



ANCIENT HISTORY – KS4

KS4 Ancient History at Aldridge School aims to create knowledgeable, engaged and **resilient** learners; students who are equipped with a Historical understanding and skill set that allows them to develop and succeed beyond their own lived experiences.

Within the *GCSE* students will study topics that push far beyond a British sphere of thinking and will challenge the students to always consider the relevance and significance of cultures and areas beyond a traditional, northern European narrative of History. Carefully selected optional units will allow students to study key figures from Ancient History, albeit in very new lights, and balanced source analysis will develop a deeper, more knowledgeable understanding of the ancient past and the intricacies of the world these characters inhabit. All allowing students to develop into **respectful** historians who understand the value and importance in the lived experiences of different ethnicities and cultures.

Students are expected to come to class **ready to learn** and work collaboratively with others; but also to take full **responsibility** for their own learning and revision outside of the classroom.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Persian Kings	Persian Kings	Persian Kings	Alexander the Great	Alexander the Great	Alexander the Great

Students begin their Ancient History GCSE with a study of the Achaemenid Kings of the 6th C BCE. This unit is an excellent start point as it builds on a range of ideas already developed within the KS3 curriculum, such as Kingship, 'Big Man Theory', imperial developments and change over time. This unit is further supported by the schemata that students have already developed as part of their study of the Ancient Middle East in Y9, so the geography and visual presentations of the Near East will be familiar.

This unit studies four kings in succession, and for each the students' builds on increasingly detailed knowledge on the changes and developments each Achaemenid King made in terms of expansion; personality; infrastructure; and treatment of foreign peoples.

The second unit in this year will consider the role and significance of the Classical figure, Alexander the Great. This topic, which is elective as a depth study, has a great chronological 'flow' from the period study of the Achaemenid kings, as it is Alexander who eventually topples this dynasty in the 4th C BCE.

Students will utilise source analysis skills developed during KS3 to assess and analyse the character; achievements; and military successes of this key figure.

Both units will be examined in the Y10 mock in June of the academic year.

Year 11	Foundations of Rome	Foundations of Rome	Cleopatra	Cleopatra	Revision	STUDY LEAVE
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In a similar layout to the organisation of Y10, Y11 will also begin with the extended period study topic. This will be the study of the Foundations of Rome. Covering a larger time period than that studied in Y10, this unit will look to assess the changing picture of Rome from 753-404BCE, and students will study the military; political; social; and religious changes brought about in Rome as a result of the rule of Kings as well as the establishment of the Republic. This topic reflects issues and skill sets already established within the GCSE, for example the role of significant individuals and the assessment of reliability of source material.

The second topic of Y11 will be the next elective depth study, and will focus on the leadership of Cleopatra. This well-designed unit looks to separate this historical character from the sexualised and demonised representation we tend to see in the ancient sources, but analysing the quality of leadership she presents and the autonomy she demonstrates within the key relationships. The significance she holds for Rome AND Egypt will be taken into consideration.

This unit replicates the source analysis skills developed during Y10, as well as in ancient units within the KS3 curriculum, and allows students the time to simply hone and improve these skills as we move towards the final GCSE.

Suggested Revision Website	Exam Board Link	Recommended Revision Guide
https://www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/	https://www.ocr.org.uk/qualifications/gcse/ancient-history-j198-from-2017/	N/A



ANCIENT HISTORY – KS5

KS5 Ancient History at Aldridge School aims to create engaged, **resilient** and talented Classicists. We aim for students to have a mastery of knowledge on the Ancient World and its' sources, as well as the analytical skills to properly evaluate these narratives. Ultimately, we want these skills to allow them to pursue any route or career they choose upon leaving Aldridge. Ideally to become Classicists themselves!

The OCR specification that is followed allows students to develop a broad and extensive interest in the military, political, religious, social and cultural history of the ancient world. They acquire in-depth knowledge and understanding of Greek, Roman and British History, and use this knowledge and understanding to formulate coherent arguments with substantiated judgement. In addition they are taught to understand the nature of historical evidence from the ancient world both, in terms of written, archaeological and numismatic evidence, to build an understanding of historical periods studied and the methods used in the analysis and evaluation of evidence.

Compulsory units within this A Level build nicely upon chronologies established within the Ancient History GCSE, as A Level students study the Peloponnesian War in Y12 – following on from the Persia Kings unit in Y10- and then the Julio-Claudians in Y13 – following on from their study of Cleopatra in Y11. These compulsory units are complimented by deliberately varied, elected depth studies on the Rise of Macedon and Ruling Roman Britain; studied in Y12 and Y13 respectively. Such units have been chosen to provide not only a chronological breadth to prove the expansiveness of Ancient History, but to allow students to develop a keen **respect** for the different voices and worlds involved in this Classical discipline.

With examination being focused on extended essay responses and detailed source analysis, students gain the opportunity to further develop an understanding of historical concepts such as change, continuity, causation, consequence and significance within the context of the historical periods studied. Additionally students develop an awareness and understanding of relevant historical debates and how these can be investigated, helping them to build up their critical thinking skills that is of benefit to their studies in other A level subjects.

Students are expected to come to class **ready to learn** and work collaboratively with others; but also to take full **responsibility** for their own

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Greek Interrelations/ Rise of Macedon	Greek Interrelations/ Rise of Macedon	Greek Interrelations/ Rise of Macedon	Greek Interrelations/ Rise of Macedon	Greek Interrelations/ Rise of Macedon	Greek Interrelations/ Rise of Macedon

In both years, two topics are taught parallel to each other, and are both examined at the two mock examination points within Y12.

The compulsory unit for Y12 is the Greek and Non Greek Interrelations, 492-404 BCE. This unit starts and covers in its first chapter, content addressed in the early parts of the GCSE. So there is reassuring overlap for those starting their A Levels if they've done the GCSE. However, the unit quickly develops on to new content and looks to assess the political shifting and military clashes suffered by the Greeks as the Spartans and Athenians vied for control after the Persian Wars, until the fall of the Delian League in 404 BC. Students are expected to build essential contextual knowledge on the likes of Herodotus, Thucydides and Xenophon as their prescribed sources for this unit.

Alongside this, Y12s study the Rise of the kingdom of Macedonia. Like with the previous unit, there is reassuring cross over with Y10 GCSE unit on Alexander, however the unit quickly develops on to new content and demands far more of students in terms of essay writing and source analysis, as befits the level of qualification. This familiarity helps as we begin with Alexander's father Philip II, before moving onto Alexander, who they did study at GCSE, but not to the same depth. This familiarity of key concepts and locations helps in that first term where students are often feeling worried or concerned about the change from GCSE to A Level.

Year 13	Julio-Claudians/ Ruling Roman Britain	Julio-Claudians/ Ruling Roman Britain	Julio-Claudians/ Ruling Roman Britain	Julio-Claudians/ Ruling Roman Britain - Revision	Revision	Exams
<p>As with Y12, two topics are taught parallel to each other in Y13, and both are examined in full in January's mock.</p> <p>The Compulsory unit for Y13 is the period study of the Julio-Claudian Emperors. This unit builds well from the final area of study in the GCSE, where students left Octavian in charge of Rome to fashion himself into Augustus, as it picks up on the successes of Augustus the lineage that followed him. This unit studies; Augustus, Tiberius, Gaius, Claudius and Nero, and looks to assess the extent to which Augustus actually restored the Republic, the characters of Tiberius, Gaius, Claudius and Nero and the benefits of Imperial rule for the inhabitants of Rome. All done through the interpretation and evaluation of the ancient sources through which we access this past.</p> <p>The elective depth study for Y13 is Ruling Roman Britain, where students focus on the interplay of political, military, social, economic, cultural and religious factors affecting the complex interactions between the Roman Empire and the British. This topic is also well-chosen as it overlaps with the chronology of the period study, meaning that students can bring knowledge from one unit to help contextualise another. This unit looks at; Roman military policy towards Britain: conquest and expansion, Frontier policy: consolidation and retrenchment AD 85–c.128, Resistance to Roman rule, Roman control and effects of Roman Rule. The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period</p>						