

<p>Year 12</p>	<ol style="list-style-type: none"> 1) Lessons on the roles of women in the Odyssey. 2) Exploration of attitudes around enslaved people when considering the “servants” present in Odysseus’ palace towards the end of the poem. 3) Restoration of the republic debate lesson. 	<ol style="list-style-type: none"> 1) Helps students to understand classical views on the role of women and the oikos (household). This encourages them to explore how modern attitudes to women have changed and how misogyny should be challenged. 2) Gives students an opportunity to question and challenge Greek ideas around citizenship and human right. 3) Students are able to critique different perspectives on the lack of restoration of the republic, thinking critically about political turmoil and political trickery.
<p>Year 13</p>	<ol style="list-style-type: none"> 1) Lessons on the role of women in the Aeneid, particularly Dido. 2) Love and Relationships module covers attitudes to gender identity, sexuality and status in the ancient world. 3) Lesson on the themes of war in the Aeneid. 	<ol style="list-style-type: none"> 1) The lesson allows students to explore the role of women in Roman and Carthaginian society which can be contrasted to modern day views and power dynamics in relationships. 2) The whole unit allows students to explore ancient ideas around gender and sexuality and contrast these to those of the modern world. Students will critic ancient arguments and understand how we have made progress towards a more-just society. 3) Allows students to consider the question of war being justified.

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We value Trust and Truth	Deep-dive and analysis into Roman authors such as Suetonius.	Discussion and understanding that these “elite” sources have an agenda and may convey information in a biased fashion.
2	We can Research	Group-based research and presentations that are delivered by students on the battle of Actium.	Students must hone their skills of creating a research question and sourcing information then delivering it in a digestible manner.
3	We are Forgiving	Discussions over how we can learn from Graeco-Roman societies despite flaws in their values and customs.	Helps students to place people and events in historical contexts and requires them to think before making value-based judgements on societies far-removed from our own.
4	We are Organised.	Termly notebook and/or folder checks.	Encourages students to remain organised and take pride/ownership of their work on the course including catching up on missed content.
5	We can Question	Regular discussion of big issues in the ancient world that can be transferred to a contemporary context. For example, the use of political propaganda by international leaders.	Allows students to question the ideas and methods of said leaders and form their own opinions on those topics.

Classical Civilisation Year 13 Alive Themes

Term	Alive Theme	What we do	How it helps students to develop that Alive theme
1	We can Research	Group-based research and presentations that are delivered by students on the works of Plato, Seneca or an independent project.	Students must hone their skills of creating a research question and sourcing information then delivering it in a digestible manner.
2	We are Forgiving	Discussions over how we can learn from Graeco-Roman societies despite flaws in their values and customs.	Helps students to place people and events in historical contexts and requires them to think before making value-based judgements on societies far-removed from our own.
3	We are Resilient	Lessons on the beliefs of stoic philosophers such as Seneca and Marcus Aurelius.	Introduces students to concepts from Stoicism that encourage making the best out of a bad situation and reducing anxiety.
4	We are Organised.	Termly notebook and/or folder checks.	Encourages students to remain organised and take pride/ownership of their work on the course including catching up on missed content.
5	We can Question	Regular discussion of big issues in the ancient world that can be transferred to a contemporary context. For example, the use of political propaganda by international leaders.	Allows students to question the ideas and methods of said leaders and form their own opinions on those topics.