

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

Department: Ancient History

**Blended Learning Curriculum Plans 2020-21**

In the event of a local lockdown, students isolating or school closure, please outline your approach to blended learning below. DfE guidance stresses, there will be a need for ongoing provision of “remote learning” which “is high quality and aligns as closely as possible with in-school provision.” Within departments, this may mean planning each unit or area of learning with an eye on how it could translate into virtual or remote practice, if necessary. For example, it might mean preparing booklets or text-based resources which could be used by students at home as well as at school. It might even mean having procedures and infrastructure in place for recording lessons, or for allowing simultaneous online access to classroom teaching.

<b><u>Autumn Term HT 1</u></b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• What is Ancient History?</li> <li>• Using clues and Ancient evidence</li> <li>• Origins of Ancient Egypt</li> <li>• Old Kingdom of Egypt</li> <li>• Daily life in Egypt</li> <li>• Egypt’s achievements</li> <li>• Early Greece</li> <li>• Birth of democracy</li> <li>• Greek mythology</li> <li>• Greek words</li> <li>• Rome: from Republic to Empire</li> <li>• Rome’s legacy</li> <li>• Using timelines</li> </ul>	In the event of a closure there will be <b>one live-lesson per week</b> . This lesson will be in-line with the syllabus and be content-focussed.	For all remaining lessons students would have had in school, an exam-skill related activity will be set. <b>These will be pre-recorded and uploaded weekly (at least one per week).</b>	Any related resources will be printable and can be shared with students who do not have ICT access if required.  All videos to be self-contained and uploaded to SMH.  No external websites to be used, requiring additional log-in details.	At least two forms of assessments per half-term:  1) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.  2) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Introduction to Paper 1 dept study 4 (Alexander the Great)</li> <li>• Alexander’s youth</li> <li>• The influence of Olympias</li> <li>• Alexander’s relationship with Philip</li> <li>• Alexander’s beliefs</li> <li>• Course of Alexander’s life</li> <li>• Alexander’s relationship with Parmenio</li> <li>• Alexander’s relationship with Cleitus &amp; Callisthenes</li> <li>• Alexander’s relationship with Hephaestion &amp; Antipater</li> </ul>				

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Education and Values in Sparta</u></b>				
Paper 1 with Mr Dawkins	<b>Greek depth Study 35-36</b>  <i>The Politics and Society of Sparta, 478–404 BC</i>	<ul style="list-style-type: none"> <li>• Education of Boys</li> <li>• Education of Girls</li> <li>• The Agoge</li> </ul>	<p>In the event of a closure there <b>will be at least one live-lessons per week.</b></p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific <b>guided reading task.</b></p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p>
Paper 2 with Mr Fell	<b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC– AD 68.</i>	<b><u>Augustus</u></b> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Military</li> <li>• Religion</li> <li>• Buildings</li> </ul>				<p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<b>Autumn Term HT 2</b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Cambyses in the Sources</li> <li>• Conquest of Egypt</li> <li>• Cambyses as Ruler</li> <li>• Death of Cambyses</li> <li>• Non-Greek Sources</li> <li>• Herodotus Account of the Accession of Darius</li> <li>• Darius’ Account</li> <li>• Lies and Propaganda</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This lesson will be in-line with the syllabus and be content-focussed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. <b>These will be pre-recorded and uploaded weekly (at least one per week).</b></p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>3) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight					
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Social Structure of Sparta</u></b>	In the event of a closure there <b>will</b>	For each lesson the students	Each unit student will be asked to	Once per week– students will be assessed on their

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<p>Paper 1 with Mr Dawkins</p>	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>	<ul style="list-style-type: none"> <li>• Spartiates</li> <li>• Perioikio</li> <li>• Helots</li> <li>• Women</li> </ul>	<p><b>be at least one live-lessons per week.</b></p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>would have had in school, a content-specific <b>guided reading task.</b></p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
<p>Paper 2 with Mr Fell</p>	<p><b>Paper 2—Roman Period Study 40-41</b></p> <p><i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p><b>Tiberius</b></p> <ul style="list-style-type: none"> <li>• Conspiracies and Challenges</li> <li>• Constitution</li> <li>• Religion</li> <li>• The Senate</li> <li>• Succession</li> </ul>				

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<b>Spring Term HT 1</b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Cambyses in the Sources</li> <li>• Conquest of Egypt</li> <li>• Cambyses as Ruler</li> <li>• Death of Cambyses</li> <li>• Non-Greek Sources</li> <li>• Herodotus Account of the Accession of Darius</li> <li>• Darius’ Account</li> <li>• Lies and Propaganda</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This lesson will be in-line with the syllabus and be content-focussed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. <b>These will be pre-recorded and uploaded weekly (at least one per week).</b></p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>4) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Murder of Philip</li> <li>• The Battle of Granicus</li> <li>• The Battle of Gaugamela</li> <li>• The Battle of Persepolis</li> <li>• Murder of Cleitus</li> <li>• Mass Marriage at Susa</li> <li>• Alexander’s Death</li> </ul>				
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<p><b><u>Political Structure of Sparta</u></b></p> <ul style="list-style-type: none"> <li>• Kings</li> <li>• The Assembly</li> <li>• Lysander</li> </ul>	<p>In the event of a closure there <b>will be at least one live-lessons per week</b>.</p> <p>This will be a combination of content revision (as all required content has been</p>	<p>For each lesson the students would have had in school, a content-specific <b>guided reading task</b>.</p> <p>Students will be expected to read a set number of</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.</p>
Paper 1 with Mr Dawkins	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>					

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<p>Paper 2 with Mr Fell</p>	<p><b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p><b><u>Gaius</u></b></p> <ul style="list-style-type: none"> <li>• Character and Personality</li> <li>• Administration</li> <li>• Religion</li> <li>• Assassination</li> </ul>	<p>taught) and exam-skill focus.</p>	<p>pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>resources will relate to that.</p>	<p>This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
-----------------------------	--	---	--------------------------------------	--	---------------------------------------	--

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<b>Spring Term HT 2</b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Revolts</li> <li>• Ideology</li> <li>• Building Projects</li> <li>• Imperial Expansion and the Conquest of the Indus Valley</li> <li>• The Conquest of Thrace and the Scythian Expedition</li> <li>• Ionian Revolt</li> <li>• Causes and Consequences</li> <li>• Challenges to Mainland Greece</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This lesson will be in-line with the syllabus and be content-focussed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. <b>These will be pre-recorded and uploaded weekly (at least one per week).</b></p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>5) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight	<ul style="list-style-type: none"> <li>• Use of the Cavalry</li> <li>• Use of the Phalanx</li> <li>• Use of Specialist Troops</li> <li>• The Weapons and Armour</li> <li>• Siege of Tyre</li> <li>• Siege of Aornus</li> <li>• Alexander’s Relationship with the Army</li> </ul>				
Topic/ Unit:	<p>Paper 1: Compulsory Study; The Persian Empire – Darius the Great</p> <p>Paper 1: Additional Study; Alexander the Great, sub-topic 4: The Macedonian Army under Alexander the Great</p>					
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<p><b><u>The Military Culture of Sparta</u></b></p> <ul style="list-style-type: none"> <li>• Organisation of the Army</li> <li>• Spartan Successes and Failures</li> <li>• Spartan Navy</li> </ul>	<p>In the event of a closure there <b>will be at least one live-lessons per week</b>.</p> <p>This will be a combination of content revision (as all required content has been</p>	<p>For each lesson the students would have had in school, a content-specific <b>guided reading task</b>.</p> <p>Students will be expected to read a set number of</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.</p>
Paper 1 with Mr Dawkins	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>					

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<p>Paper 2 with Mr Fell</p>	<p><b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p><b><u>Claudius</u></b></p> <ul style="list-style-type: none"> <li>• Britain</li> <li>• Wives and Freedmen</li> <li>• Administration</li> <li>• Deat</li> </ul>	<p>taught) and exam-skill focus.</p>	<p>pages from the textbook and complete a 10 question knowledge assessment. This will be assed as a whole class in the next lesson.</p>	<p>resources will relate to that.</p>	<p>This will be marked and feedback via SMH.</p> <p>Once per half-term they will students will sit a knowledge test on all of the content studied. This will be marked and fed-back to students.</p>
-----------------------------	--	---	--------------------------------------	---	---------------------------------------	--



‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<u>Summer Term HT 1</u>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Introduction to Paper 1 dept study 4 (Alexander the Great)</li> <li>• Alexander’s youth</li> <li>• The influence of Olympias</li> <li>• Alexander’s relationship with Philip</li> <li>• Alexander’s beliefs</li> <li>• Course of Alexander’s life</li> <li>• Alexander’s relationship with Parmenio</li> <li>• Alexander’s relationship with Cleitus &amp; Callisthenes</li> <li>• Alexander’s relationship with Hephaestion &amp; Antipater</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This lesson will be in-line with the syllabus and be content-focussed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. <b>These will be pre-recorded and uploaded weekly (at least one per week).</b></p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>6) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p>
Year 10	5 per fortnight					
Topic/ Unit:	<p>Paper 1: Additional Study; Alexander the Great, sub-topic 1: Upbringing, Character, Beliefs and Life of Alexander</p>	<ul style="list-style-type: none"> <li>• Introduction &amp; Outline</li> <li>• How useful are the Roman Foundation Myths?</li> <li>• The Legend of Romulus and Remus</li> <li>• Evidence and the Myth of Romulus</li> <li>• Why did the Roman Historians Claim Romulus Created Rome?</li> <li>• Religious and Military Initiatives</li> <li>• Rape of the Sabine Women</li> <li>• Numa’s Reign</li> <li>• Tullus Hostilius 673-642 BC</li> <li>• Ancus Marcius 642-617 BC</li> </ul>	<p>In the event of a closure there will</p>	<p>For each lesson the students</p>	<p>Each unit student will be asked to</p>	<p>Once per week– students will be assessed on their</p>
Topic/ Unit:	<p>Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC</p> <p>Sub Topic 1: The Legendary Kings and the Origins of Rome, 753-617 BC</p>					
A-Level (Y12 & 13 co-taught)	5 /5 per fortnight	<b><u>Other States Views of Sparta</u></b>	In the event of a closure there will	For each lesson the students	Each unit student will be asked to	Once per week– students will be assessed on their

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<p>Paper 1 with Mr Dawkins</p>	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>	<ul style="list-style-type: none"> <li>• Formation of the Peloponnesian League</li> <li>• The Peloponnesian League</li> <li>• Lack of Spartan Leadership and Recovery</li> <li>• The Spartan Mirage</li> </ul>	<p><b>be at least one live-lessons per week.</b></p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>would have had in school, a content-specific <b>guided reading task.</b></p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
<p>Paper 2 with Mr Fell</p>	<p><b>Paper 2—Roman Period Study 40-41</b></p> <p><i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p><b>Nero</b></p> <ul style="list-style-type: none"> <li>• Wives</li> <li>• Great Fire of Rome</li> <li>• Revolts</li> <li>• Religion</li> <li>• Succession</li> </ul>				

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<b>Summer Term HT 2</b>	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 9	5 per fortnight	<ul style="list-style-type: none"> <li>• Xerxes in the Sources</li> <li>• Revolts in Egypt and Babylon</li> <li>• Motivations for Xerxes’ Invasion of Greece</li> <li>• Xerxes’ March to Greece</li> <li>• Persian Military</li> <li>• Battle of Thermopylae</li> <li>• Battle of Salamis</li> <li>• Battle of Eurymedon</li> </ul>	<p>In the event of a closure there will be <b>one live-lesson per week</b>. This lesson will be in-line with the syllabus and be content-focussed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set.</p> <p><b>These will be pre-recorded and uploaded weekly (at least one per week).</b></p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>7) Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>1) Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight					
Topic/ Unit:	<p>Paper 1: Compulsory Study; The Persian Empire – Xerxes</p>	<ul style="list-style-type: none"> <li>• Who were they?</li> <li>• Tarquinius Priscus 616-578 BC</li> <li>• Priscus’ Reforms</li> <li>• How successful was Priscus’ military record</li> <li>• Servius Tullius 578-535 and the Servian Reforms</li> <li>• Tarquinius Superbus 535-509 BC</li> <li>• Changes Under Tarquinius</li> </ul>	<p>In the event of a closure there <b>will be at least one live-lessons per week</b>.</p> <p>This will be a combination of content revision (as all required</p>	<p>For each lesson the students would have had in school, a content-specific <b>guided reading task</b>.</p> <p>Students will be expected to read</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.</p>
Topic/ Unit:	<p>Paper 2 Compulsory Study; The Foundations of Rome: From Kingship to Republic, 753-440 BC</p> <p>Sub Topic 2: The Etruscan Kings</p>	Revision for exams				
A-Level Y12 Only	5 /5 per fortnight	<p><b>Greek depth Study 35-36</b></p> <p><i>The Politics and Society of Sparta, 478–404 BC</i></p>	<p>In the event of a closure there <b>will be at least one live-lessons per week</b>.</p> <p>This will be a combination of content revision (as all required</p>	<p>For each lesson the students would have had in school, a content-specific <b>guided reading task</b>.</p> <p>Students will be expected to read</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 &amp; 2). Students will keep this book with them at all times</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied.</p>
Paper 1 with Mr Dawkins						

‘Nurturing young Catholic gentlemen.  
Aspiring for Academic, Cultural & Sporting Excellence’

<p>Paper 2 with Mr Fell</p>	<p><b>Paper 2—Roman Period Study 40-41</b>  <i>The Julio-Claudian Emperors, 31 BC–AD 68.</i></p>	<p>Revision for exams</p>	<p>content has been taught) and exam-skill focus.</p>	<p>a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assed as a whole class in the next lesson.</p>	<p>and all lesson resources will relate to that.</p>	<p>This will be marked and feedback via SMH.  Once per half-term they will students will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
-----------------------------	--	---------------------------	---	---	--	--