

Classical Studies Level 1 Year Planner

HERITAGE

LO 6.1	Students will gain knowledge, skills and experience to: understand how social, political, artistic and technological aspects of the classical world have influences the lives of Greeks and Romans living in those times. <ul style="list-style-type: none"> • Gathers and uses evidence to describe a social, political, artistic and/or technological aspect of the classical world. • Responds to primary and secondary sources about social, political, artistic and/or technological aspect of the classical world. • Explores different perspectives on the social, political, artistic and/or technological aspects of the lives of the ancient Greeks and Romans. 		
LO 6.2	Students will gain knowledge, skills and experience to: understand that ideas and values of the classical world have influenced other cultures, including New Zealand. <ul style="list-style-type: none"> • Identifies and describes classical ideas and values influencing other cultures. • Draws upon their own experiences to make sense of the influence of ideas and values of the classical world on other cultures. • Makes links between ideas and values of the classical world and other cultures. 		
Term 1	Term 2	Term 3	Term 4
Key Concepts: <ul style="list-style-type: none"> • Citizenship and Society • Culture and Identity 	Key Concepts: <ul style="list-style-type: none"> • Empire and Power • Conflict 	Key Concepts: <ul style="list-style-type: none"> • Art and Aesthetics • Culture and Identity 	<ul style="list-style-type: none"> • Revision of Key Concepts and Contexts • Formative assessment opportunities provided in preparation for external examinations • Internal assessment – reassessment opportunities could be provided

Contexts and Assessment

Inquiry Question:
Who makes the calls in your house?
Context: *Paterfamilias* and his *familia*
AS 1.4: Demonstrate understanding of social relationships in the classical world (6 credits)
Resubmission opportunity provided for students to improve their level of achievement

Inquiry Question:
What makes a hero?
Context: Homer’s *Odyssey*, Books 5, 9, 10.
AS 1.1: Demonstrate understanding of ideas and values of the classical world (4 credits)

Inquiry Question:
Who has a political voice and why?
Context: Aspects of classical Athenian and modern New Zealand democracies
AS 1.1: Demonstrate understanding of ideas and values of the classical world (4 credits)
OR
AS 1.5: Demonstrate understanding of links between aspects of the classical world and other cultures (6 credits)
Resubmission opportunity provided for students to improve their level of achievement

Inquiry Question:
How do leaders hold onto power?
Context: Julius Caesar, Triumvirate to assassination
AS 1.3: Demonstrate understanding of an important figure in the classical world (4 credits)

Inquiry Question:
Is beauty in the eye of the beholder?
Context: Broad overview of freestanding male and female sculpture (Archaic to Hellenistic), in-depth study of four selected works of art. For example:
1. *Sounion Kouros*, c.600 BCE
2. *Kritios Boy*, c.480 BCE
3. *Peplos Kore*, c.530 BCE
4. *Aphrodite of Melos*, c.200 BC or later
AS 1.2: Demonstrate understanding of the significance of features of work(s) of art in the classical world (4 credits)
OR
AS 1.5: Demonstrate understanding of links between aspects of the classical world and other cultures (6 credits)
Resubmission opportunity provided for students to improve their level of achievement

1.1 and 1.5 could be used to assess more than one context in this year plan, but recommendation is to offer one opportunity. Therefore, the teacher will need to decide prior to the teaching and learning.

