

Ancient History KS4 Curriculum

[GCSE] Curriculum Intent: Through the study of the ancient world, our pupils will experience a subject rich in literature and cultural significance. We will explore diverse cultures from the Achaemenid Persian empire and the life of Alexander the Great, to the early history of Rome and the life of Cleopatra. Our students will traverse the literary tradition of the ancient world and challenge ancient historians using a variety of other evidence. Students will also investigate the diverse nature of the ancient world, looking at the interaction of different cultures and beliefs and use this to challenge the preconceptions of history. The subject will help students to understand the foundations of our society, by exploring the birth of democracy and challenge of tyranny, and delve deep into the very beginnings of western society. By studying ancient history, students will develop an in-depth understanding of where our society comes from and the analytical skills to help them become well informed citizens of the world.

Year 10	Autumn Term			Spring Term			Summer Term and Y11		
Main Topic	The Persian Empire 550 – 465 BC			Alexander the Great 356 – 323 BC			The Foundations of Rome 753 BC – 440 BC		
Secondary Topics	Cyrus the Great and Cambyses	Darius the Great	Xerxes and the Persian Wars	Alexander’s early life and character	The Persian campaign	Changes in Alexander and death	The Legendary Kings	The Etruscan Kings	The Republic
Curriculum links	Diversity and social history			Diversity and social history			Myth and legend, social history		
	The topics covered in this term build upon the spiralled themes throughout Key Stage 3, covering the following: Year 7 – pre-1066 history. The year 7 curriculum focusses on the history of the ancient world, providing the context for these ancient empires. Year 8 – Monarchy and absolutism. In year 8, the theme of revolution begins with the concepts of monarchy and absolutism and the resulting conflict within the English civil war. This links to the themes of democracy and freedom versus monarchy and absolutism, and causes of the Persian Wars.			The topics covered in this term build upon the spiralled themes throughout Key Stage 3, covering the following: Year 7 – pre-1066 history. The year 7 curriculum focusses on the history of the ancient world, providing the context for ancient Greece and Rome. Year 8 – Monarchy and absolutism. In year 8, the theme of revolution begins with the concepts of monarchy and absolutism and the resulting conflict within the English civil war. This links to the themes of Alexander’s position as king and his changing nature after the conquest of Persia, and his adoption of a more absolutist version of kingship. Year 9 – War and conflict. In year 9, pupils study the causes and consequences of international conflict through the wars of the 20 th century. The study of Alexander the Great builds upon this, looking at the major causes and consequences of both the Persian Wars and Alexander’s conquests.			The topics covered in this term build upon the spiralled themes throughout Key Stage 3, covering the following: Year 7 – pre-1066 history. The year 7 curriculum approaches using mythology to study history. This is done through looking at Celtic mythology and challenging it with other sources of evidence. The study of the foundations of Rome build upon this as we use written and archaeological evidence to challenge the accepted view of history. Year 8 – Monarchy and absolutism. In year 8, the theme of revolution asks the question of whether the tyrannical behaviour of monarchs led to revolution. The study of the foundations of Rome looks at the reasons for Rome’s removal of their kings and the formation of the Roman Republic. Year 9 – War and conflict. In year 9, the curriculum looks at the consequences of 20 th century war and how this impacted on economic and political change. A study of the creation of the Roman Republic will build on this by looking at the consequences of war and social change for the plebeians.		
Cross-curricular links	RS and literature			RS, Life curriculum			RS, literature, Geography, citizenship		
	Cyrus and the Jews	Autocracy of Darius	Plays of Aeschylus	Lgbtq+ relationships	Kingship and democracy	Power and corruption	Geography and settlement of Rome	Establishment of a republic	Freedoms and rights of plebeians
Interleaving of skills	AO1: Knowledge and understanding of the ancient world. Students will demonstrate an in-depth knowledge of ancient cultures and key events. Students will then apply this to form judgments about individuals and events.								
	AO2: Second order concepts. Students will look at ancient world through the lens of - Similarity and difference, cause and consequence, Change and continuity and significance								

	AO3: Source evaluation. Students will read and evaluate ancient sources to form their own judgments about the ancient world.									
Literacy	Reading focus (in translation): Herodotus' Histories Persian Archaeological inscriptions Academic articles and other works Interpretation of archaeological evidence Academic articles and other works Extended writing focus: Interpretation of ancient sources Interpretation of questions through BUGing GCSE questions Form judgments through essay writing skills Key vocabulary focus: Accession Clemency Sacrilege Tyranny Autocracy Consolidation Hubris Infrastructure Arbitration			Reading focus (in translation): Arrian's Anabasis of Alexander Plutarch's Life of Alexander Diodorus Sciulus' Histories Interpretation of Archaeological evidence Academic articles and other works Extended writing focus: Interpretation of ancient sources Interpretation of questions through BUGing GCSE questions Form judgments through essay writing skills Key vocabulary focus: Divinity Contemporary Polygamy Hegemony Siege Cavalry Strategy Proskynesis Conspiracy Primus inter pares			Reading focus (in translation): Livy's History of Rome Dionysius of Halicarnassus' History of Rome Virgil's Aeneid Interpretation of archaeological evidence Academic articles and other works Extended writing focus: Interpretation of ancient sources Interpretation of questions through BUGing GCSE questions Form judgments through essay writing skills Key vocabulary focus: Narrative Legendary Mythology Tyranny Democracy Authority Debt Indictment Magistrates			
Cultural capital	Study of ancient text e.g. Herodotus and Aeschylus. Reference to poetry and plays such as Aeschylus' the Persians. Moreover, the study of diversity of cultures and religions within the Ancient World. The role of women in the Ancient world and their expression of power.			Study of ancient text e.g. Arrian and Plutarch. Exploration of archaeological evidence such as a mosaic from Pompeii. The Study of the diversity of cultures and sexuality in the ancient world. The role of women in the Ancient World and their expression of power.			Study of ancient text e.g. Livy and Dionysius of Halicarnassus. Exploration of archaeological evidence such as the Bolsena Mirror. Reference to poetry and plays such as Virgil's Aeneid. The study of mythology and its links to history. The exploration of political systems and social change through the conflict between patricians and plebeians.			
Careers	Career links to : Archaeology, curating, teaching, lecturing, foreign affairs and international politics and relations. Students will also be introduced to university lectures and challenging material linked to A Level and degree courses as a pathway from Ancient History.									
Assessment	Key marked pieces Paper 1 Q3, 4 and 5 completed in lessons	Assessment Paper 1 Persia section	Common knowledge tests	Key marked pieces Paper 1 Q12, 13, 14 and 15 completed in lessons	Assessment Paper 1 Alexander section	Common knowledge tests	Key marked pieces Paper 2 Q3, 4 and 5 completed in lessons	Assessment Paper 2 Rome section	Common knowledge tests	

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Year 11	Autumn Term / Spring Term			Spring Term	Summer Term
Main Topic	Cleopatra and Rome			Revision of all topics with focus on the question types. Lessons in this section will be bespoke to the needs to the class However they will all include exam practice questions on the following: Period study questions: 2 – Outline 6 marks 3 – Using passage A and your own knowledge, what can we learn about 10 marks 4 - Using passage a and your own knowledge, (second order concept focus question) 15 marks 5 – Essay question Depth study questions: 12/17 – Using passage D/C, what can we learn about... 5 marks 13/18 – Using passage D/C and your own knowledge, how accurate is 5 marks 14/19 – Second order concept question. 10 marks 15/20 Essay question including an evaluation of the ancient sources.	
Secondary Topics	Cleopatra: The Queen	Cleopatra’s relationships	The Battle of Actium		
Curriculum links	Diversity, social history and conflict Pre-1066 history Monarchy and propaganda War and conflict Year 7 – power in the medieval world. The year 7 curriculum covers the concept of power and how women expressed power. The study of Cleopatra will build on this by looking at the position of a queen in Ancient Egypt. Year 8 – Monarchy and absolutism. In year 8, the curriculum looks at the theme of kingship. The study of Cleopatra’s reign looks at the differing concept of monarchy in the Greek, Roman and Egyptian cultures. Year 9 – War and conflict. In year 9, the curriculum looks at the reasons for conflict. The study of Cleopatra will build on this by looking at how the impact of personal ambition led to world changing conflict.				
Cross-curricular links	RS, literature, Life curriculum Presentation of monarch and combination of Greco-Egyptian culture				
	Monarchy, Republicanism. The position of women	Propaganda and slander			
Interleaving of skills	AO1: Knowledge and understanding of the ancient world. Students will demonstrate an in-depth knowledge of ancient cultures and key events. apply this to form judgments about individuals and events. AO2: Second order concepts. Students will look at ancient world through the lens of - Similarity and difference, cause and consequence, Change and continuity and significance AO3: Source evaluation. Students will read and evaluate ancient sources to form their own judgments about the ancient world.				
Literacy	Reading focus (in translation): Plutarch’s Lives of Caesar and Antony Cassius Dio’s Histories Suetonius “The Twelve Caesars”				

	Virgil's Aeneid Horace's poetry Cicero's letters Vellus Paterculus's Histories Interpretation of archaeological evidence Academic articles and other works Extended writing focus: Interpretation of ancient sources Interpretation of questions through BUGing GCSE questions Form judgments through essay writing skills Key vocabulary focus: Dynasty Coup d'état Propaganda Tyranny Republicanism Assassination Slander Manipulation			
Cultural capital	Study of ancient text e.g. Cicero and Horace. Exploration of archaeological evidence such as the Dendera monument. The Study of diversity of cultures and combining of cultures. The role of women in the ancient world and their expression of power.			
Careers: Gatsby Benchmark 4.	Career links to : Archaeology, curating, teaching, lecturing, foreign affairs and international politics and relations. Students will also be introduced to university lectures and challenging material linked to A Level and degree courses as a pathway from Ancient History.			
Assessment	Key marked pieces Paper 2 Q6, 7 and 8 completed in lessons	Assessment Paper 2 Cleopatra section	Common knowledge tests	