



Wallington
County Grammar School

The Classics Curriculum

Whole School Curriculum Intent:	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none">● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.● Depth - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	<p>The intent of our Classics curriculum is to inspire curiosity, deepen cultural understanding, and develop critical thinking through the study of the ancient world.</p> <p>We believe that all students, regardless of background, should have access to the rich legacy of ancient Greece and Rome. By offering this subject in a state school setting, we ensure that students have the same opportunities to engage with the classical world as those in independent schools. This helps promote greater equity of access to a subject that should be enjoyed and appreciated by all.</p> <p>Through myths, literature, history, and philosophy, students explore the foundations of modern life. This includes democracy, justice, storytelling, art, and ethical thought. Classics helps students understand how the past continues to shape our world today.</p> <p>Our curriculum enables students to:</p> <ul style="list-style-type: none">● Think deeply about human nature, power, morality, and belief.● Develop strong analytical and evaluative skills through a wide range of written and visual sources.● Make meaningful connections between the ancient and modern worlds.● Build confidence in reading, interpretation, argument, and cultural awareness. <p>Studying Classics nurtures well rounded, reflective individuals and supports academic success in subjects like English, history, and philosophy. It is also</p>

	<p>highly respected by top universities, particularly for competitive courses in the humanities, law, and related disciplines.</p> <p>Above all, we want our students to enjoy exploring the timeless stories, big ideas, and extraordinary achievements of the ancient world. We want them to leave with a lasting appreciation of its relevance and richness.</p>
<p>Subject Curriculum Aims:</p>	<p>Our Classics curriculum is designed to give students a rich and meaningful understanding of the ancient Greek and Roman worlds. Through the study of classical literature, philosophy, history, and material culture, students explore timeless ideas, develop powerful skills, and gain insight into societies that have shaped the modern world.</p> <p>By the end of their studies, students will be able to:</p> <ul style="list-style-type: none"> ● Develop a deep and wide-ranging knowledge of the classical world by studying a diverse range of ancient sources, including literature, historical texts, art, architecture, and everyday objects. ● Understand classical works in their original context, exploring how ancient writers and artists responded to the values, beliefs, and challenges of their time. ● Recognise links and contrasts between different types of classical material and make meaningful comparisons across themes, authors, and time periods. ● Interpret and analyse ancient sources critically, learning how to weigh different types of evidence and explore what they reveal about the ancient world. ● Form and express their own judgements, using evidence to build clear, well-supported arguments in discussion and writing. ● Use key technical terms from the classical world accurately and confidently. Only the terms listed in the course are required, and students will not be expected to know additional vocabulary from Latin or Greek beyond what is taught. ● Build strong foundations for further study, gaining the skills and understanding needed to progress to advanced qualifications in Classics and related subjects. <p>Classics not only helps students appreciate the legacy of the ancient world but also develops critical thinking, communication, and analytical skills that are valuable in many areas of life and learning.</p>
<p>Exam Boards</p>	<p>GCSE: OCR A Level: OCR</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Greek and Roman origin stories. The underworld and afterlife	Myths of the gods including the lovers of Zeus, the adventures of Apollo, Helios the sun god, and the vengeance of the gods.	Mythological creatures. Greek heroes including Heracles and Perseus.	Greek heroes including Theseus, Jason, Atlante and Bellerophon	The Trojan War - its causes, events and how Homer describes it.	
	Assessment 1 Format:	Multiple choice questions on the course content.		Assessment 2 Format:	Multiple choice questions on the course content.	
Y9	Enrichment: history of Ancient Greece including: Mycenaean Greece, the emergence of the polis in the Archaic Period, and the history and culture of the Classical Period.		Enrichment: history of Ancient Rome including: the emergence of the Roman Republic, the history and political structures of the Republic, the civil wars and emergence of Augustus, and the key emperors of the imperial period.		Greek and Roman Gods Hymn to Demeter: Lines 1–104, 301–474 The Universal Hero: Heracles/Hercules Hymn to Heracles the Lion Hearted Ovid, Metamorphoses 9: 1–272: Achelous and Hercules; Hercules and Nessus; The death of Hercules Virgil, Aeneid, 8.154–279	Religion and the City: Temples The Temple of Zeus at Olympia The Parthenon The Pantheon, Rome Temple of Fortuna Virilis (Portunus)
	Assessment 1 Format:	Multiple choice and long form essay on enrichment topics covered.		Assessment 2 Format:	Adapted OCR Classical Civilisation GCSE paper including short form answers and 8/15 mark long form answers.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Myth and the City: Foundation Stories</p> <p>Theseus Klix</p> <p>Livy, The Early History of Rome, 1.0–1.1, 1.3.7–1.4, 1.6.3–1.7.3</p> <p>Plutarch, The Parallel Lives: Comparison of Theseus and Romulus</p>	<p>Festivals</p> <p>Myth and Symbols of Power</p> <p>The Bassae frieze</p> <p>Augustus of Prima Porta statue</p> <p>The Ara Pacis</p>	<p>Homer, Odyssey, Books 9, 10, 19, 21, 22</p> <ul style="list-style-type: none"> know and understand aspects of plot, characterisation, events and settings know and understand themes and how to distinguish between them know and understand issues of form, purpose and genre apply knowledge of the cultural contexts in which the texts were produced, to inform judgements about them use the texts to develop an understanding of the social, historical and cultural context of the classical world know and understand the possible responses of different audiences 		<p>Homer, Odyssey:</p> <p>Literary techniques and Composition</p> <p>Themes</p> <p>The character of Odysseus</p> <p>The portrayal of key characters</p>	<p>Key Mycenaean Sites</p> <p>The site of Mycenae including: the palace, sally port, the passage to the underground cistern, the underground cistern, the Cyclopean walls, the Lion Gate, Grave Circle A, Grave Circle B, Tomb of Clytemnestra, Tomb of Aegisthus, Treasury of Atreus.</p> <p>The site of Tiryns including: the main entrance, the Cyclopean ramp, the galleries, the palace, defences, tholos tomb (outside the city walls).</p>
	Assessment 1 Format:	Adapted OCR Classical Civilisation GCSE paper including short form answers and 8/15 mark long form answers.		Assessment 2 Format:	Full OCR Classical Civilisation GCSE paper on Myth and Religion	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	Life in the Mycenaean age Dagger blade showing hunting scene from Grave Circle A, Mycenae. Fresco of Mycenaean lady holding a necklace, House of the Chief Priest, Mycenae. Mycenaean warrior vase, House of the Warrior, Mycenae. Linear B tablet showing the word “tripod” in syllabic and ideogram forms, Pylos.	Mycenaean Decorative arts Gold pyxis from Grave Circle A, Shaft Grave V, Mycenae. Gold Rhyton from Grave Circle A, Mycenae.	Mycenaean tombs, graves and burial Gold death mask of Agamemnon from Shaft Grave V, Mycenae.	Retrieval practice and consolidation.		NA
	Mock Format:	Adapted OCR Classical Civilisation GCSE paper on the Odyssey and Myth and Religion		Assessment 2 Format:	Half OCR Classical Civilisation GCSE paper on Mycenae	
L6th	Homer: The Iliad Fall of the Roman Republic	Homer: The Iliad Fall of the Roman Republic	Sophocles: Oedipus Tyrranos Fall of the Roman Republic	Sophocles: Oedipus Tyrranos Fall of the Roman Republic	Euripides: The Bacchae Fall of the Roman Republic	Euripides: The Bacchae Fall of the Roman Republic
	Assessment 1 Format:	Adapted OCR A level Paper on all content covered		Assessment 2 Format:	Adapted OCR A level Paper on all content covered	
U6th	Aristophanes: The Frogs Virgil: The Aeneid	Aristophanes: The Frogs Virgil: The Aeneid	Visual Sources Virgil: The Aeneid	Retrieval Practice and Consolidation Virgil: The Aeneid	Retrieval Practice and Consolidation	N/A
	Mock Format:	Full mock paper on each of the three modules (adapted where necessary)				

Key Vocabulary

Y7 Classics

Creation & Cosmology:

Chaos, Gaia (Earth), Ouranos (Heaven), Eros, Titans, Cyclopes, Hundred-Handers, Kronos, Rhea, Zeus, Typhon, anthropomorphism, Theogony.

Prometheus & Humanity:

Prometheus, trickery, fire, sacrifice, Pandora, punishment, The Ages of Man (gold, silver, bronze, heroic, iron), Hesiod.

Lovers of Zeus:

Io, Europa, Semele, Hera, metamorphosis, jealousy, deception, divine punishment.

Apollo Myths:

Apollo (Phoebus), Artemis (Phoebe/Diana), Daphne, Cupid, Niobe, Leto (Latona), Hyacinthus, Sparta, tragedy, transformation, simile, metaphors.

Vengeance of the Gods:

Lycaon, Actaeon, Arachne, vengeance, hubris, nemesis, divine retribution, metamorphosis.

Mythological Creatures:

Centaurs, Lapiths, Sirens, Scylla, Sphinx, monstrosity, hybrid, temptation, riddles, Homer, Ovid, Apollodorus.

Heracles (Hercules):

Heracles, labours, Nemean lion, Lernaean hydra, Erymanthian boar, Ceryneian hind, Augean stables, Stymphalian birds, Cretan bull, mares of Diomedes, girdle of Hippolyta, cattle of Geryon, apples of the Hesperides, Cerberus, kleos (glory), timē (honour), immortality.

Perseus:

Perseus, Acrisios, Danaë, Polydectes, Medusa, Gorgons, Graeae, Andromeda, Pegasus, prophecy, Poseidon, Cassiopeia, Cepheus.

Theseus:

Theseus, Aegeus, Ariadne, labyrinth, Minotaur, Sinis, Crommyonian Sow, Sciron, Procrustes, Cercyon, Bull of Marathon, Aegean Sea, Hippolytus, betrayal, heroism.

Jason & the Argonauts:

Jason, Golden Fleece, Argonauts, Argo, Lemnos, Cyzicus, Amycus, Polydeuces, Phineus, Harpies, Zetes, Calais, Symplegades, Medea, King Aeëtes, Colchis, dragon's teeth, Pelias, Glauce, betrayal, exile.

Bellerophon & Atalanta:

Bellerophon, Pegasus, Chimaera, Sthenoboa, Proitos, Iobates, Solymoi, Amazons, Lycians, Atalanta, Melanion, virginity, strength, status of women.

Causes of the Trojan War:

Eris (goddess of discord), golden apple, "To the fairest", Hera, Athena, Aphrodite, Paris (Prince of Troy), judgement of Paris, bribe, Helen (of Sparta), Menelaus, Sparta, abduction, oath of

Tyndareus, Agamemnon, Mycenae, war declaration.

Key Greek Figures:

Achilles, Patroclus, Odysseus, Ajax, Diomedes, Nestor, Agamemnon, Menelaus, Peleus, Thetis.

Key Trojan Figures:

Priam, Hector, Paris, Cassandra, Aeneas, Andromache.

Events & Battles:

Siege, Troy, Iliad, duel, truce, dishonour, funeral games, wrath, sacrifice, prophecy, fate, destiny.

GCSE Myth and Religion

Religious Terms & Roles

hiera – Greek ‘holy affairs’, religio – Roman ‘correct worship’; hieres, hieres – Greek priest/priestess; mantis – seer; haruspex – Roman priest who read entrails; Pontifex Maximus – chief Roman priest; augur – interpreter of omens; Vestal Virgins – priestesses of Vesta.

Practices and Concepts

sacrifice – ritual offering; hecatomb – sacrifice of 100 cattle; libation – drink offering; votive – an offering made in fulfilment of a vow; mola salsa – salted flour sprinkled on victims; iconography – visual symbols of gods.

Places & Structures

sanctuary – sacred space; temenos – sacred precinct; oracle – prophecy from a god via priest or priestess.

Festivals

Anthesteria – Dionysus/dead festival; Cerealia – festival of Ceres; Panathenaia – Athena’s festival; Vulcanalia – festival for Vulcan; Genesia – ancestor festival.

Gods & Beings

Lares – household gods; Manes – spirits of the dead; muse – goddesses of the arts; satyrs, maenads – wild followers of Dionysus.

Mythical Figures & Objects

Hydra – many-headed beast; Heracles/Hercules – universal hero; aegis – Athena’s gorgon-embazoned shield; thyrsus – Dionysus’ staff.

GCSE The Homeric World

Society & Structure

wanax – king; lawagetas – people’s leader; megaron – palace hall; Linear B – early script.

Heroic Values

kleos – glory; timē – honour; aidos – shame/respect; aristeia – finest battle moment; xenia – guest-friendship; nostos – homecoming.

Weapons, Warfare, and Tactics

chariot – war vehicle; boar’s tusk helmet, Dendra panoply – Mycenaean armour; shaft grave, tholos tomb, cist grave, chamber tomb – burial types.

Literary Devices

epithet – descriptive phrase; epic – heroic narrative poem; rhapsode – reciter of epics; oral tradition – spoken transmission of stories.

Art & Culture

fresco – wet plaster painting; krater, kylix, rhyton – pottery types; granulation, inlay, repoussé – artistic metal techniques.

A Level specific key vocabulary:

Politics of the Late Republic (H408/33) Res Publica - Political Alliance - First Triumvirate - Political Office - Consul - Pro-Consul - Governor - Optimates - Populares - Cursus Honorum - Patronage - Amicitiae (ties of friendship) - Novi Homines - Dignitas / Prestige - Senate - Tribune of the Plebs - SCU (Senatus Consultum Ultimum) - Tyranny - Dictatorship - Ideological.

Greek Theatre (H408/21) Pathos - Peripeteia - Catharsis - Graphic Description - Disguise - Role Reversal - Slapstick - Scatological Humour - Breaking the Fourth Wall - Satire and Parody - Parabasis - Characterisation - Chorus / Choral Odes - Dramatic Irony - Hybris.

The World of the Hero (H408/11) Glory / Kleos - Patronymic - Epithet - Visceral Descriptions - Pathos - Didactic Purpose - Literary/Rhetorical Devices (e.g., Superlative, Simile, Pathetic Fallacy, Tricolon of rhetorical questions, Metaphor, Contrast, Emphatic short sentence, Repetition, Paradox).

Suggested Reading List

KS3

Percy Jackson and the Olympians Series - Rick Riordan

The Olympians Series - George O'Connor

Time Riders: Gates of Rome - Alex Scarrow

Croally, N. (ed.) (2011) Classical Literature: An introduction. Oxon. Routledge

KS4

Boardman, J. et al (ED.) (1986) The Oxford History of the Roman World. Oxford. OUP

Boardman, J. et al (ED.) (2002) The Oxford History of the Greece and the Hellenic World. Oxford. OUP

Mythos - Stephen Fry

Heroes - Stephen Fry

Dictator, Lustrum and Imperium - Robert Harris

KS5

Mary Beard, *SPQR: A History of Ancient Rome*

Tom Holland, *Rubicon: The Last Years of the Roman Republic*

Simon Goldhill, *How to Stage a Greek Tragedy Today*

K. J. Dover, *Aristophanic Comedy*

Bernard Knox, "Introduction" to Robert Fagles' translation of *The Iliad*

R. D. Williams, *The Aeneid*