

## Year 12 Classical Studies

The Ancient World has left a lasting legacy on the society that we live in today. Classical Studies is a multi-disciplinary subject and studies aspects of ancient Greece and ancient Rome. In Classical Studies, learner will have opportunities to learn about iconic heroic and villainous figures, legends, ancient wars and rivalries, architecture and artworks, drama and literature, early Western democracy, religions and philosophy, and more. The core components of Classical Studies may be summarised by the way that the subject connects to the Learning Area whakatauākī; through the practical element of Classical Studies, that is, the act of investigating artefacts of ancient Greece and Rome, we can learn from, and about, the people.

By connecting evidence across multiple types of source materials, learners gain familiarity with the lives and customs of ancient societies, and can make connections between other ancient and modern societies.

The **key areas of learning** in Year 12 Classical Studies are;

- Greek Gods and Mythology
- Study of the ideas and values of the Classical World through literature – Homer's *The Odyssey*
- Study of a significant event and what it tells us about the lives of the Classical World through the eruption of Mt Vesuvius and Pompeii
- Study of Ancient Roman life and how it has influenced the world we live in
- Study of the art and architecture of the Classical World – both Greek and Roman

**Key skills developed** in Year 12 Classical Studies are;

- Develop an understanding of the significance of artefacts and other primary sources to help tell us about the classical world
- Evaluate evidence and corroborating claims about the classical world by synthesising information from a variety of source types
- Skills for assessing the strengths and limitations of primary and secondary sources, as well as skills for understanding the context within which these sources are situated.
- Make connections between aspects of the classical world and the world we live in today

**Learning opportunities** include;

- Opportunities to self manage learning through topics
- Variety of teaching and learning experiences to help learners assess which is most effective for their learning

- Individual and group tasks which allow for independent learning as well as collaborative opportunities
- Developing an understanding to make connections between ideas and values of the other cultures and how they relate to the world we live in today
- Making judgements about the significance of events of the classical world

<b>Achievement Standard Number</b>	<b>Subject reference</b>	<b>Version number</b>	<b>Topic/Title</b>	<b>Mode of Assessment</b>	<b>Credits</b>
91200	2.1	2	Examine ideas and values of the classical world	External	4
91201	2.2	2	Examine the significance of a work(s) of art in the classical world	External	4
91203	2.4	2	Demonstrate understanding of a significant event in the classical world	Internal	4
91204	2.5	2	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	Internal	6

# Year 12 Classics Planner 2025

Week	Date	Topic	Assessment / Skills	Other dates
TERM ONE				
1	27Jan-31 Jan	Introduction and Mythology		
2	3- 7 Feb			Waitangi Day
3	10 - 14 Feb			
4	17 - 21 Feb			
5	24 Feb - 28 Feb	Roman Social Life and Introduction to Pompeii		
6	3 - 7 Mar			
7	10 - 14 Mar			
8	17 - 21 Mar			
9	24 - 28 Mar			
10	31 Mar - 4 April			
TERM TWO				
1	28 Apr - 2 May	Internal AS 91202	Internal Assessment - AS 91202 - Demonstrate understanding of a significant event in the classical world - 4 credits	
2	5 May - 9 May			
3	12 May - 16 May			
4	19 May - 23 May	Frescoes of Pompeii	External Preparation for AS 91201 Examine significant features of art in the Classical World - 4 credits	
5	26 May - 1 Jun			
6	2 Jun - 6 Jun	The Odyssey	External Preparation for AS 91200 Examine Ideas and Values of the Classical World - 4 credits	King's Birthday
7	9 Jun - 13 Jun			
8	16 Jun - 20 Jun			Matariki
9	23 Jun - 27 Jun			

TERM THREE				
1	21 July - 25 July	The Odyssey	External Preparation for AS 91200 Examine Ideas and Values of the Classical World - 4 credits	
2	28 July - 1 Aug			
3	4 Aug - 8 Aug			
4	11 Aug - 15 Aug			
5	18 Aug - 22 Aug			
6	25 Aug - 29 Aug			
7	1 Sep - 5 Sep	Internal 91204	Internal Assessment AS 91204 - Demonstrate understanding of the relationship between aspects of the classical world on other cultures - 6 credits	
8	8 Sep - 12 Sep			
9	15 Sep - 19 Sep			
TERM FOUR				
1	6 Oct - 10 Oct	Athenian Art & Architecture	External Preparation for AS 91201 Examine significant features of art in the Classical World - 4 credits	
2	12 Oct - 17 Oct			
3	20 Oct - 24 Oct			
4	27 Oct - 31 Oct	Revision		Labour Day
5	3 Nov - 7 Nov			
6	10 Nov - 14 Nov			
7	17 Nov - 21 Nov			
8	24 Nov - 28 Nov			
9	1 Dec - 5 Dec			Wed 3 Dec prizegiving

Rangi Values	How will ākonga demonstrate these values?	Rangi Graduate Dispositions	How will ākonga develop these dispositions?	Culturally Empowering Pedagogy	
<b>Respect/Whakaute</b>	<i>Learners will be inclusive in their interactions and open to the perspectives of others.</i>  <i>Learners will respect the ideas and values of the customs of people in the classical world.</i>	<b>Be You</b>	<i>Learners are encouraged to be curious through asking questions.</i>  <i>Learners are encouraged to develop their learning strategies through trying different approaches to see what works for them.</i>	<i>Tikanga, Te Reo Maori and Mātauranga Maori will be woven into this learning through:</i>	<i>Kaiako and learners are encouraged to use te reo Māori where they feel appropriate/confident.</i>  <i>Authentic mātauranga Māori contexts will be included where appropriate.</i>
<b>Aroha</b>	<i>Learners will support other learners by participating in an inclusive and positive classroom culture</i>	<b>Belong</b>	<i>Learners are encouraged to link their learning to the ideas and values of the society we live in today</i>		
<b>Enthusiasm &amp; Endeavour Rikarika &amp; Ngana</b>	<i>Learners will strive for their own personal best in learning.</i>	<b>Be The Change</b>	<i>Learners are encouraged to think about how we can protect our history and culture in the same way the ancient world have</i>	<i>Opportunities for cultures of other students will be incorporated through:</i>	<i>Perspectives from a diverse range of cultures will be investigated when studying ideas and values from classical society.</i>  <i>Learners will be encouraged to seek connections between the classical world and the 21<sup>st</sup> century.</i>
<b>Generosity of Spirit Manaakitanga</b>	<i>Learners will support each other and provide support for others when needed</i>	<b>Be Your Best</b>	<i>Learners are encouraged to strive for their own personal best in their learning and to take risks in developing understanding of the topics taught</i>		
<b>Integrity/Tika</b>	<i>Learners will show integrity by ensuring they submit authentic evidence of their learning</i>			<i>Opportunities to think &amp; connect as a globally minded citizen will include:</i>	<i>Learners will be investigating how the classical world have influenced society and culture across time.</i>

Progress outcomes typically by the end of year 13		
Understand/ <i>kia mārama</i>	Know/ <i>kia mōhio</i>	Do/ <i>kia mahi</i>
<p><i>Through building knowledge about people, society, and their environments and drawing on the practices of te ao tangata / social sciences, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> <li>• People hold different perspectives on the world depending on their values, traditions, and experiences.</li> <li>• People participate in communities by acting on their beliefs and through the roles they hold.</li> <li>• Interactions change societies and environments.</li> </ul>	<p><b>Ngā ahurea me te tuakiri kiritōpū   Culture and collective identity</b></p> <ul style="list-style-type: none"> <li>• Cultures and identities are dynamic. They seek to sustain connections to the past and values, practices, and bonds that unite. At the same time, they evolve in response to internal and external pressures and influences.</li> <li>• Cultural diversity strengthens communities by expanding our ways of thinking and seeing the world, and providing new knowledge, insights, and experiences.</li> <li>• Beliefs, values, perspectives, and world-views held by groups and organisations (including political groups) help explain why people think, feel, and act differently.</li> </ul>	<p><i>In my learning in te ao tangata / social sciences, I can:</i> •</p> <p><b><i>Te ui pātai whaihua hei ārahi tūhuratanga whaitake / Asking rich questions to guide worthy investigations</i></b></p> <ul style="list-style-type: none"> <li>• pose challenging and provocative disciplinary-specific questions to evaluate evidence, explore values and actions, and develop understandings about significant aspects of society</li> </ul> <p><b><i>Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources</i></b></p> <ul style="list-style-type: none"> <li>• explore and compare primary and secondary sources and consider their strengths, limitations, and integrity</li> <li>• process information using appropriate social science conventions to clarify my thinking and organise my research</li> </ul> <p><b><i>Te tautohu uara me ngā tirohanga   Identifying values and perspectives</i></b></p> <ul style="list-style-type: none"> <li>• analyse and explain the contested beliefs, values, perspectives, and world-views that underpin people’s dispositions, actions, and decision making</li> <li>• engage with diverse theoretical perspectives that seek to explain the ideologies behind people’s ideas and actions.</li> </ul> <p><b><i>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi   Communicating arguments and ideas using social science conventions</i></b></p> <ul style="list-style-type: none"> <li>• communicate using social science conventions and specialist concepts and language, integrating evidence and examples to support an argument</li> <li>• adapt my communication according to an audience</li> <li>• use tools to reflect on the strengths and limitations of the communication process I have used and how effectively I have communicated.</li> </ul>