

TEACHING A-LEVEL CLASSICAL CIVILISATION FOR THE FIRST TIME

CODE 7996

ABOUT THIS COURSE

This course is designed for teachers new to teaching A-Level Classical Civilisation, whether new to the profession, coming to the subject from a different specialism, or returning to the subject.

It offers a practical approach from which delegates can explore effective and successful ways of structuring the course, a clear understanding of the criteria, take away a range of highly effective teaching strategies, most notably regarding writing skills and ways of supporting all students with the scholarship requirement of the 30 mark essay.

There will also be hints and tips along the way for how to keep students engaged and motivated, as well as how to promote and grow your course.

PROGRAMME

	TIME
Starting off Well: Tackling A-Level Classical Civilisation with students entirely new to the ancient world	10.00 – 10.30am
<ul style="list-style-type: none"> Addressing ways to quickly engage students who have never studied the ancient world before. Identifying the type of background content students require before they can successfully move on to the set OCR components. Learning how to diagnose student starting points on the course. Ensuring induction periods are more inclusive, including finding ways to take a more global approach to the ancient world and how to raise student awareness of inherent biases within the field. 	
Structuring Your Course: The key elements of the specification.	10.30 – 11.10am
<ul style="list-style-type: none"> What is the best way to go about delivering this course? The big picture – how to turn the specification into an effective course structure Sequencing content over the course span of two years to allow opportunities to re-visit material and embed deeper knowledge with retrieval practice techniques. Teaching the essential skills students need to have to achieve success in Establish where the priorities and pitfalls lie in the course 	
Discussion: coffee break	11.10 – 11.25am
Teaching the World of the Hero	11.25 – 12.30pm
<ul style="list-style-type: none"> Identifying the key learning challenges How to introduce the key themes in the World of the Hero Effective teaching strategies for engaging with Homer and Virgil Teaching strategies to address the historic context of Augustus and the Early Empire Identifying and delivering key areas of scholarly debate Questions and question types – what is the examiner looking for 	
Lunch and informal discussion	12.30 – 1.30pm
Teaching Culture and the Arts	1.30 – 2.15pm
<ul style="list-style-type: none"> Effective strategies to teach Visual and Material Culture Engaging students with innovative and interactive lessons Cultural context of the texts How to introduce the key “Beliefs & Ideas” elements Questions and question types – what is the examiner looking for and how to support your students in applying the appropriate knowledge effectively 	
Discussion: afternoon tea	2.15 – 2.25pm
Developing Students’ essay skills with a particular focus on structure	2.25 – 3.10pm
<ul style="list-style-type: none"> Developing the structure of student essays Moving students onto A/A* and B grades Selecting appropriate scholarship that is broad and flexible, and getting students to recall and deploy it. Embedding scholars’ views in the 30 mark essays to meet examiner’s expectations and show active engagement with the ideas. Maximising marks for the lower ability students in essay writing 	
The Exams - what is expected	3.10 – 3.45pm
<ul style="list-style-type: none"> Overview of the papers, what are the examiners looking for? Applying effective feedback and ensuring all students act on it. Embedding question styles in your teaching Focus on essay structure in exam, what grade responses look like 	

LOCATION/DATE

London

Tuesday 09 July 2024

COURSE LEADER

Ben Tanner teaches at RGS Worcester, with eleven years experience as a Head of Classics and, latterly, Head of Humanities. He works with students in Years 7 to 13 and has delivered extensive success, and value-add, in both outgoing OCR and AQA Classical Civilisation specifications. He has particular experience of managing cohorts with broad academic ranges, and is a current OCR A-Level examiner.

WHO SHOULD ATTEND?

- Teachers new to A-Level Classical Civilisation
- NQTs
- Subject non-specialists
- Subject returners

BENEFITS OF ATTENDING

- Explore effective ways to structure and organise the course.
- Deepen your understanding of subject specific writing style, assessment criteria and marking by examining exemplar student work.
- Take away a range of teaching strategies and methods to support students of all abilities to success
- Find out how to access the highest marks for each component – achieving A and A* grades
- Take away strategies for developing students’ understanding of examination questions and subject content
- Take away hints and tips on how to promote and grow your course