



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Guide

Classics

2025 - 26



Contents

Curriculum Intent	3
Year 10	4
Year 11	8
Year 12	13
Year 13	16

Curriculum Intent

At St Bernard's High School, the study of Classics at Key Stages 4 and 5 seeks to inspire students to engage with the richness of ancient Greek and Roman cultures, while grounding their learning in the Gospel values of justice, respect, and service. Through exploring literature, history, philosophy, and material culture, students will develop a profound understanding of the roots of Western civilisation and reflect on how ancient ideas shaped western civilisation and continue to shape our modern world.

Our curriculum aims to foster a deep respect for the diversity of human experience. By studying figures such as Sappho, Homer, and Virgil, students will encounter powerful perspectives on love, heroism, leadership, and the role of women in society. They will examine ancient attitudes toward justice, power, and personal responsibility, encouraging them to evaluate these in light of Catholic teachings about human dignity, compassion, and moral integrity. For example, discussions around the behaviour of heroes like Odysseus allow students to reflect critically on pride, forgiveness, and selflessness.

Classics at our school promotes justice by encouraging students to challenge prejudice and inequality, both in the ancient world and today. The GCSE course particularly focusses on the role of women in the ancient world by exploring the status of women, enslaved people, and foreigners in Greek and Roman society, students learn to recognise injustice and the need for a world rooted in fairness and equality, mirroring the Catholic commitment to social justice.

Respect is embedded throughout our curriculum. Students engage thoughtfully with ancient texts, appreciating the complexities of cultures different from their own, and learning to value dialogue and empathy. The analytical and evaluative skills developed in studying texts like the *Odyssey* or *Aeneid* enable students to listen to others' viewpoints and articulate their own with charity and humility — key aspects of the Catholic ethos.

Service is cultivated through opportunities to share learning with others and to act as ambassadors for Classics within the wider school community, inspiring younger pupils and celebrating the subject's relevance. By understanding the moral dilemmas faced by figures like Aeneas or the challenges of justice in ancient legal systems, students are invited to consider how they can serve God and others through their own choices, living out their faith in practical ways.

Moreover, Classics nurtures intellectual curiosity, independent thought, and resilience — qualities essential for young women preparing to take their place in the world with confidence and integrity. Students are challenged to engage with complex texts, debate ethical questions, and develop coherent, reasoned arguments, all within a supportive environment.

In short, our Classics curriculum equips students with knowledge, skills, and moral insight, empowering them to become compassionate, thoughtful leaders who embody the values of justice, respect, and service at the heart of our Catholic mission. We strive to develop exceptional classicists by inspiring students and making the ancient world come alive through the study of literature, history, philosophy, art, and archaeology.

Head of Humanities Faculty

Mr J Toms

Year 10

OCR GCSE CLASSICAL CIVILISATION

Paper 1 – Women in the Ancient World

This subject can be chosen as an **option** for GCSE.

This component explores the roles, status, expectations, and depictions of women in ancient Greece and Rome, helping students understand ancient societies through the lens of gender. It looks at how women were represented in literature, art, and historical texts, and compares their lives to those of men. It does this by looking at the role of women in daily life, religious life and in many other aspects. This topic reveals how gender shaped ancient societies, helps students question stereotypes, and shows how myths reflected real cultural values — offering vital insights into both the ancient world and ongoing debates about women's roles today.

Number of lessons per fortnight: 3

Skills developed:

Critical analysis of sources.
Discussion of contrasting perspectives on gender in the ancient world.
Writing arguments using evidence.
Understanding historical context and bias.

Classes: Students are taught in mixed ability classes.

Essential equipment: Exercise book (provided), blue or black pen, green pen, pencil, ruler, and highlighters. Students are provided with their required sources booklets, which are printed and given out at the start of each year. These are essential for every lesson. Each student is also able to access the OCR Classical Civilisation Textbook – GCSE Route 2: Women in the Ancient World. This includes all of the content for years 10 and 11. Students receive handouts and knowledge organisers which must be neatly stuck into their books as part of their learning.

Extracurricular and enrichment opportunities:

We have access to virtual museum tours from the British Museum, The Louvre and the Acropolis Museum.

There is also the potential for a range of Museum and Theatre trips focussed on the topic.

Careers curriculum:

Through its analysis of written and visual sources and building of skills built on working with evidence, Classics can lead to a range of different career pathways due to the broad skill set that the subject develops. Some of the particular careers the subject can lead to are:

Journalism & Media
Museums, Heritage & Archaeology
Art History & Creative Industries
Politics & Social Policy
Teaching & Academia
International Relations & Cultural Diplomacy

	Content studied	Literacy focus	What parents can do to help
Autumn Term	1.1 Women of Legend 1.2 Young Women 1.3 Women in the Home	<p>To start year 10 and a new subject, there is an aim to develop confidence in reading complex historical/literary texts. To use precise vocabulary to describe social roles. To support points with evidence from sources. To build comparative writing skills by linking ancient and modern contexts.</p> <p>Reading: Analyse ancient texts and myths (e.g. Pandora, Helen, Medea) for characterisation, themes, and authorial perspective. Vocabulary: Myth, epithet, hubris, fate, archetype, tragedy, protagonist. Writing: Summarise stories in your own words; write character profiles; evaluate how myths reflect attitudes towards women. Language Skills: Identify persuasive and emotive language in ancient and modern retellings; explore how mythic stories were used to communicate social values.</p>	<p>Show Interest – Classics is likely to be a new subject for your learner so an interest shown in the fascinating myths and legends is a great start! Ask them to explain back what they have learned. Read key texts together, go over prescribed source booklets. Provide further reading where possible.</p>
Spring Term	1.4 Improper Women 1.5 Women and Religion 1.6 Women and Power	<p>As the year progresses students will develop further their ability to understand and dissect ancient sources of information.</p> <p>Reading: Explore figures like Cleopatra, Livia, or mythical queens. Study myths/histories of women who defied norms (e.g. Medea, Clodia). Vocabulary: Influence, authority, manipulation, sovereignty. Writing: Argumentative pieces on whether ancient women had real political power. Explain women's religious duties; compare sources on women's sacred authority.</p>	<p>Have discussions around Gender and Society, two key aspects of this part of the Classics GCSE. Relate ancient examples of gender roles to modern discussions about equality. So much of what is taught in Classics has modern parallels. Watch or listen together around the subject, there is a list of resources below.</p>

Summer Term	1.7 Warrior Women 1.8 Women to be Feared Mock Exam will be completed	Reading: Analyse myths of Amazons and heroic female fighters. Explore stories of dangerous women like Medusa or Clytemnestra. Vocabulary: Amazon, prowess, martial, defiance. Vengeance, monstrosity, dread, betrayal. Writing: Students will complete a full paper 1 as their mock, and will have the skills at this point to structure and answer all question types.	As the weather improves, if possible, a visit to a museum or historical site can be excellent for students to engage with. Local museums often have ancient objects, and further afield the British Museum (London) or Ashmolean (Oxford) are excellent for seeing artifacts connected to women in Greece and Rome.
--------------------	--	--	---

Helpful books/websites:

Charlotte Higgins – *Greek Myths: A New Retelling*

Readable retellings of myths, including stories of women like Medea, Pandora, and the Amazons.

Mary Beard – *Women & Power: A Manifesto*

Short, sharp book exploring how ancient attitudes toward women have shaped modern ideas. Great for drawing parallels.

Adrienne Mayor – *The Amazons: Lives and Legends of Warrior Women across the Ancient World*

Lively but scholarly book; good for extending knowledge of warrior women (best for strong readers).

Robert Graves – *Greek Myths: Complete Edition*

Classic collection of myths; some sections can be dense but individual stories can be selected.

Honor Cargill-Martin - *She Speaks: The Women of Greek Myths in Their Own Words*

Rosie Hewlett – *Medea*

The mythological retelling of Medea.

[Classical Civilisation GCSE Resources](#) An excellent resource from Warwick University designed for GCSE Classics students which includes reading material/videos and links to other websites.

[Ages 14–16 | British Museum](#)

Includes stories, objects, and images relevant to women in Greek society in KS2 section a useful introduction.

BBC Bitesize – Classics Resources

Short summaries of classical topics pitched at GCSE level.

[Women in Ancient Greece - BBC Teach](#)

[Theoi Greek Mythology](#)

Detailed but accessible database of Greek myths, goddesses, heroines, and legendary women.

Perseus Digital Library

For original texts in translation — great for higher-level students wanting to read primary sources.

[Podcast series & associated scheme of work: An Introduction to Ancient Greek Religion / Historical Association](#)

Opportunities for wider reading/research:

There are also several podcasts/documentaries that are great for this unit to develop your wider understanding of Women in the Ancient World.

The 'In Our Time' series which can be accessed on podcast apps or BBC Sounds has a huge range of relevant episodes on Women in the Ancient World, including....

In Our Time – Cleopatra

In Our Time – The Amazons

In Our Time – Sappho

In Our Time – Sparta

In Our Time – The Delphic Oracle

In Our Time – The Greek Myths

History Hit also has a range of episodes on Ancient Greece and Rome, including, 'Women of the Roman Empire'

Year 11

OCR GCSE CLASSICAL CIVILISATION

Paper 2 – The Homeric World

This subject can be chosen as an **option** for GCSE.

This component explores Homer's epic poem the *Odyssey*, Odysseus' journey back from the Trojan War to his home on the Island of Ithaca. Students study five chapters in detail, looking at themes of heroism, hospitality (*xenia*), loyalty and faithfulness and the relationships between Gods, monsters and men. Students study Homer's techniques as an epic poet — including similes, speeches, characterisation, and oral tradition. From here students take a journey into the world that Odysseus inhabited and the kingdoms that potentially inspired Homer with the *Iliad* and the *Odyssey*, with their study of the Mycenaean Age. This looks at the ancient sites themselves as well as the archaeology and discoveries found from the first ancient Greek civilisations. The paper will assess students' understanding of the *Odyssey* as epic poetry and evaluate their knowledge of Mycenaean culture and how archaeology can support or challenge Homer's accounts.

Number of lessons per fortnight: 3

Skills developed:

Students will develop a **blend of literary analysis, historical inquiry, and evaluative reasoning**, which are highly valuable skills.

Classes: Students are taught in mixed ability classes.

Essential equipment:

Exercise book (provided), blue or black pen, green pen, pencil, ruler, and highlighters. Students are provided with their required sources booklets, which are printed and given out at the start of each year. These are essential for every lesson. Each student is also able to access the OCR Classical Civilisation Textbook – GCSE Route 2: Women in the Ancient World. This includes all of the content for years 10 and 11. Students receive handouts and knowledge organisers which must be neatly stuck into their books as part of their learning.

Extracurricular and enrichment opportunities:

We have access to virtual museum tours from the British Museum, The Louvre and the Acropolis Museum.

There is also the potential for a range of Museum and Theatre trips focussed on the topic.

Careers curriculum:

Through its analysis of written and visual sources and building of skills built on working with evidence, Classics can lead to a range of different career pathways due to the broad skill set that the subject develops. Some of the particular careers the subject can lead to are:

Journalism & Media

Museums, Heritage & Archaeology

Art History & Creative Industries

Politics & Social Policy

Teaching & Academia

International Relations & Cultural Diplomacy

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Homeric World – The Odyssey	<p>To start year 11 students are introduced to the Homeric World through Homers the Odyssey, having completed a summer project on the Odyssey set at the end of year 10.</p> <p>Key Terms & Concepts Students should confidently learn, spell, and use essential technical vocabulary in context, including:</p> <ul style="list-style-type: none"> • <i>Kleos</i> (glory) • <i>Xenia</i> (guest-friendship/hospitality) • <i>Metis</i> (cunning/intelligence) • <i>Hubris</i> (excessive pride) • <i>Nostos</i> (homecoming) • <i>Homeric simile, epic hero, oral tradition, divine intervention.</i> <p>Understanding Narrative Techniques Identify features of epic poetry: formulaic phrases, repetition, direct speech, extended similes. Recognise tone and register in key speeches (e.g. Odysseus' defiance, Penelope's laments).</p> <p>Effective Writing Structure extended answers with clear introductions, evidence (quotes or references), and analysis. Use topic sentences to focus paragraphs on specific themes or character traits. Connect ideas using appropriate discourse markers (e.g. <i>furthermore, however, therefore</i>).</p> <p>Spelling & Terminology Practise consistent spelling of names (e.g. Odysseus, Penelope, Telemachus, Polyphemus) and key terms.</p> <p>Reading Comprehension Summarise episodes in the set books clearly and concisely. Infer characters' motivations and emotions from speeches and actions.</p>	<p>Discuss the story of the Odyssey with students, with a focus on the stories of Polyphemus, Circe and the Suitors. This will help with recall of plot points and characters.</p> <p>There are adaptations of the Iliad and the Odyssey and documentaries that can be watched on the Odyssey to help improve wider understanding of the period and the wider context.</p>

Spring Term	Mycenaean Age	<p>It is essential students can express ideas about Mycenaean architecture, artefacts, and culture clearly, precisely, and with appropriate terminology — essential for top marks in source-based and essay questions.</p> <p>Descriptive & Comparative Language Writing clear descriptions of archaeological sites, artefacts, and features. Using comparative phrases (e.g. “The Lion Gate at Mycenae is larger than the entrance at Tiryns...”) to explain similarities and differences between sites.</p> <p>Structured Extended Writing Organising written responses with topic sentences, clear explanations, and evidence drawn from archaeological examples. Developing conclusions that link evidence back to the question.</p> <p>Precise Referencing Referring accurately to specific artefacts, sites, or features (e.g. “The Warrior Vase from Mycenae shows...”).</p> <p>Reading for Meaning & Inference Understanding sources like artefact descriptions or site plans, and inferring what they reveal about Mycenaean society, technology, or beliefs.</p> <p>Using Subject-Specific Terms Confidently Integrating technical language naturally into writing and speech, avoiding vague terms like “thing” or “stuff.”</p>	<p>Encourage students to listen to the resources below, and where possible engage with the time period. If possible, a visit to a museum or historical site can be excellent for students to engage with. Museums like the British Museum and Ashmolean have online resources on Mycenaean artefacts; exploring them together deepens understanding.</p> <p>Quiz your child on identifying major sites and their features (e.g. what was a megaron, or where is Grave Circle A?).</p>
-------------	---------------	---	---

Summer Term	Paper 1 and 2 Revision	Students focus will need to be on making sure they are aware of key words and terminology from across year 10 and 11. Use of past papers and familiarising with past questions and question types is highly recommended.	Help them plan revision, encourage practice essays, celebrate successes, and remind them that Classics is about stories and people — not just memorising facts.
--------------------	------------------------	--	---

Helpful books/websites:

Stephen Fry – *Odyssey*

Part of a series of books written by Stephen Fry on the Greek Myths and Legends.

Gareth Hinds – *The Odyssey: A Graphic Novel*

A comic style retelling of the Odyssey. An engaging and visual way to understand key aspects of the story.

Robert Crayola - *The Odyssey: A readers guide to the epic poem*

Pat Barker - *The Voyage Home*

The story of the journey home from Troy told from the perspective of the women also returning as captives.

Michael Wood – *In Search of the Trojan War*

An engaging, illustrated exploration of the archaeological search for Troy and the Mycenaean world — ideal for connecting the epic to real sites.

[The Homeric World \(J199/21\)](#) A range of resources specifically set up for paper 2 by the University of Warwick.

[YouTube Channel – Laura Jenkinson-Brown](#) An excellent visual source and explanation of key themes from the Odyssey.

[Mycenae - World History Encyclopedia](#) Full online resource which also has a youtube channel on Mycenae culture and sites.

[Lion Gate, Mycenae, c. 1300-1250 B.C.E. - YouTube](#) Smart History have a number of great videos touring the sites of Mycenae which can bring to life the prescribed sources booklets.

Michael Wood's *In Search of the Trojan War* (BBC)

A classic, engaging series exploring Homer's world, Troy, and the Mycenaean Age; often available on YouTube or DVD.

Bettany Hughes' *Genius of the Ancient World: Socrates, Confucius, and Buddha*

While not directly on *The Odyssey*, Bettany Hughes' documentaries often include segments on Greek ideas about heroism and myth.

National Geographic – *Lost Worlds: The Mycenaeans*

Explores Mycenaean palaces, warriors, and archaeological discoveries connecting to Homer's tales.

BBC's *God's and Monsters: Homer's Odyssey*

Simon Armitage follows in the footsteps of Odysseus.

Great Greek Myths: The Odyssey

Part of an Apple + documentary series on Greek Myths.

Opportunities for wider reading/research:

As with paper 1 there are a huge number of opportunities for research just by googling The Odyssey, but below are a number of podcasts with a focus on the topics.

Telling Tales: The Odyssey

In Our Tims – The Iliad

In Our Time – The Odyssey

In Our Time – The Greek Myths

History Hit also has a range of episodes on this topic including ‘Mycenae: the Cradle of Bronze Age Greece’ and ‘Homer’

Year 12

OCR A-LEVEL CLASSICAL CIVILISATION

Paper 1 – The World of the Hero

Paper 2 – Culture and the Arts

This subject can be chosen as an **A-Level**.

This paper explores the core component of the OCR A Level Classical Civilisation course. It focuses on **in-depth study of two epic poems** — one Greek (Homer's *Iliad* or *Odyssey*) and one Roman (Virgil's *Aeneid*) — exploring their literary, cultural, and historical significance. Themes and values such as heroism, fate, duty, justice and war are discussed, whilst looking at the social and cultural context the poems reveal about Greek and Roman society, religion, politics and moral codes.

Number of lessons per fortnight: 5

Skills developed:

Students will develop a range of skills including their analytical and interpretative skills, with close reading of epic texts, interpreting complex passages to unpack themes, character motivations and authorial purpose. Students will develop comparative skills, written communication and their critical thinking. Students will also develop transferable skills such as independent research and self-directed study, along with analysing complex texts with confidence.

Essential equipment:

Folder, dividers, plastic wallets, paper, blue or black pen, green pen, red pen, pencil, ruler, highlighters. Textbooks are also provided and students will need copies of *The Odyssey* and the *Aeneid*.

Extracurricular and enrichment opportunities:

In previous years, students have been on a number of trips locally and in London to see examples of Greek and Roman theatre. There are also a range of exhibitions and events that are used to further engage students.

Careers curriculum:

A Level Classics not only opens doors to subject-specific careers but also provides transferable skills — analysis, synthesis of information, and clear communication — valuable in a huge range of professions.

Law

Skills like analysis, constructing arguments, and critical reading of complex texts are directly relevant to legal studies and practice.

Journalism & Publishing

Classics develops strong research, writing, and communication skills, ideal for careers in journalism, editing, or content creation.

Museum & Heritage Sector

Knowledge of ancient cultures, archaeology, and historical interpretation prepares students for roles as museum curators, educators, or heritage officers.

Teaching & Academia

Studying Classics equips future teachers or lecturers with deep subject expertise and the ability to explain complex ideas clearly.

Civil Service & Diplomacy

Skills in cultural understanding, critical thinking, and clear communication are prized in roles such as policymaking, international relations, and public administration.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Paper 1 The World of the Hero	Epic Poetry: <i>The Odyssey</i> Who was Homer? The oral tradition. Literary techniques and composition Characterisation. <i>How to answer</i> 10 mark question <i>How to answer</i> 20 mark essay Key themes Social, cultural and religious context <i>How to answer</i> 30 mark essay	Discuss Themes & Characters Encourage your child to talk about key themes (e.g. heroism, love, duty) or characters (like Achilles, Aeneas, Sappho, Dido) — retelling or debating ideas strengthens memory and understanding. There are a number of great places to visit to encourage a love of learning for Classics, such as the British Museum which regularly runs a range of exhibitions on Classical civilisations.
Spring Term	Paper 1 The World of the Hero	Epic Poetry: <i>The Aeneid</i> Who was Virgil? Literary techniques and composition Characterisation. <i>The Aeneid</i> Key themes Social, cultural and religious context The Augustan Age.	Engage with Context Watch documentaries/listen to podcasts, or read articles about the Trojan War, Augustan Rome, Greek society, or attitudes to love and relationships to make texts more vivid and relevant. There is a list below of relevant materials.
Summer Term	Paper 2 Culture and the Arts	Greek Theatre Historical Background Development of the Theatre Playwrights The Nature of Tragedy Source Analysis Black Figure and Red-Figured Pots. <i>The Bacchae</i> by Euripides <i>How to answer</i> 10 mark questions <i>How to answer</i> 20 mark essay	Support Essay Practice & Timed Questions (Exam Support) In preparation for mock exams, parents could help students plan or time essay practice at home — even reading their essays and asking questions can improve clarity and exam technique.

Helpful books/websites:

Homer – *The Iliad*

Translations by E.V. Rieu (Penguin Classics), Robert Fagles, or Richmond Lattimore; all are clear and accessible.

Virgil – *The Aeneid*

Robert Fagles' or David West's translations are excellent for A Level; West's Penguin edition has helpful notes.

Homer's *Iliad* and Virgil's *Aeneid*: A Companion to the Study of the Epics – edited by Nick Lowe

Provides accessible essays on themes, characters, and context.

Michael Silk – *Homer: The Iliad*

A clear introduction to the poem's background, structure, and major debates.

Philip Hardie – *Virgil's Aeneid: A Reader's Guide*

Essential for unpacking themes of heroism, fate, and Roman ideology.

Michael Wood's *In Search of the Trojan War*

Classic BBC series exploring the historical and archaeological backdrop to *The Iliad*.

Bettany Hughes' *Helen of Troy*

Explores myth and reality surrounding the war's origins, with insightful connections to Homer.

BBC *Rome: The World's First Superpower*

Helps place Virgil's *Aeneid* in the wider context of Roman self-image and Augustan propaganda.

The British Museum – Ancient Greece: Homer and the Epics

[Who was Homer? | British Museum](#) Homer and the Epics – British Museum

Features artefacts, images, and concise explanations connecting Homeric epics to historical and cultural contexts.

Classics for All – Resources and Reviews

[Classics for All](#)

A hub for reviews of translations, commentaries, and articles; their teacher/student blog also includes practical advice on studying Homer and classical texts.

Opportunities for wider reading/research:

Theatre & Performance

Royal Shakespeare Company / National Theatre

Look out for productions of *The Iliad*, *The Aeneid*, or adaptations like *Paradise* (Kae Tempest's version of *Philoctetes*), which explore Homeric themes.

Classical touring companies such as Actors of Dionysus often stage Greek epic or tragedy adaptations relevant to *The Iliad*'s world.

Digital Theatre+ or National Theatre at Home

Stream performances of Greek and Roman-inspired productions — ideal for seeing themes of heroism, fate, and leadership dramatized.

Local theatre listings

Many regional theatres stage classical adaptations; productions of plays like *Trojan Women*, *Helen*, or *Orestes* can deepen students' understanding of Homeric aftermath. The Palace Theatre in Westcliff this year had performances.

There are a huge number of podcasts that are great supplements to your learning, such as 'In Our Time' which deals with single episodes on most of the major areas of study. Also the History Hit: Ancients series is excellent as an introduction into topics studied.

Year 13

OCR A-LEVEL CLASSICAL CIVILISATION

Paper 2 – Culture and the Arts

This subject can be chosen as an **A-Level**.

This paper explores how love, desire, sex, and relationships were understood in ancient Greece and Rome — through **literature and philosophy** — and what they reveal about ancient society, values, and identity. Students will study Sappho, Pausanias and Ovid to study the different types of love, the role of men and women, and the different cultural attitudes across the ancient world. Students get to engage with some of the most personal and provocative material from antiquity, gaining insight into **universal human experiences** and how they were shaped by ancient culture.

Number of lessons per fortnight: 5

Skills developed:

Studying OCR A Level Classics Paper 2: Love and Relationships develops close reading and analytical skills through exploring ancient poetry and philosophy, alongside critical thinking by evaluating and comparing Greek and Roman attitudes to love, gender, and sexuality. Students build strong written communication skills by crafting evidence-based essays and integrating key passages effectively, while gaining cultural understanding of ancient social norms and reflecting on their relevance today. They also enhance transferable skills like research, empathy, and independent learning, all of which are valuable for further study or a wide range of careers.

Essential equipment:

Folder, dividers, plastic wallets, paper, blue or black pen, green pen, red pen, pencil, ruler, highlighters. Textbooks are also provided for students. Students will be provided with required texts for the paper.

Extracurricular and enrichment opportunities:

In previous years, students have been on a number of trips locally and in London to see examples of Greek and Roman theatre. There are also a range of exhibitions and events that are used to further engage students.

Careers curriculum:

A Level Classics not only opens doors to subject-specific careers but also provides transferable skills — analysis, synthesis of information, and clear communication — valuable in a huge range of professions.

Law

Skills like analysis, constructing arguments, and critical reading of complex texts are directly relevant to legal studies and practice.

Journalism & Publishing

Classics develops strong research, writing, and communication skills, ideal for careers in journalism, editing, or content creation.

Museum & Heritage Sector

Knowledge of ancient cultures, archaeology, and historical interpretation prepares students for roles as museum curators, educators, or heritage officers.

Teaching & Academia

Studying Classics equips future teachers or lecturers with deep subject expertise and the ability to explain complex ideas clearly.

Civil Service & Diplomacy

Skills in cultural understanding, critical thinking, and clear communication are prized in roles such as policymaking, international relations, and public administration.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	Paper 2 Culture and the Arts	Greek Theatre <i>Oedipus the King</i> by Sophocles Comedy <i>The Frogs</i> by Aeschylus <i>How to answer 30 mark essay</i> Love and Relationships The background of the key thinker, context, exploration of his key works on the key themes of Love and Relationships. <ul style="list-style-type: none"> • Plato • Seneca <i>How to answer 10 mark questions</i>	Use Flashcards & Key Quotes Test students on key literary terms, quotes, or definitions to build confidence in recalling precise evidence under pressure.
Spring Term	Paper 3 Beliefs and Ideas	Love and Relationships The background of the key poet, context, exploration of his key works on the key themes of Love and Relationships. <ul style="list-style-type: none"> • Sappho • Ovid <i>How to answer 20 mark essay</i> Comparison of key themes through the work of Plato, Seneca, Sappho and Ovid <i>How to answer 30 mark essay</i> Start Revision and preparation for examinations.	Promote Organisation & Planning Help your child break revision into manageable goals; check they have a clear plan covering both <i>World of the Hero</i> and <i>Love and Relationships</i> topics.
Summer Term	Revision and preparation for examinations	It is important to know all of the required texts and be confident in understanding them and answering questions around them. Students focus will need to be on making sure they are aware of key words and terminology from across year 12 and 13. Use of past papers and familiarising with past questions and question types is highly recommended.	Review Past Papers & Mark Schemes Together (Exam Support) Go through past exam questions or mark schemes with them to spot what examiners are looking for and help them practise structuring high-level answers. Encourage high quality revision throughout exam season.

Helpful books/websites:

Aristophanes – *Frogs* translated by Ian Johnston (Hackett)

These modern translations are faithful yet readable, with introductions covering context, themes, and dramatic conventions.

The Greeks: A Global History by Roderick Beaton

A recent, beautifully written overview of ancient Greek culture, myths, and society, including love, gender, and theatre.

Mythos: The Greek Myths Retold by Stephen Fry

A lively, modern retelling of Greek myths — brilliant for understanding the mythological background of tragedies, Ovid, and Sappho.

Troy: Our Greatest Story Retold by Stephen Fry

Focuses on the Trojan War cycle, key myths, and their influence on texts like Sappho's poetry and Greek tragedy — accessible and popular with students.

The Iliad and the Odyssey: A Graphic Novel by Gareth Hinds

Perfect for visual learners; retells Homer's epics in graphic form, ideal context for understanding heroic values relevant to Plato and tragic plays.

Euripides: Ten Plays translated by Paul Roche

Includes *Medea* and other tragedies frequently referenced in Greek theatre studies; Roche's translations are clear, vivid, and great for first-time readers.

Opportunities for wider reading/research:

Classics Confidential

<https://classicsconfidential.co.uk>

Features interviews with leading classicists, short videos on Plato, Sappho, tragedy, and the classical world's enduring impact — perfect for deepening understanding with up-to-date scholarship.

World History Encyclopedia – Sappho, Ovid, Greek Theatre

Clear, accessible overviews on key authors and themes:

- Sappho
- Ovid
- Greek Theatre

Classics for All

classicsforall.org.uk

Excellent blog posts, reviews, and resources on ancient authors, love, gender, and performance.

Documentaries

Bettany Hughes' *Helen of Troy* (Channel 4/History Hit)

Covers Homeric myths, female representations, and their later reception — excellent for exploring Sappho's world.

Mary Beard's *Ultimate Rome: Empire Without Limit* (BBC)

Insight into Roman society, sexual politics, and Ovid's world, including attitudes to love and power.

Michael Scott's *Ancient Invisible Cities: Athens* (BBC)

Explores spaces where Plato taught, the Theatre of Dionysus, and Athens' intellectual and cultural life.

Mary Beard's *Meet the Romans* (BBC)

Excellent on Roman love, social mobility, and the world that shaped Ovid's work.

Podcasts

BBC Radio 4 – *In Our Time*

Plato's Symposium

Sappho

Greek Tragedy

The History of Philosophy Without Any Gaps

Episodes on Plato's ideas about love, philosophy, and relationships.

Ancient History Fangirl

Episodes exploring Greek tragedy, myths behind Ovid's *Ars Amatoria*, and ancient gender norms.

The Partial Historians

Fun, well-researched podcasts on love, sex, power, and politics in Rome — great for Ovid and social context.