

JUNIOR CYCLE CLASSICAL STUDIES OVERVIEW - ACADEMIC YEAR 2022/2023

FIRST YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...	
	1	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	
			• Recognise that there are different versions of myths and explore the reasons for these differences	
	Rome, Centre of an Empire	• Debate the usefulness and limitations of different types of historical sources (e.g., art, architecture, inscriptions and literature)		
	1	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	
			• Explore the motifs, themes, values and messages of myths	
		Daily Life	• Investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced	
	2	World of Achilles	• Explain the mythological background to the Trojan War	
	1	Daily Life	• 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	• 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	
	2	Rome, Centre of an Empire	• 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	• Collaborate with their classmates to create a representation of their favourite Roman building, structure or site
				• 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	
	2	Rome, Centre of an Empire	• Identify types of Roman public architecture (for example aqueduct, triumphal arch, amphitheatre, baths)	
Summer Exams				

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SECOND YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	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			
			• Investigate how characters from the Iliad are represented in visual sources (for example ancient vases and sculpture, modern paintings and film)
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
	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			
• 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			

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THIRD YEAR

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
			<ul style="list-style-type: none"> Investigate common religious beliefs, practices and daily rituals, considering their purpose and how they were experienced
			<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"> 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
			<ul style="list-style-type: none"> 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
			<ul style="list-style-type: none"> 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			