

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Classics	<p>Autumn Term Imperial Image -</p> <ol style="list-style-type: none"> 1. Identify ways that Augustus distanced himself from Julius Caesar. 2. Describe the way that Augustus distanced himself from Julius Caesar using the prescribed sources. 3. Explain why Augustus distanced himself from Julius Caesar using the prescribed sources. 4. Identify relevant points Ovid made about Augustus. 5. Describe how the contents of Metamorphosis display features of Augustan propaganda. 6. Explain the image created of Augustus in the Metamorphosis. 7. Link the image created of Augustus in the Metamorphosis to the context in which it was written. 8. Identify laws passed by Augustus as part of his morality programme. 9. Describe parts of the prescribed sources that relate to Augustus' moral legislation. 10. Explain the impression created about Augustus and his moral legislation by the prescribed sources. <p>Spring/Summer Term World of the Hero: The Aeneid -</p> <ol style="list-style-type: none"> 11. Identify key events in Books 1,2,4,5 and 6. 12. Describe the events that take place in Books 1,2,4,5 and 6. 13. Identify key events in Books 7,8,9,10,11 and 12. 14. Identify how literary techniques are used to create an impression in the Aeneid. 15. Describe how literary techniques are used to create an impression in the Aeneid. 16. Evaluate how successfully literary techniques are used to create an impression in the Aeneid. 17. Describe how the Aeneid is influenced by recent events in Rome. 18. Explain how and why the Aeneid can be seen to be influenced by recent events in Rome. 19. Describe ways that the Aeneid could be seen as Augustan propaganda. 20. Explain ways that the Aeneid could be seen as Augustan propaganda. 21. Evaluate to what extent the Aeneid could be seen as Augustan propaganda. 	<ul style="list-style-type: none"> • Encourage students review and revise content frequently. • Ask students about their 'weekly reviews'. • Ask students about their targets from the learning conversations with their teachers. • Ask about upcoming assessments and homework that has been set and encourage them to contact their teacher if there is an issue. • 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. • Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices. • Visit sites/museums/online displays when possible.

	<p>22. Identify ways Aeneas can be seen as a hero.</p> <p>23. Describe ways Aeneas can be seen as a hero.</p> <p>24. Explain how Aeneas can be seen as a hero.</p> <p>25. Evaluate to what extent Aeneas can be seen as a hero.</p> <p>26. Identify ways in which the gods are shown in the Aeneid.</p> <p>27. Describe ways in which the gods are represented in the Aeneid.</p> <p>28. Explain the way that gods are represented in the Aeneid.</p> <p>29. Evaluate the way that gods are represented in the Aeneid.</p> <p>30. Identify relevant classical scholars that support or challenge an argument.</p> <p>31. Describe how relevant classical scholars support or challenge an argument.</p> <p>32. Explain how relevant classical scholars support or challenge an argument.</p> <p>33. Evaluate a line of argument in terms of the beliefs of classical scholars.</p>	
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