

KS4 Curriculum Overview

Ancient History OCR (J198)

Curriculum Intent

The study of Ancient History enables students to develop a wide range of knowledge and understanding about ancient societies and engage with the material culture of the Ancient World. By the end of Year 11, students of Ancient History will be able to critically analyse and evaluate sources within their ancient context and understand the legacy of the ancient world in today's society. Ancient History students will develop an understanding of the difficulties facing Ancient Historians in accessing reliable source material for the period, and as such students will be able to ask critical questions of sources by the end of Year 11.

How does the KS4 curriculum build on that from KS3?

Students begin Key Stage 3 with a study on the death of Socrates, in which they are introduced to the ancient Greek world and one of the most significant figures in modern-day philosophy. The study of the growth and decline of the British Empire stands students in good stead for understanding the development of the Persian Empire and the significance Alexander the Great put on expanding the Macedonian kingdom. The Ancient History GCSE builds on this knowledge and skills in chronology and use of evidence and second-order concepts developed at KS3. Second-order concepts of significance, cause and consequence, change and continuity, similarity and difference are introduced at KS3 and advanced at KS4. This enables students to learn the nuances between these second-order concepts and to draw connections between a variety of historical events.

What do students *do* with this knowledge or these skills?

Students utilise the knowledge gained over the course units to organise and communicate their ideas effectively and reach substantiated judgments on aspects of the ancient past. Students use a combination of the skills they have developed in analysis and evaluation of historical source material and knowledge and understanding of the period to address questions based on the second-order historical concepts.

How does the KS4 curriculum align to the National Curriculum?

The National Curriculum requires students to study aspects of ancient history between 3000 BC – AD 500 in breadth, over 150 years, and in depth, over 50 years. The OCR Ancient History GCSE course meets these requirements and enables students to deepen their understanding of the events, people and periods across the ancient Persian, Greek and Roman world. Through the study of literary and material evidence from the ancient world, students are encouraged to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgements.

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	<ul style="list-style-type: none"> A breadth study of the Persian Empire, c.547 – c. 465 BC, covering an introduction to the ancient world and the sources historians use to study it, along with an investigation into the growth of the Persian Empire under Cyrus the Great, Cambyses II, Darius the Great and Xerxes I. Attention is paid to the development of the Empire, including power struggles, warfare and control. 	<ul style="list-style-type: none"> A return to the longer period study of the Foundations of Rome, c. 509 – 440 BC, covering the growth and securing of the Roman Republic. Attention is paid to the dynamics between key stakeholders in the new Republic, and the extent to which the plebeians continued to be controlled by the patricians. A depth study into the reign of Cleopatra of Egypt, c. 69 – c. 44 BC examining the circumstances of her reign, the significance of Egypt to Rome and Cleopatra's relationship with Julius Caesar.
Spring	<ul style="list-style-type: none"> A depth inquiry into the life of Alexander the Great, c. 356 – 334 BC, covering his upbringing and campaigns across the Persian Empire and ancient world. Attention is paid to significant events in Alexander's life, his command of the Macedonian army and the challenges in understanding the events surrounding his death. 	<ul style="list-style-type: none"> A continuing depth study into Cleopatra of Egypt, c. 44 – c. 30 BC, examining her relationship with Mark Antony, the causes and consequences of the Battle of Actium and its impact on Egypt and Rome.
Summer	<ul style="list-style-type: none"> A longer period study into the Foundations of Rome, studying the legendary origins of Rome from Romulus to Superbus, c. 753 – 509 BC. This includes consideration of mythological origins of Rome vs modern historical and archaeological evidence. 	<ul style="list-style-type: none"> Revision
Rationale for this sequencing	<p>By teaching the course units chronologically, students develop an understanding of the sequencing of history and are able to draw connections between ancient historical themes, events and challenges in the source material. Students are taught a variety of skills from across the course unit papers which enables the revisiting and recall of fundamental skills and knowledge throughout the two-year course. Ample time is left at the conclusion of the course units to allow for revision across the board, in which staff are able to provide lessons and resources focussed on individual's needs.</p>	

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<p>Persians: The Age of The Great Kings, Lloyd Llewellyn-Jones Alexander the Great, Robin Lane Fox The Rise of Rome: From the Iron Age to the Punic Wars (1000 BC – 264 BC), Kathryn Lomas SPQR, Mary Beard Cleopatra, A Life, Stacy Schiff</p>
<p>Online resources to practice, consolidate and revise</p>	<p>The Stupid Ancient History podcast series on YouTube has been created by teachers of Ancient History GCSE. Alexander the Great resources are available here.</p>
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<p>Unfortunately, no revision guides are available for Ancient History GCSE. Resources for revision will be provided via Teams.</p>