



### What is the Curriculum Intent?

The intent of the GCSE Ancient History curriculum is to provide students with an understanding of key military, political, religious, social, and cultural developments in the ancient world. The curriculum covers the rise and impact of the Persian Empire, the foundations of Rome, the life and campaigns of Alexander the Great, and the life and influence of Cleopatra. These topics aim to develop students' historical knowledge, critical thinking, and ability to analyse ancient sources within their historical context.

### How does the curriculum build on that from KS3 History?



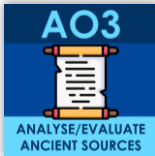
- **Introducing New Contexts for Power and Authority:** Building on the understanding of power dynamics from KS3, GCSE Ancient History examines how rulers like Alexander the Great and Cleopatra exerted and maintained their authority.
- **Exploring Conflict, Warfare, and Cooperation in Ancient Settings:** While KS3 covered conflicts like the First World War, Ancient History looks at ancient battles and diplomatic relations, such as the campaigns of Alexander the Great and the political manoeuvring of Cleopatra.
- **Analysing Ideas, Attitudes, and Beliefs:** The curriculum explores ancient ideologies, religious practices, and cultural beliefs, examining how they influenced events and shaped societal norms.
- **Examining Identity and Migration:** By studying the Persian Empire and the expansion of Rome, students analyse how historical events shaped identities, including nationality and cultural affiliations, and examine patterns of migration and displacement.

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

- **Engage with Historical Enquiry:** Through the study of topics like the rise of the Persian Empire, students learn to engage with historical enquiry, ask questions, and develop well-substantiated conclusions based on ancient evidence.
- **Analyse the Impact of Individuals and Events:** The curriculum helps students understand how individuals like Alexander the Great and Cleopatra influenced the course of history, enhancing their ability to analyse leadership and decision-making.
- **Evaluate Ancient Sources:** Students engage with the problematic nature of ancient sources, learning to assess their reliability and context, which is essential for constructing accurate historical narratives.
- **Prepare for Further Study and Careers:** The skills developed in GCSE Ancient History, including critical thinking and source analysis, are valuable for further academic study and a range of careers.




How does the GCSE Ancient History curriculum align with the History National Curriculum?	How does the curriculum align with the Department's Curriculum Intent?
<ul style="list-style-type: none"> <li>• <b>Covering Significant Historical Events and Themes:</b> The curriculum includes studies of the Persian Empire, the foundations of Rome, Alexander the Great, and Cleopatra, ensuring students gain knowledge of key events and developments in the ancient world.</li> <li>• <b>Promoting Historical Enquiry:</b> Students engage with questions about ancient societies and leaders, analysing evidence and developing their understanding of historical context.</li> <li>• <b>Supporting SMSC Development:</b> The curriculum explores the cultural and religious practices of ancient civilizations and the ethical implications of their actions, fostering students' spiritual, moral, social, and cultural development.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student-Centred Learning and Individual Needs:</b> The GCSE Ancient History curriculum engages students with diverse interests and abilities, providing differentiated resources and support to ensure all students can succeed.</li> <li>• <b>Lifelong Learning and Preparedness:</b> The focus on understanding ancient history and its impact on later periods prepares students for lifelong learning and engagement with contemporary issues.</li> <li>• <b>Broad and Balanced Curriculum:</b> The curriculum covers a wide range of topics from different ancient civilisations; from the rise of the Persian Empire to the life of Cleopatra, providing students with a comprehensive understanding of different historical periods and themes.</li> <li>• <b>Coherent and Sequential Learning:</b> The curriculum builds on KS3, ensuring that learning is coherent and progressively prepares students for further historical study.</li> <li>• <b>Cultural Capital and Learning Beyond the Classroom:</b> The inclusion of topics such as the life of Alexander the Great and the foundation of Rome enriches students' cultural understanding and appreciation of the historical context of contemporary issues.</li> </ul>

### What are the Assessment Objectives?

 <p><b>AO1</b> KNOWLEDGE &amp; UNDERSTANDING</p>	 <p><b>AO2</b> SECOND-ORDER CONCEPTS</p>	 <p><b>AO3</b> ANALYSE/EVALUATE ANCIENT SOURCES</p>
<p><i>Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied.</i></p>	<p><i>Analyse and explain historical events and historical periods to arrive at substantiated judgements.</i></p>	<p><i>Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about:</i></p> <ul style="list-style-type: none"> <li>• <i>historical events and historical periods studied</i></li> <li>• <i>how the portrayal of events by ancient writers/sources relates to the historical contexts in which they were written/produced.</i></li> </ul>

## What is studied in the GCSE (9–1) Ancient History curriculum?

Students have five lessons a fortnight as one of their option choices to study GCSE Ancient History.

<b>YEAR 10</b>	<p><b>Paper 1: Greece and Persia</b></p> <p><i>Compulsory period study</i></p>		<p><b>The Persian Empire, 559–465 BC</b></p>	<ul style="list-style-type: none"> <li>• The rise of the Persian Empire under Cyrus the Great 559–530 BC</li> <li>• Cambyses II, Smerdis and the accession of Darius 530–522 BC</li> <li>• The reign of Darius the Great 522–486 BC</li> <li>• Xerxes I and the Greeks 486–465 BC</li> </ul>
	<p><b>Paper 2: Rome and its neighbours</b></p> <p><i>Compulsory longer period study</i></p>		<p><b>The foundations of Rome: from kingship to republic, 753–440 BC</b></p>	<ul style="list-style-type: none"> <li>• The legendary kings: Origins of Rome 753–616 BC</li> <li>• The Etruscan kings: 616–509 BC</li> <li>• Origins of the Republic: 509–494 BC</li> <li>• Securing the Republic: 494–440 BC</li> </ul>
<b>YEAR 11</b>	<p><b>Paper 1: Greece and Persia</b></p> <p><i>Chosen Depth Study</i></p>		<p><b>Alexander the Great, 356–323 BC</b></p>	<ul style="list-style-type: none"> <li>• Upbringing, character, beliefs and life of Alexander</li> <li>• Alexander's campaigns: The reasons for his expeditions and the main battles</li> <li>• Significant events in Alexander's life</li> <li>• The Macedonian army under Alexander</li> </ul>
	<p><b>Paper 2: Rome and its neighbours</b></p> <p><i>Chosen Depth Study</i></p>		<p><b>Cleopatra: Rome and Egypt, 69–30 BC</b></p>	<ul style="list-style-type: none"> <li>• Cleopatra's life and character</li> <li>• Cleopatra as queen of Egypt, including political, domestic and foreign policies</li> <li>• Cleopatra's relationships with Caesar (48–44 BC) and Mark Antony (41–30 BC) and their political significance</li> <li>• The Battle of Actium and its significance for Egypt and Rome</li> </ul>

### Additional support at home

<p><b>Additional reading</b> for enjoyment, enhancement and extension:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Persian Fire: The First World Empire</a>, <a href="#">Battle for the West: The First World Empire</a>, <a href="#">Battle for the West</a> (Tom Holland)</li> <li>• <a href="#">SPQR: A History of Ancient Rome</a>, Mary Beard</li> <li>• <a href="#">Alexander the Great: The Truth Behind the Myth</a>, Paul Cartledge</li> <li>• <a href="#">Cleopatra: Last Queen of Egypt</a>, Joyce Tyldesley</li> </ul>
<p><b>Textbook &amp; Revision Guides</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">OCR Ancient History GCSE Component 1: Greece and Persia</a> (Textbook)</li> <li>• <a href="#">OCR Ancient History GCSE Component 2: Rome</a> (Textbook)</li> </ul>