

JUNIOR CYCLE CLASSICAL STUDIES OVERVIEW FIRST YEAR

| Term 1 | | | | |
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| Strands: | Elements: | Learning Outcomes – Students should be able to... | | |
| 1 | Greek Myth | • Investigate how gods/goddesses and heroines are represented in visual sources | | |
| | | • Create a visual representation of a myth that captures their favourite theme, motif or message and share with their classmates | | |
| | | • Explore the motifs, themes, values and messages of myths | | |
| | | • Discuss the attitudes towards gender and sexual norms that myths reflect | | |
| | 2 | Rome | • Recognise that there are different versions of myths and explore the reasons for these differences | |
| | | | • Explore the experience of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor) | |
| | 1 | Greek Myth | • Examine the storytelling techniques and conventions of plot and character development used in mythical stories | |
| | | | • Act as a storyteller by retelling myths in their own words using appropriate vocabulary and style | |
| 1 | Daily Life (Greece) | • Explore the motifs, themes, values and messages of myths | | |
| 2 | World of Achilles | • Recognise and explain expressions associated with Greek and Roman myths and use these appropriately in other contexts (for example, Achilles' heel, Pandora's box) | | |
| 1 | Daily Life (Greece) | • Investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced | | |
| 1 | Daily Life (Greece) | • Explain the mythological background to the Trojan War | | |
| 1 | Daily Life (Greece) | • Discuss the difference between the relationship and behaviour of gods/goddesses and humans in myths and the norms and expectations of daily life in the ancient world | | |
| Christmas Exams | | | | |
| Term 2 & Term 3 | | | | |
| Strands: | Elements: | Learning Outcomes – Students should be able to... | | |
| 1 | Myth | • Explore the motifs, themes, values and messages of myths | | |
| | Roman Myth | • Select central and favourite moments from myths, and evaluate characters' decisions and actions at those moments | | |
| | | • Discuss the attitudes towards gender and sexual norms that myths reflect | | |
| | | • Investigate how gods / goddesses and heroes / heroines are represented in visual sources | | |
| | Daily Life | • Examine the daily life of a young person living in the ancient world and compare this with the daily life of a young person today | | |
| | | • Examine what we can learn from archaeological evidence about daily life in the ancient world | | |
| | | • Create a visual representation of a Greek or Roman home describing the functions of the various rooms and areas | | |
| | | • Investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced | | |
| | 2 | Rome, Centre of Empire | • Explore the experiences of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor) | |
| | 1 | Daily Life | • Recognise and explain common terms associated with Roman architecture (for example, thermae, portico, capital, aqueduct, dome) | |
| 1 | Daily Life | • Collaborate with their classmates to examine a selected occupation in the ancient world | | |
| Summer Exams | | | | |

JUNIOR CYCLE CLASSICAL STUDIES OVERVIEW SECOND YEAR

| Term 1 | Strands: | Elements: | Learning Outcomes – Students should be able to... |
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| | 2 | Rome, Centre of an Empire | • Examine the function and uses of three chosen buildings, structures or public spaces |
| | | | • Imagine themselves at an activity associated with each of the three selected locations, commenting on what is happening and why, and who is present |
| | | | • Identify types of Roman public architecture (for example aqueduct, triumphal arch, amphitheatre, baths) |
| | 1 | Daily Life | • Examine what we can learn from archaeological and visual evidence about daily life in the ancient world |
| | 2 | Rome, Centre of an Empire | • Collaborate with their classmates to create a representation of their favourite Roman building, structure or site |
| | | | • Explore Roman history, society and public life through public buildings, structures and spaces |
| | 1 | Daily Life | • Examine what we can learn from archaeological evidence about daily life in the ancient world |
| | 2 | Rome, Centre of an Empire | • Debate the usefulness and limitations of different types of historical sources (for example, art, architecture, inscriptions and literature) |
| World of Achilles | | • Explain the mythological background to the Trojan War | |
| | | • Identify key sites associated with the Iliad and its historical background on a map | |
| Christmas Exams | | | |
| Term 2 & Term 3 | Strands: | Elements: | Learning Outcomes – Students should be able to... |
| | 2 | World of Achilles | • Examine the relationship between gods / goddesses and mortals in the Iliad |
| | | | • Investigate how gods/goddesses and heroines are represented in visual sources |
| | 1 | Myth | • Investigate how gods/goddesses and heroines are represented in visual sources |
| | 2 | World of Achilles | • Recognise and explain common Greek concepts and words associated with Homeric epic (for example time, kleos, aidos, arete, pathos) |
| | 1 | Myth | • Examine the storytelling techniques and conventions of plot and character development used in mythical stories |
| | 2 | World of Achilles | • Create a portfolio of key characters in the Iliad in collaboration with their classmates |
| | 1 | Myth | • Recognise and explain expressions associated with Greek and Roman myths and use these appropriately in other contexts (for example, Achilles' heel, Pandora's box) |
| | 2 | World of Achilles | • Illustrate with examples, poetic devices and techniques that are characteristic of epic poetry (for example, epithets, similes, digressions, repetition) |
| | | | • Compare the Iliad's depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants) |
| | | | • Evaluate Achilles' decisions and actions in comparison with the decisions and actions of other heroes in the Iliad |
| | | | • Create a code of honour for modern day heroes / heroines with reference to the Homeric code |
| | 1 | Myth | • Discuss other ancient sources that deal with anger (for example Aristotle, Plutarch, Seneca) in relation to the Iliad's engagement with this emotion |
| | | | • Collaborate with their classmates to create a myth or story, considering the appropriate conventions and the messages to be conveyed |
| | | Daily Life | • Collaborate with their classmates to examine a selected occupation in the ancient world |
| | | | • Collaborate with their classmates to recreate an aspect of daily life in the ancient world |
| | 2 | Rome, Centre of an Empire | • Discuss the difference between the relationships and behaviour of Deities and humans in myths and the norms and expectations of daily life in the ancient world |
| • Recognise and explain common Greek and Latin terms associated with daily life and their modern derivation | | | |
| 2 | Rome, Centre of an Empire | • Investigate the careers and political goals of the historical figures who commissioned chosen buildings, structures or spaces | |
| | | • Compare a building in their local area with a building in Rome | |
| Summer Exams | | | |

JUNIOR CYCLE CLASSICAL STUDIES OVERVIEW

THIRD YEAR

| Learning Outcomes – Students should be able to... | | | |
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| Term 1 | Strands: | Elements: | Learning Outcomes – Students should be able to... |
| | 1 | Daily Life | <ul style="list-style-type: none"> • Examine what we can learn from archaeological and visual evidence about daily life in the ancient world • Investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced • Explore the experiences of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor) |
| | 2 | Rome, Centre of an Empire | <ul style="list-style-type: none"> • Discuss the attitudes towards gender and sexual norms that myths reflect |
| | 1 | Daily Life | <ul style="list-style-type: none"> • Recognise and explain common Greek and Latin terms associated with daily life and their modern derivation |
| | | Myth | <ul style="list-style-type: none"> • Discuss the attitudes towards gender and sexual norms that myths reflect |
| | | Daily Life | <ul style="list-style-type: none"> • Discuss the difference between the relationships and behaviour of Deities and humans in myths and the norms and expectations of daily life in the ancient world |
| | | Myth | <ul style="list-style-type: none"> • Investigate how gods/goddesses and heroines are represented in visual sources • Examine the storytelling techniques and conventions of plot and character development used in mythical stories |
| | | | <ul style="list-style-type: none"> • Investigate how gods/goddesses and heroines are represented in visual sources |
| | <ul style="list-style-type: none"> • Explore the motifs, themes, values and messages of myths | | |
| | Christmas Exams | | |
| Term 2 & Term 3 | Strands: | Elements: | Learning Outcomes – Students should be able to... |
| | 2 | Rome, Centre of an Empire | <ul style="list-style-type: none"> • Examine the function and uses of three chosen buildings, structures or public spaces • Explore Roman history, society and public life through public buildings, structures and spaces |
| | 1 | Daily Life | <ul style="list-style-type: none"> • Explore the experiences of individuals of different social status in Greek and Roman society (for example male and female, citizen and non-citizen, free and slave, wealthy and poor) |
| | 2 | Rome, Centre of an Empire | <ul style="list-style-type: none"> • Recognise and explain common terms associated with Roman architecture (for example, thermae, portico, capital, aqueduct, dome) |
| | 2 | World of Achilles | <ul style="list-style-type: none"> • Investigate how characters from the Iliad are represented in visual sources (for example ancient vases and sculpture, modern paintings and film) |
| | | | <ul style="list-style-type: none"> • Evaluate Achilles' decisions and actions in comparison with the decisions and actions of other heroes in the Iliad |
| | | | <ul style="list-style-type: none"> • Recognise and explain common Greek concepts and words associated with Homeric epic (for example time, kleos, aidos, arete, pathos) |
| | 2 | Rome, Centre of an Empire | <ul style="list-style-type: none"> • Explore the rise and fall of the Athenian city state and examine the influence of Rome on Athens |
| | 2 | Daily Life | <ul style="list-style-type: none"> • Explore the domestic life of Athenians with a focus on women and children |
| | 2 | Rome, Centre of an Empire | <ul style="list-style-type: none"> • Examine selected extracts from Xenophon and debate the implications of gender in Athenian society |
| State Examinations | | | |