> <li>• Non-Greek Sources</li> <li>• Herodotus Account of the Accession of Darius</li> <li>• Darius’ Account</li> <li>• Lies and Propaganda</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p>Each unit has pre-made revisions guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p>At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Murder of Philip</li> <li>• The Battle of Granicus</li> <li>• The Battle of Gaugamela</li> <li>• The Battle of Persepolis</li> <li>• Murder of Cleitus</li> <li>• Mass Marriage at Susa</li> <li>• Alexander’s Death</li> </ul>				
Topic/ Unit:	<p>Paper 1: Compulsory Study; The Persian Empire – Cambyses, Smerdis and Accession of Darius</p>	<p>Paper 1: Additional Study; Alexander the Great, sub-topic 3:  Significant Events in Alexander’s Life</p>				

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A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Political Structure of Sparta</u></b>				
Paper 1 with Mr Dawkins	<b>Greek depth Study 35-36</b>  <i>The Politics and Society of Sparta, 478–404 BC</i>	<ul style="list-style-type: none"> <li>• Kings</li> <li>• The Assembly</li> <li>• Lysander</li> </ul>	<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>
Paper 2 with Mr Fell	<b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC– AD 68.</i>	<b><u>Gaius</u></b> <ul style="list-style-type: none"> <li>• Character and Personality</li> <li>• Administration</li> <li>• Religion</li> <li>• Assassination</li> </ul>	<p><i>*this may well take the form of a double period.</i></p>			

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<u>Spring Term</u> <u>HT 2</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Revolts</li> <li>• Ideology</li> <li>• Building Projects</li> <li>• Imperial Expansion and the Conquest of the Indus Valley</li> <li>• The Conquest of Thrace and the Scythian Expedition</li> <li>• Ionian Revolt</li> <li>• Causes and Consequences</li> <li>• Challenges to Mainland Greece</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p>Each unit has pre-made revisions guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p>At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Use of the Cavalry</li> <li>• Use of the Phalanx</li> <li>• Use of Specialist Troops</li> <li>• The Weapons and Armour</li> <li>• Siege of Tyre</li> <li>• Siege of Aornus</li> <li>• Alexander’s Relationship with the Army</li> </ul>				
Topic/ Unit:	<p>Paper 1: Compulsory Study; The Persian Empire – Darius the Great</p>					
Topic/ Unit:	<p>Paper 1: Additional Study; Alexander the Great, sub-topic 4:  The Macedonian Army under Alexander the Great</p>					

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A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>The Military Culture of Sparta</u></b>				
Paper 1 with Mr Dawkins	<b>Greek depth Study 35-36</b>  <i>The Politics and Society of Sparta, 478–404 BC</i>	<ul style="list-style-type: none"> <li>• Organisation of the Army</li> <li>• Spartan Successes and Failures</li> <li>• Spartan Navy</li> </ul>	<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	
Paper 2 with Mr Fell	<b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC– AD 68.</i>	<b><u>Claudius</u></b> <ul style="list-style-type: none"> <li>• Britain</li> <li>• Wives and Freedmen</li> <li>• Administration</li> <li>• Deat</li> </ul>	<p><i>*this may well take the form of a double period.</i></p>			<p>Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>



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<u>Summer Term HT 1</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Introduction to Paper 1 dept study 4 (Alexander the Great)</li> <li>• Alexander’s youth</li> <li>• The influence of Olympias</li> <li>• Alexander’s relationship with Philip</li> <li>• Alexander’s beliefs</li> <li>• Course of Alexander’s life</li> <li>• Alexander’s relationship with Parmenio</li> <li>• Alexander’s relationship with Cleitus &amp; Callisthenes</li> <li>• Alexander’s relationship with Hephaestion &amp; Antipater</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p>Each unit has pre-made revisions guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p>At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Year 10	5 per fortnight					
Topic/ Unit:	<p>Paper 1: Additional Study; Alexander the Great, sub-topic 1: Upbringing, Character, Beliefs and Life of Alexander</p>					
Topic/ Unit:	<p>Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC</p> <p>Sub Topic 1: The Legendary Kings and the Origins of Rome, 753-617 BC</p>	<ul style="list-style-type: none"> <li>• Introduction &amp; Outline</li> <li>• How useful are the Roman Foundation Myths?</li> <li>• The Legend of Romulus and Remus</li> <li>• Evidence and the Myth of Romulus</li> <li>• Why did the Roman Historians Claim Romulus Created Rome?</li> <li>• Religious and Military Initiatives</li> <li>• Rape of the Sabine Women</li> <li>• Numa’s Reign</li> <li>• Tullus Hostilius 673-642 BC</li> <li>• Ancus Marcius 642-617 BC</li> </ul>				

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A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<p><b><u>Other States Views of Sparta</u></b></p> <ul style="list-style-type: none"> <li>• Formation of the Peloponnesian League</li> <li>• The Peloponnesian League</li> <li>• Lack of Spartan Leadership and Recovery</li> <li>• The Spartan Mirage</li> </ul>	<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>
Paper 1 with Mr Dawkins	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>					
Paper 2 with Mr Fell	<p><b>Paper 2—Roman Period Study 40-41</b></p> <p><i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p><b><u>Nero</u></b></p> <ul style="list-style-type: none"> <li>• Wives</li> <li>• Great Fire of Rome</li> <li>• Revolts</li> <li>• Religion</li> <li>• Succession</li> </ul>	<p><i>*this may well take the form of a double period.</i></p>			

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<u>Summer Term HT 2</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Xerxes in the Sources</li> <li>• Revolts in Egypt and Babylon</li> <li>• Motivations for Xerxes’ Invasion of Greece</li> <li>• Xerxes’ March to Greece</li> <li>• Persian Military</li> <li>• Battle of Thermopylae</li> <li>• Battle of Salamis</li> <li>• Battle of Eurymedon</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This will be a chance for the teacher to work on skills related to the content.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (two videos per week)</b>. They will be based on a content in the revision guides.</p>	<p>Each unit has pre-made revisions guides which include all the key content for the course. The activities will be stripped out and the content element shared with all students. Pre-recorded lessons will be based from this.</p>	<p>At least two forms of assessments per half-term:</p> <ol style="list-style-type: none"> <li>1) Skills assessment to be completed in live lesson and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</li> <li>2) Online knowledge test to be completed at the end of each term with feedback via SMH.</li> </ol>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Who were they?</li> <li>• Tarquinius Priscus 616-578 BC</li> <li>• Priscus’ Reforms</li> <li>• How successful was Priscus’ military record</li> <li>• Servius Tullius 578-535 and the Servian Reforms</li> <li>• Tarquinius Superbus 535-509 BC</li> <li>• Changes Under Tarquinius</li> </ul>				
Topic/ Unit:	<p>Paper 1: Compulsory Study; The Persian Empire – Xerxes</p>	<p>Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC</p> <p>Sub Topic 2: The Etruscan Kings</p>				

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A-Level Y12 Only	5 /5 per fortnight	Revision for exams					
Paper 1 with Mr Dawkins	<p style="text-align: center;"><b>Greek depth Study 35-36</b></p> <p style="text-align: center;"><i>The Politics and Society of Sparta, 478–404 BC</i></p>		<p>In the event of a closure there <b>will be two live-lessons* per week.</b> One will be a chance for the teacher to work on skills-related to the content. The other will be to go over the key content itself.</p>	<p>For each lesson the students would have had in school, a content-specific version will be created. <b>These will be pre-recorded and uploaded weekly (2 videos per week).</b> They will be based on a content in the revision guides.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>		<p style="text-align: center;">Once per fortnight students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>
Paper 2 with Mr Fell	<p style="text-align: center;"><b>Paper 2—Roman Period Study 40-41</b></p> <p style="text-align: center;"><i>The Julio-Claudian Emperors, 31 BC– AD 68.</i></p>	Revision for exams	<p><i>*this may well take the form of a double period.</i></p>				