Classics Learning Outcomes

STRAND 1

Myth

Daily Life

STRAND 2

World of Achilles

Rome, Centre of an Empire

STRAND 3

Classical Languages

Reading narratives and exploring representations

understanding and appreciating texts

Myth

1.1 create a visual representation of a myth that captures their favourite theme, motif or message and share this with their classmates

1.2 investigate how gods/goddesses and heroes/heroines are represented in visual sources

1.3 examine the storytelling techniques and conventions of plot and character development used in mythical stories

1.4 act as a storyteller by retelling myths in their own words using appropriate vocabulary and style

1.5 collaborate with their classmates to create a myth or story, **considering** the appropriate conventions and the messages to be conveyed

Daily Life

1.11 examine the daily life of a young person living in the ancient world and compare this with the life of a young person today.

1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world

1.13 create a visual representation of a Greek or Roman home **describing** the functions of the various rooms and areas

1.14 collaborate with *their* classmates to examine a selected occupation in the ancient world

1.15 explore the experience of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor)

World of Achilles

2.1 explain the mythological background to the Trojan War

2.2 illustrate, with examples, poetic devices and techniques that are characteristic of epic poetry (for example, epithets, similes, digressions, repetition)

2.3 identify key sites associated with the *Iliad* and its historical background on a map

2.4 create a portfolio of key characters in the *Iliad* in collaboration with their classmates

2.5 investigate how characters from the *Iliad* are represented in visual sources (for example ancient vases and sculpture, modern paintings and films)

2.6 compare the *Iliad's* depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants).

Rome, Centre of an Empire

2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths)

2.13 examine the functions and uses of three chosen buildings, structures or public spaces

2.14 imagine themselves at an event or activity associated with each of the three selected locations, **commenting** on what is happening and why, and who is present

2.15 collaborate with their classmates to **create** a representation of their favourite Roman building, structure or site

2.16 recognise and explain common terms associated with Roman architecture (for example, *thermae, portico, capital, aqueduct, dome*)

Classical Languages

3.1 recognise the meaning of frequently-used words and phrases

3.2 interpret the general sense of a text on familiar topics

3.3 identify specific information in texts on familiar topics

3.4 discuss original literary texts with their classmates

3.5 independently create accurate translations of sentences and passages of limited complexity on familiar topics, annotated and adapted as appropriate

3.6 pronounce words, phrases and simple sentences accurately enough to be understood, with appropriate intonation

3.7 recognise (in listening), frequently-used words and phrases related to areas of immediate relevance and experience

3.8 explore vocabulary and grammatical rules by writing, completing and transforming phrases and simple sentences

3.9 examine what we can learn from the language about the social roles, conventions and values of daily life

3.10 identify and explore with their classmates the language resources available through a range of media

Analysing structures, patterns, values and ideologies

developing language awareness and analytical skills

1.6 explore the motifs, themes, values and messages of myths

1.7 discuss the attitudes towards gender and sexual norms that myths reflect

1.8 select central and favourite moments from myths, and **evaluate** characters' decisions and actions at those moments

1.9 recognise that there are different versions of myths and **explore** the reasons for these differences

1.10 recognise and explain expressions associated with Greek and Roman myths and use these appropriately in other contexts (for example, *Achilles heel, Pandora's box*).

1.16 investigate common religious beliefs, practices and daily rituals, **considering** their purpose and how they were experienced

1.17 explore the rules, duties and relationships in Greek, Roman and modern households

1.18 collaborate with their classmates to recreate an aspect of daily life in the ancient world.

1.19 discuss the difference between the relationships and behaviour of Deities and humans in myths and the norms and expectations of daily life in the ancient world

1.20 recognise and explain common Greek and Latin terms associated with daily life and their modern derivations.

2.7 evaluate Achilles' decisions and actions in **comparison** with the decisions and actions of other heroes in the *Iliad*

2.8 recognise and explain common Greek concepts and words associated with Homeric epic (for example, *timé, kleos, aidós, areté, pathos*)

2.9 examine the relationship between Deities and mortals in the *Iliad*

2.10 create a code of honour for modern day heroes/heroines with reference to the Homeric code

2.11 discuss other ancient sources that deal with anger (for example, Aristotle, Plutarch, Seneca) in relation to the *Iliad's* engagement with this emotion

2.17 explore Roman history, society and public life through public buildings, structures and spaces

2.18 investigate the careers and political goals of the historical figures who commissioned the chosen buildings, structures or spaces

2.19 compare a building in their local area with a building in Rome

2.20 debate the usefulness and limitations of different types of historical sources (for example, art, architecture, inscriptions and literature).

3.11 recognise, describe and use language patterns such as word types, inflection, grammatical functions, word order, spelling and punctuation conventions

3.12 explain the logical reasoning that led them to specific interpretation of a phrase or sentence

3.13 deduce the meaning of unfamiliar words and word forms by relating them to words and word forms they know and the context in which they occur

3.14 recognise how word choice, syntax, grammar and text structure may vary with genre, purpose and context, and also change over time

3.15 compare the vocabulary and grammar of the target language with that of other languages they know, making connections and distinctions as appropriate

3.16 investigate the etymology of words in modern languages which are derived from Latin or Ancient Greek

3.17 monitor and assess their own language confidence and language learning strategies, using feedback to reflect on what they need to improve and to set goals for improvement

3.18 collaborate with their classmates to create language learning resources and share these.