



KS4 Ancient History Curriculum Map: Unit 1a - The Persian Empire 559-465 BC (Year 10)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
The Rise of the Persian Empire under Cyrus the Great, 559-530 BC.	The Origins of the Persian Empire	<ul style="list-style-type: none"> The Ancient Near East The Sources of the Persian Empire 	For this unit the historical skills being explicitly developed and targeted are: <ul style="list-style-type: none"> AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements AO3 = Use, analyse and evaluate ancient sources within their historical context 	Students will be assessed on a selection of the content from this unit. The question stems will be as follows: <ul style="list-style-type: none"> Q1 – Name/ State/ Identify, etc ... Q2 – Outline the key/main features of... Q3 - Using details from Passage A and your own knowledge, what can we learn about...? Q4 - Using details from Passage A and your own knowledge.... Q5– ‘Statement.’ To what extent do you agree with this statement?
	Cyrus’ Expansion	<ul style="list-style-type: none"> Conquests of the Meds Conquest of Lydia Conquest of Babylonia 		
	Cyrus’ Legacy	<ul style="list-style-type: none"> Pasargadae Death of Cyrus 		
Cambyses II, Smerdis and the Accession of Darius, 530-522 BC	Cambyses Kingship	<ul style="list-style-type: none"> Cambyses in the Sources Conquest of Egypt Cambyses as Ruler Death of Cambyses 	For this unit the historical skills being explicitly developed and targeted are: <ul style="list-style-type: none"> AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements AO3 = Use, analyse and evaluate ancient sources within their historical context 	Students will be assessed on a selection of the content from this unit. The question stems will be as follows: <ul style="list-style-type: none"> Q1 – Name/ State/ Identify, etc ... Q2 – Outline the key/main features of... Q3 - Using details from Passage A and your own knowledge, what can we learn about...? Q4 - Using details from Passage A and your own knowledge.... Q5– ‘Statement.’ To what extent do you agree with this statement?
	Controversies of Cambyses’ Legacy	<ul style="list-style-type: none"> Non-Greek Sources Herodotus Account of the Accession of Darius Darius’ Account Lies and Propaganda 		

The Reign of Darius the Great, 522-486 BC	Darius' Domestic Policies	<ul style="list-style-type: none"> • Early Revolts in Persia • Ideology • Building Projects 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify, etc ... • Q2 – Outline the key/main features of... • Q3 - Using details from Passage A and your own knowledge, what can we learn about...? • Q4 - Using details from Passage A and your own knowledge.... • Q5– ‘Statement.’ To what extent do you agree with this statement?
	Darius' Foreign Conquests	<ul style="list-style-type: none"> • Imperial Expansion and the Conquest of the Indus Valley • The Conquest of Thrace • The Scythian Expedition 		
	Conflict with the Greeks	<ul style="list-style-type: none"> • Ionia Revolt • Invasion of Mainland Greece 		
Xerxes and the Greeks	Xerxes' Early Reign	<ul style="list-style-type: none"> • Xerxes in the Sources • Revolts in Egypt and Babylon 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify, etc ... • Q2 – Outline the key/main features of... • Q3 - Using details from Passage A and your own knowledge, what can we learn about...? • Q4 - Using details from Passage A and your own knowledge.... • Q5– ‘Statement.’ To what extent do you agree with this statement?
	Preparations for the Invasion of Greece	<ul style="list-style-type: none"> • Motivations for Xerxes' Invasion of Greece • Xerxes' March to Greece • Persian Military 		
	The Second Persian Invasion of Greece	<ul style="list-style-type: none"> • Battle of Thermopylae • Battle of Salamis • Battle of Eurymedon 		

KS4 Ancient History Curriculum Map: Unit 1b - Alexander the Great, 356-323 BC (Year 11)

Topic	Knowledge		Skills	Assessment Opportunities
	<i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.		<i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	What assessments will be used to measure student progress?
Upbringing, Character, Beliefs and Life of Alexander	Alexander's Early Life	<ul style="list-style-type: none"> Alexander's Youth The Character & Personal Influence of Olympias Alexander's Relationship with Philio 	For this unit the historical skills being explicitly developed and targeted are: <ul style="list-style-type: none"> AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements AO3 = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about; historical events and historical periods studied and how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	Students will be assessed on a selection of the content from this unit. The question stems will be as follows: <ul style="list-style-type: none"> Q1 – Name/ State/ Identify etc ... Q2 – Using details from Passage C and your own knowledge, what can we learn about ...? Q3 - Using details from Passage C, explain how accurate you think Arrian's account of ... is? Q4 – Explain why... Explain the impact of... Explain how important... Explain how different/similar... etc. Q5– 'Statement.' How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge?
	Alexander's Character	<ul style="list-style-type: none"> Alexander's Beliefs The Course of Alexander's Life 		
	Key relationships in Alexander's life	<ul style="list-style-type: none"> Alexander's relationship with Parmenio Alexander's relationship with Cleitus Alexander's relationship with Callisthenes Alexander's relationship with Hephaestion Alexander's relationship with Antipater 		

Significant Events in Alexander's Life	Key Moments on Campaign	<ul style="list-style-type: none"> • Battle of Granicus • Battle of Gaugamela • Burning of Persepolis • Mass Marriage at Susa 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about; historical events and historical periods studied and how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify etc ... • Q2 – Using details from Passage C and your own knowledge, what can we learn about ...? • Q3 - Using details from Passage C, explain how accurate you think Arrian's account of ... is? • Q4 – Explain why... Explain the impact of... Explain how important... Explain how different/similar... etc. • Q5– 'Statement.' How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge??
	Key Deaths	<ul style="list-style-type: none"> • Philip • Cleitus • Alexander 		
The Macedonian Army under Alexander the Great	Tactics	<ul style="list-style-type: none"> • Use of the Cavalry • Use of the Phalanx • Use of Specialist Troops • The Weapons and Armour 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about; historical events and historical periods studied and how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify etc ... • Q2 – Using details from Passage C and your own knowledge, what can we learn about ...? • Q3 - Using details from Passage C, explain how accurate you think Arrian's account of ... is? • Q4 – Explain why... Explain the impact of... Explain how important... Explain how different/similar... etc. • Q5– 'Statement.' How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your
	Sieges	<ul style="list-style-type: none"> • Tyre • Aornus Rock 		
	Leadership	<ul style="list-style-type: none"> • Mutiny at Hyphasis • Mutiny at Opis • Relationship with the men 		

				own knowledge??
The Legendary Kings and the Origins of Rome, 753-617 BC	The Origins of the Rome	<ul style="list-style-type: none"> • Foundation Myth • Livy & Dionysius • Romulus and Remus 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about; historical events and historical periods studied and how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced. 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify etc ... • Q2 – Using details from Passage C and your own knowledge, what can we learn about ...? • Q3 - Using details from Passage C, explain how accurate you think Arrian’s account of ... is? • Q4 – Explain why... Explain the impact of... Explain how important... Explain how different/similar... etc. • Q5– ‘Statement.’ How far do you agree with this view? You must use and analyse the ancient sources you have studied as well as supporting your answer with your own knowledge??
	The Earlier Legendary Kings of Rome	<ul style="list-style-type: none"> • Romulus’ Reign • Religious and Military Initiatives • Rape of the Sabine Women • Numa’s Reign 		
	The Later Legendary Kings of Rome	<ul style="list-style-type: none"> • Tullus Hostilius 673-642 BC • Ancus Marcius 642-617 BC 		
Origins of the Republic, 509-494 BC	Downfall of the Monarchy	<ul style="list-style-type: none"> • The Orders • The Rape of Lucretia 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify, etc ... • Q2 – Outline the key/main features of... • Q3 - Using details from Passage A and your own knowledge, what can we learn about...? • Q4 - Using details from Passage A and your own knowledge.... • Q5– ‘Statement.’ To what extent do you agree with this statement?
	Creation of the Republic	<ul style="list-style-type: none"> • Brutus Creates the Roman Republic • Main Features of the New Republic • Wars of Independence (Silva Arsia) 		
	The Wars of Independence	<ul style="list-style-type: none"> • Wars of Independence (Valerius Publicola) • Lars Porsena & the End of the Wars of Independence 		

<p>Securing the Republic, 494-440 BC</p>	<p>Growing unrest between the Patricians and Plebeians</p>	<ul style="list-style-type: none"> • Conflict of the Orders • Impact of the Battle of Lake Regilius & the Role of Publius Servillius & Appius Claudius 	<p>For this unit the historical skills being explicitly developed and targeted are:</p> <ul style="list-style-type: none"> • AO1 = Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied • AO2 = Analyse and explain historical events and historical periods to arrive at substantiated judgements • AO3 = Use, analyse and evaluate ancient sources within their historical context 	<p>Students will be assessed on a selection of the content from this unit. The question stems will be as follows:</p> <ul style="list-style-type: none"> • Q1 – Name/ State/ Identify, etc ... • Q2 – Outline the key/main features of... • Q3 - Using details from Passage A and your own knowledge, what can we learn about...? • Q4 - Using details from Passage A and your own knowledge.... • Q5– ‘Statement.’ To what extent do you agree with this statement?
	<p>The Conflict of the Orders; flashpoints</p>	<ul style="list-style-type: none"> • The First Secession • Why Had the Tribunes Failed to Improve the Lives of the Plebians by 462 BC? • The First and Second Decemvirates 		
	<p>The End of the Conflict of the Orders</p>	<ul style="list-style-type: none"> • The Second Secession 449BC • Valerio-Horatian Laws & Legal Changes in Rome 		