

Subject	Y12 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Classics	<p><b>Autumn/Spring/Summer Term</b></p> <ol style="list-style-type: none"> <li>1. Detailed knowledge and understanding of xenia in the Odyssey.</li> <li>2. Detailed knowledge and understanding of the Homeric Hero.</li> <li>3. Detailed knowledge and understanding of the conventions of the epic.</li> <li>4. Detailed knowledge and understanding of the role of the gods in the Odyssey.</li> <li>5. Detailed knowledge and understanding of the theme of disguise/recognition in the Odyssey.</li> <li>6. Detailed knowledge and understanding of the theme of women in the Odyssey.</li> <li>7. Performs basic textual analysis in reference to a relevant theme.</li> <li>8. Performs textual analysis in reference to a relevant theme.</li> <li>9. Performs detailed and focussed textual analysis in reference to a relevant theme.</li> <li>10. Considers a wide range of relevant points in 10 mark questions.</li> <li>11. Considers a wide range of relevant points in 20 mark questions.</li> <li>12. Considers a wide range of relevant points in 30 mark questions.</li> <li>13. Support points well using textual examples.</li> <li>14. Support points well using detailed textual examples.</li> <li>15. Produces a mainly clear and sustained line of argument throughout an essay.</li> <li>16. Produces a clear and sustained line of argument throughout an essay.</li> <li>17. References scholar's ideas in 30 mark questions.</li> <li>18. References scholar's ideas in 30 mark questions and uses them to support or criticise relevant points.</li> <li>19. Detailed knowledge and understanding of Roman government and relevant offices.</li> <li>20. Detailed knowledge and understanding of the Cicero's background and early career.</li> <li>21. Detailed knowledge and understanding of Against Verres.</li> <li>22. Detailed knowledge and understanding of Cicero's consulship including the years directly preceding it.</li> <li>23. Detailed knowledge and understanding of events leading up to the civil war.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage students review and revise content frequently.</li> <li>• Ask students about their 'weekly reviews'.</li> <li>• Ask students about their targets from the learning conversations with their teachers.</li> <li>• Ask about upcoming assessments and homework that has been set and encourage them to contact their teacher if there is an issue.</li> <li>• Encourage students to read. It could be non-fiction, classical works, newspapers, or online material, but then ask them to assess it as a source using their skills.</li> <li>• Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices.</li> <li>• Visit sites/museums/online displays when possible.</li> </ul>

	<ul style="list-style-type: none"> <li>24. Detailed knowledge and understanding of the causes of the assassination of Julius Caesar.</li> <li>25. Detailed knowledge and understanding of Cicero's role in the period 44/3.</li> <li>26. Detailed knowledge and understanding of Cicero's time as a provincial governor.</li> <li>27. Considers a range of relevant points based on stimuli material.</li> <li>28. Analyses a range of relevant points based on stimuli material.</li> <li>29. Analyses a wide range of relevant points based on stimuli material.</li> <li>30. Considers a range of relevant points based on the beliefs and ideas of the Late Republic.</li> <li>31. Analyses a range of relevant points based on the beliefs and ideas of the Late Republic.</li> <li>32. Analyses a wide range of relevant points based on the beliefs and ideas of the Late Republic.</li> <li>33. Support points using prescribed sources.</li> <li>34. Support points using detail from prescribed sources.</li> <li>35. Support points effectively using detail from prescribed sources.</li> <li>36. Support points using historical examples.</li> <li>37. Support points using detailed historical examples.</li> <li>38. Support points effectively using detailed historical examples.</li> <li>39. Explores one side of an argument.</li> <li>40. Explores both sides of an argument.</li> <li>41. Produces a clear and sustained line of argument throughout an essay.</li> </ul>	
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