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.

<u>Autumn</u> <u>Term HT 1</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4)	Pre-recorded 'Zoom' lessons (Tier	Resources available?	Assessment & Feedback?
			Expectations	2) Expectations		
Year 9	5 per fortnight	What is Ancient History?				
Topic/ Unit:	Introduction to Ancient History and key contextual knowledge for the GCSE course: - Ancient Skills - Egypt - Greece - Rome	 Using clues and Ancient evidence Origins of Ancient Egypt Old Kingdom of Egypt Daily life in Egypt Egypt's achievements Early Greece Birth of democracy Greek mythology Greek words Rome: from Republic to Empire Rome's legacy Using timelines 	In the event of a closure there will be one live-lesson	For all remaining lessons students would have had in school, an exam-skill related activity will be set.	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be	At least two forms of assessments per half-term: 1) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually
Year 10	5 per fortnight	• Introduction to Paper 1 dept study 4	per week. This lesson will be in- line with the syllabus and be content-focussed.	These will be pre- recorded and uploaded weekly (at least one per week).	self-contained and uploaded to SMH. No external websites to be used, requiring additional log-in details.	 via SMH and collectively in online DIRT lesson. 2) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
Topic/ Unit:	Paper 1: Additional Study; Alexander the Great, sub-topic 1: Upbringing, Character, Beliefs and Life of Alexander	Introduction to Paper 1 dept study 4 (Alexander the Great) Alexander's youth The influence of Olympias Alexander's relationship with Philip Alexander's beliefs Course of Alexander's life Alexander's relationship with Parmenio Alexander's relationship with Cleitus & Callisthenes Alexander's relationship with				

A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	 Education and Values in Sparta Education of Boys 		For each lesson the students would have had		Once per week- students will be assessed on their
Paper 1 with Mr Dawkins	Greek depth Study 35-36 The Politics and Society of Sparta, 478–404 BC	Education of GirlsThe Agoge	In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as	in school, a content-specific guided reading task. Students will be expected to read a set number of	Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep	guided-reading task at the start of each live lesson. At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and
Paper 2 with Mr Fell	Paper 2—Roman Period Study 40- 41 The Julio-Claudian Emperors, 31 BC– AD 68.	 Augustus Constitution Military Religion Buildings 	all required content has been taught) and exam- skill focus.	pages from the th textbook and th complete a 10 question re	this book with them at all times and all lesson resources will relate to that.	feedback via SMH. Once per half-term they

<u>Autumn</u> <u>Term HT 2</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4)	Pre-recorded 'Zoom' lessons (Tier	Resources available?	Assessment & Feedback?
			Expectations	2) Expectations		
Year 9	5 per fortnight					
Topic/ Unit:	Paper 1: Compulsory Study; The Persian Empire - Cyrus the Great	 Cambyses in the Sources Conquest of Egypt Cambyses as Ruler Death of Cambyses Non-Greek Sources Herodotus Account of the Accession of Darius Darius' Account Lies and Propaganda 	In the event of a closure there will be one live-lesson	For all remaining lessons students would have had in school, an exam-skill related activity will be set.	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be	At least two forms of assessments per half-term: 3) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually
Year 10	5 per fortnight	Reasons for the Expedition Against	per week. This	These will be pre-	self-contained	via SMH and
Topic/ Unit:	Paper 1: Additional Study; Alexander the Great, sub-topic 2: Alexander's Campaigns	 Persia Battle of Granicus Battle of Gaugamela Battle of Persia Gate The Pursuit of Darius and Bessus The Final Campaign in the Indus Valley Difficulties Encountered on the Return to Babylon Changing Aims of Alexander's Expeditions & Views on Persia 	lesson will be in- line with the syllabus and be content-focussed.	recorded and uploaded weekly (at least one per week).	and uploaded to SMH. No external websites to be used, requiring additional log-in details.	 collectively in online DIRT lesson. 1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
A-Level	5 /5 per fortnight	Social Structure of Sparta	In the event of a	For each lesson	Each unit student	Once per week– students
(Y12 & 13 co-taught)			closure there will	the students	will be asked to	will be assessed on their

	Greek depth	Spartiates	be at least one	would have had	purchase a	guided-reading task at the
	Study 35-36	Perioikio	live-lessons per	in school, a	textbook which	start of each live lesson.
		Helots	week.	content-specific	will be the basis of	
Paper 1 with	The Politics and	Women		guided reading	all lessons (in	At least once per Half-Term
Mr Dawkins	Society of Sparta,		This will be a	task.	units 1 & 2).	(though likely more often)
	478–404 BC		combination of		Students will keep	students will submit an
			content revision (as	Students will be	this book with	exam style question in line
			all required	expected to read	them at all times	with the topics studied.
	Domon 2 Domon	Tibering	content has been	a set number of	and all lesson	This will be marked and
	Paper 2—Roman	Tiberius	taught) and exam-	pages from the	resources will	feedback via SMH.
	Period Study 40-	Conspiracies and Challenges	skill focus.	textbook and	relate to that.	
	41	Constitution		complete a 10		Once per half-term they
Paper 2 with	The Julie Claudian	Religion		question		will students will sit a
Mr Fell	The Julio-Claudian	The Senate		knowledge		knowledge test on all of
	Emperors, 31 BC–	Succession		assessment. This		the content studied. This
	AD 68.			will be assed as a		will be marked and fed-
				whole class in the		back to students.
				next lesson.		

Spring Term	Curriculum Time	In-School provision	Live 'Zoom' lessons	Pre-recorded	Resources	Assessment & Feedback?
<u>HT 1</u>	(Periods)	(situation dependent)	(Tier 3&4)	'Zoom' lessons (Tier	available?	
			Expectations	2) Expectations		
Year 9	5 per fortnight				A	
Topic/ Unit:	Paper 1: Compulsory Study; The Persian Empire – Cambyses, Smerdis and Accession of Darius	 Cambyses in the Sources Conquest of Egypt Cambyses as Ruler Death of Cambyses Non-Greek Sources Herodotus Account of the Accession of Darius Darius' Account Lies and Propaganda 	In the event of a closure there will be one live-lesson per week. This	sure there willactivity will beone live-lessonset.	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be self-contained and uploaded to	 At least two forms of assessments per half-term: 4) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online
Year 10	5 per fortnight		lesson will be in-	recorded and	SMH.	DIRT lesson.
Topic/ Unit:	Paper 1: Additional Study; Alexander the Great, sub-topic 3: Significant Events in Alexander's Life	 Murder of Philip The Battle of Granicus The Battle of Gaugamela The Battle of Persepolis Murder of Cleitus Mass Marriage at Susa Alexander's Death 	lesson will be in- line with the syllabus and be content-focussed.	uploaded weekly (at least one per week).	No external websites to be used, requiring additional log-in details.	 Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	Political Structure of Sparta Kings	In the event of a closure there will be at least one	For each lesson the students would have had	Each unit student will be asked to purchase a	Once per week- students will be assessed on their
	Greek depth Study 35-36	 The Assembly Lysander	live-lessons per week.	in school, a content-specific	textbook which will be the basis of	guided-reading task at the start of each live lesson.
Paper 1 with Mr Dawkins	The Politics and Society of Sparta, 478–404 BC		This will be a combination of content revision (as all required content has been	guided reading task. Students will be expected to read a set number of	all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson	At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.

	Paper 2—Roman	Gaius	taught) and exam-	pages from the	resources will	This will be marked and
	Period Study 40-	Character and Personality	skill focus.	textbook and	relate to that.	feedback via SMH.
	41	Administration		complete a 10		
Domor 2 with		Religion		question		Once per half-term they
Paper 2 with Mr Fell	The Julio-Claudian	Assassination		knowledge		will students will sit a
IVII Feli	Emperors, 31 BC-			assessment. This		knowledge test on all of
	AD 68.			will be assed as a		the content studied. This
				whole class in the		will be marked and fed-
				next lesson.		back to students.

Spring Term <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	Revolts				At least two forms of
Topic/ Unit:	Paper 1: Compulsory Study; The Persian Empire – Darius the Great	 Revolts Ideology Building Projects Imperial Expansion and the Conquest of the Indus Valley The Conquest of Thrace and the Scythian Expedition Ionian Revolt Causes and Consequences Challenges to Mainland Greece Use of the Cavalry Use of the Phalanx Use of Specialist Troops The Weapons and Armour Siege of Tyre Siege of Aornus 	In the event of a closure there will be one live-lesson per week. This lesson will be in- line with the	For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre- recorded and uploaded weekly (at least one per week).	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be self-contained and uploaded to	 assessments per half-term: 5) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online
Year 10 Topic/ Unit:	5 per fortnight Paper 1: Additional Study; Alexander the Great, sub-topic 4: The Macedonian Army under				SMH. No external websites to be used, requiring additional log-in details.	 DIRT lesson. 1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
A-Level (Y12 & 13 co-taught)	Alexander the Great 5 /5 per fortnight	 Alexander's Relationship with the Army <u>The Military Culture of Sparta</u> Organisation of the Army 	In the event of a closure there will be at least one	For each lesson the students would have had	Each unit student will be asked to purchase a	Once per week– students will be assessed on their
Paper 1 with Mr Dawkins	Greek depth Study 35-36 The Politics and Society of Sparta, 478–404 BC	 Organisation of the Army Spartan Successes and Failures Spartan Navy 	Iive-lessons per week. This will be a combination of content revision (as all required content has been	in school, a content-specific guided reading task. Students will be expected to read a set number of	textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson	guided-reading task at the start of each live lesson. At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.

	Paper 2—Roman	<u>Claudius</u>	taught) and exam-	pages from the	resources will	This will be marked and
	Period Study 40-	Britain	skill focus.	textbook and	relate to that.	feedback via SMH.
Daman Quuith	41	 Wives and Freedmen 		complete a 10		
		Administration		question		Once per half-term they
Paper 2 with Mr Fell	The Julio-Claudian Emperors, 31 BC—	Deat		knowledge		will students will sit a
WII FEII		• Deat		assessment. This		knowledge test on all of
	AD 68.			will be assed as a		the content studied. This
				whole class in the		will be marked and fed-
				next lesson.		back to students.

<u>Summer</u> <u>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	• Introduction to Paper 1 dept study 4				
Topic/ Unit:	Paper 1: Additional Study; Alexander the Great, sub-topic 1: Upbringing, Character, Beliefs and Life of Alexander	 (Alexander the Great) Alexander's youth The influence of Olympias Alexander's relationship with Philip Alexander's beliefs Course of Alexander's life Alexander's relationship with Parmenio Alexander's relationship with Cleitus & Callisthenes Alexander's relationship with Hephaestion & Antipater 	In the event of a closure there will	For all remaining lessons students would have had in school, an exam-skill related activity will be set.	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be	At least two forms of assessments per half-term: 6) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually
Year 10	5 per fortnight	 Introduction & Outline 	be one live-lesson per week. This	These will be pre-	self-contained	via SMH and
Topic/ Unit:	Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC Sub Topic 1: The Legendary Kings and the Origins of Rome, 753-617 BC	 How useful are the Roman Foundation Myths? The Legend of Romulus and Remus Evidence and the Myth of Romulus Why did the Roman Historians Claim Romulus Created Rome? Religious and Military Initiatives Rape of the Sabine Women Numa's Reign Tullus Hostilius 673-642 BC Ancus Marcius 642-617 BC 	lesson will be in- line with the syllabus and be content-focussed.	recorded and uploaded weekly (at least one per week).	and uploaded to SMH. No external websites to be used, requiring additional log-in details.	 collectively in online DIRT lesson. 1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	Other States Views of Sparta	In the event of a closure there will	For each lesson the students	Each unit student will be asked to	Once per week- students will be assessed on their

	Greek depth	Formation of the Peloponnesian	be at least one	would have had	purchase a textbook which	guided-reading task at the start of each live lesson.
Paper 1 with Mr Dawkins	Study 35-36 The Politics and Society of Sparta, 478–404 BC	 League The Peloponnesian League Lack of Spartan Leadership and Recovery The Spartan Mirage 	live-lessons per week. This will be a combination of content revision (as all required	in school, a content-specific guided reading task. Students will be expected to read	will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times	At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.
Paper 2 with Mr Fell	Paper 2—Roman Period Study 40- 41 The Julio-Claudian Emperors, 31 BC– AD 68.	 Nero Wives Great Fire of Rome Revolts Religion Succession 	content has been taught) and exam- skill focus.	a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assed as a whole class in the next lesson.	and all lesson resources will relate to that.	This will be marked and feedback via SMH. Once per half-term they will students will sit a knowledge test on all of the content studied. This will be marked and fed- back to students.

<u>Summer</u> <u>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					
Topic/ Unit:	Paper 1: Compulsory Study; The Persian Empire – Xerxes	 Xerxes in the Sources Revolts in Egypt and Babylon Motivations for Xerxes' Invasion of Greece Xerxes' March to Greece Persian Military Battle of Thermopylae Battle of Salamis Battle of Eurymedon 	In the event of a closure there will be one live-lesson	For all remaining lessons students would have had in school, an exam-skill related activity will be set.	Any related resources will be printable and can be shared with students who do not have ICT access if required. All videos to be self-contained	At least two forms of assessments per half-term: 7) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and
Year 10	5 per fortnight	Who were they?	per week. This lesson will be in-	These will be pre- recorded and	and uploaded to	collectively in online
Topic/ Unit:	Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC Sub Topic 2: The Etruscan Kings	 Who were they? Tarquinius Priscus 616-578 BC Priscus' Reforms How successful was Priscus' military record Servius Tullius 578-535 and the Servian Reforms Tarquinius Superbus 535-509 BC Changes Under Tarquinius 	lesson will be in- line with the syllabus and be content-focussed.	recorded and uploaded weekly (at least one per week).	SMH. No external websites to be used, requiring additional log-in details.	 DIRT lesson. Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
A-Level Y12 Only	5 /5 per fortnight	Revision for exams	In the event of a	For each lesson	Each unit student	Once per week- students
Paper 1 with Mr Dawkins	Greek depth Study 35-36 The Politics and Society of Sparta, 478–404 BC		closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required	the students would have had in school, a content-specific guided reading task. Students will be expected to read	will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times	 will be assessed on their guided-reading task at the start of each live lesson. At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.

	Paper 2—Roman	Revision for exams	content has been	a set number of	and all lesson	This will be marked and
	Period Study 40-		taught) and exam-	pages from the	resources will	feedback via SMH.
	41		skill focus.	textbook and	relate to that.	
				complete a 10		Once per half-term they
Paper 2 with	The Julio-Claudian			question		will students will sit a
Mr Fell	Emperors, 31 BC–			knowledge		knowledge test on all of
	AD 68.			assessment. This		the content studied. This
				will be assed as a		will be marked and fed-
				whole class in the		back to students.
				next lesson.		