

Keynote
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SPRING 2024

CLASSICS



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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

CLASSICAL CIVILISATION RAISING ATTAINMENT: AIMING FOR A/A* IN A-LEVEL CLASSICAL CIVILISATION

CODE 9167

ABOUT THIS COURSE

This course is designed to offer delegates the opportunity to scrutinise the specification, and offers advice and strategies which can empower pupils to take initiative and aim high. The course considers the distinct roles of the three course components, and how to remove apprehension around teaching and marking. Delegates will then assess the importance of assessment data and tracking. Finally, delegates will explore questioning and interpretation of questions to allow their pupils to “think like the examiner”.

PROGRAMME

Focus on assessment demands for A/A* students 10.00 – 10.45am

- Examine the assessment demands of all components for the highest grades
- Review characteristics of A and A* A-Level students
- Consider feedback from the most recent examination series for Grade A and A* students
- Share experiences, successes and failures, and frustrations from the previous years examinations

Discussion: coffee break 10.45 – 11.00am

A/A* performance in Examination Components 11.00 – 12.00pm

- Approaches to delivering this Component to able students
- Approaches to the 10, 20 and 30 mark questions to ensure able students achieve A/A* grades
- Discuss sample 10 and 20 mark answers at Level 5 to identify key characteristics

Literature and Scholarship 12.00 – 12.45pm

- Stretching and challenging top level students to critically analyse, interpret and evaluate literature, and demonstrate their understanding appropriately in exam questions
- Stretching and challenging top level students to critically analyse, interpret and evaluate visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments
- Ways to support students to use scholarship successfully within their exam answers to achieve grades A and A*
- Discuss sample 30 mark answers at Level 5 to identify key characteristics

Lunch and informal discussion 12.45 – 1.45pm

Assessment, data and tracking and feedback 1.45 – 2.15pm

- Regular assessment and the role of the scheme of work
- Tracking versus predictive outcomes
- Tracking as department empowerment
- Tracking as pupil empowerment
- Interventions – making interventions work in Classical Civilisation – techniques to ensure student buy-in
- Effective feedback to progress, motivate and raise student attainment levels in the run up to the exams

Extending the most able beyond the curriculum 2.15 – 2.50pm

- Planning with and designing support for students aiming for top grades
- Practising exam technique for the most able
- Extra-curricular ideas that help get A and A* grades

Discussion: afternoon tea 2.50 – 2.55pm

Question-level analysis and tactics for achieving the highest grades 2.55 – 3.45pm

- Command words and assessment objectives
- Interpreting the whole question
- Worked examples
- Take-home strategies

LOCATION/DATE

London

Monday 08 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?

- Heads of Classics
- Aspiring Heads of Classics
- Faculty leads that incorporate Classics

BENEFITS OF ATTENDING

- Share experiences, successes and failures, frustrations and support of the H408 course
- Discuss and highlight the role of assessment and monitoring of pupil progress
- Question-level analysis across all three components, including extended evaluation of the 30 mark questions

GCSE CLASSICAL CIVILISATION: HOW TO HELP PUPILS TO GET GRADES 7 – 9

CODE 9170

ABOUT THIS COURSE

This course, designed for all teachers of Classical Civilisation is focused on meeting the demands of the higher-level marking bands across both specification components. It will focus on exploring the characteristics of work produced by students working at the highest levels and examine a range of teaching materials designed to secure the best possible outcomes. The course will cover what is expected of high ability students and outline ways in order to successfully build on your own teaching practice and embed new methods of working.

Using examples of pupils' work and model answers throughout, the course will look at the common features of top level work across all units (Myth and Religion, Women in the Ancient World, The Homeric World, Roman City Life, War and Warfare). The course will also demonstrate teaching approaches to ancient literature and material culture, leading up to preparing pupils for the examinations.

PROGRAMME

Focus on assessment demands for Grades 7-9, including feedback 10.00 – 11.00am

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment practice across 2 years and in both components
- Review characteristics of Grade 7-9 GCSE students in the GCSE
- Lessons learnt from the previous years examination series – what students need to do to ensure that they achieve the highest grades this year

Discussion: coffee break 11.00 – 11.15am

Achieving top grades in Component 1: Thematic Study 11.15 – 12.30pm

- Review example Component 1 essays at Grades 7-9: what top level students do
- Exploring the aspect of this component that will particularly fire the imagination of very able students
- Differentiated teaching approaches for this component which stretch and challenge the very able students
- Characteristics of the most successful candidates in the this component
- Approaches to the Extended Response questions – ways to develop the essay skills required
- What examiners are looking for in questions on Component 1
- Examples of outstanding answers
- What moves a student on from a grade 7 – to grades 8 and 9 on the exam

Lunch and informal discussion 12.30 – 1.30pm

Paper 2: Literature and Culture -The Homeric World, Roman City Life, War and Warfare 1.30 – 2.30pm

- Teaching to the key characteristics demonstrated by able students which examiners look for
- Identifying and understanding question types in this section
- Examining strong exemplar responses to the focussed extract questions for this section
- What examiners are looking for
- What moves a student from Grade 7 to Grades 8 and 9 on the exam
- How to support students in developing a personal response

Discussion: afternoon tea 2.30 – 2.40pm

Exams: Tactics for achieving the highest grades 2.40 – 3.15pm

- What are the most common errors made by higher ability pupils?
- Revision ideas to help pupils achieve the highest grades.
- How to maximise the available time in the examination
- Reviewing, marking and feeding back on specimen scripts
- Giving good quality, specific feedback to students

Extension ideas for the most able GCSE Classicists 3.15 – 3.30pm

- Achieving Grades 7 – 9 on the Extension
- Different ideas to keep the pupils interested
- Stretch and challenge without intimidation
- Beyond the classroom and the curriculum: educational visits and trips
- Looking ahead to Classics A-Level

LOCATION/DATE

London

Monday 11 March 2024

Tuesday 02 July 2024

COURSE LEADER

Alastair Thorley is a Teacher of Classics at Stockport Grammar School. Classical Civilisation is strong in the school, with over 30 pupils studying the subject at GCSE and 20 at AS/A-Level, with 76% of pupils achieving A*/ A. He is a senior Classical Civilisation examiner for a major awarding body. Alastair developed the Love and Relationships specification at A Level and contributed to the A Level textbooks for Love and Relationships and Invention of the Barbarian. He has also been involved in creating resources for GCSE Classical Civilisation for the Classical Association.

WHO SHOULD ATTEND?

- Teachers of GCSE Classical Civilisation
- Heads of Classics Departments
- Senior Leaders with responsibility for the Arts

BENEFITS OF ATTENDING

- Develop an understanding of the level descriptors and how pupils should apply them
- Discuss sample answers at grade 7 – 9 to identify key characteristics, and the approach of the examiner
- Increase awareness of why top students underachieve
- Provide and discuss different ways of teaching a content-heavy course
- Develop an understanding of the potential hazards students face when studying GCSE Classical Civilisation

CODE 9344

ABOUT THIS CONFERENCE

We are delighted to offer our GCSE Latin Conference course which offers all teachers of GCSE Latin and others involved in the Classics an opportunity to invigorate their teaching practice. The conference will also take a fresh look at ways to maximise the attainment of all students as well as giving some focus onto recruitment at GCSE and also A-Level in the Classics.

Emphasis will be on the Literature set texts, offering insights into fresh, invigorating and robust approaches to teaching the set texts, as well as exploring tactics for success in the longer questions. Equal attention will also be given to Language, similarly on fresh perspectives and approaches to teaching Language.

The conference sessions will be presented by expert Latin practitioners **Katharine Radice** *Parkside Community College, Cambridge* and **Angela Cheetham** *Bedford Modern School*.

KEYNOTE SPEAKERS

Katharine Radice teaches Latin for Parkside Community College and she is the former Head of Classics for the Stephen Perse Foundation in Cambridge and Westminster School, London. She is an experienced examiner and the co-author of several school-level Latin textbooks, including *de Romanis*, a new KS3 Latin course tailored to achieve smooth progression to GCSE for Latin, Classical Civilisation or Ancient History.

Angela Cheetham teaches Latin and Classical Civilization at Bedford Modern School. She is an experienced A Level examiner and co-author of the *de Romanis* Latin course. She has a particular interest in language teaching methodology, with pupil progress and motivation at the heart of her approach. She is currently teaching the Eduqas Latin specification.

LOCATION/DATE

London

Friday 28 June 2024

WHO SHOULD ATTEND?

- Heads of Classics
- Teachers of GCSE Latin
- Teachers of KS3 Classics

BENEFITS OF ATTENDING

- Take away proven strategies, approaches and methods for teaching the set texts to motivate and inspire students
- Take away reinvigorated and refreshed approaches to teaching GCSE Language
- Explore ways of building a stimulating and inspiring Latin pathway from KS3 through GCSE and beyond to A-Level
- Enhance your exam tactics approaches



Reflections on the previous years GCSE exams

10.00 – 10.40am

- GCSEs and the student experience after the pandemic
- Harvesting the best aspects of remote teaching and mitigating the fall out
- How to best move forward this year

Katharine Radice Parkside Community College

Break

10.40 – 11.00am

Preparing to Succeed in Language: Inspiring and Effective Approaches

11.00 – 11.45am

- The key elements involved teaching translation and comprehension with the desired
- Consistency of 'a high degree of accuracy'
- How to vary the approaches and methods to support student needs
- Dealing with the longer passages and complex sentences
- The tricky parts – tips and techniques for helping pupils
- Characteristics of 8/9 candidates in language

Katharine Radice Parkside Community College**Option Strand 1**

11.45 – 12.45pm

1A: Prose B – New approaches to Teaching Sagae Thessalae

- Ideas and approaches to how this set text can most effectively and engagingly be taught
- Exploring the kinds of resources (printed and electronic) that might be used
- Creative approaches to how one might lead in to the study of this set text:
 - How to engage students' interest in the content, and in Apuleius' style and language
 - How one might integrate the study of literature and language effectively at GCSE
 - Tactics for success: ensuring your grade 8/9 students achieve their targets in Prose

Angela Cheetham

Bedford Modern School

1B: KS3 into KS4 Classics – Recruiting students for GCSE Latin from KS3

- Building a stimulating and inspiring pathway from KS3 through to GCSE and beyond
- Ensuring your KS3 programme is challenging, engaging, and motivating to students of all abilities
- Teaching approaches which work well with KS3 students, as well as preparing them for the next stage
- Classics outside the classroom at KS3

Katharine Radice

Parkside Community College

Lunch

12.45 – 1.45pm

Option Strand 2

1.45 – 2.45pm

2A: Virgil, Aeneid verse set text for examination

- Engaging ways to teach this set text
- Exploring ways in which the set text might most effectively and engagingly be taught
- Considering what kinds of resources (printed and electronic) might be used
- How one might lead in to the study of the set text
- How to engage students' interest in the content, and in Vergil's style and language
- Strategies to extend and challenge the most able in Virgil

Angela Cheetham

Bedford Modern School

2B: Promoting the Uptake of GCSE Greek

- Encouraging prospective students to take up GCSE Greek
- How to make sure their experience is rewarding and constructive
- Should you introduce Gratin? The pros and cons.

Katharine Radice

Parkside Community College

Break

2.45 – 3.00pm

Accessing the Top Grades

3.00 – 3.45pm

- Text and context
- Writing successfully about set texts
- Cracking the language papers
- Last minute revision advice and preparation to ensure the '9'.
- Top tips for the exam room
- Outside the syllabus: extending and challenging the most able

Angela Cheetham Bedford Modern School

GCSE CLASSICAL CIVILISATION: HIGH IMPACT STRATEGIES TO ACCESS TOP MARKS

CODE 9345

ABOUT THIS COURSE

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in the GCSE Classical Civilisation examinations. The course will share ideas and accompanying GCSE Classical Civilisation materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the most recent Classical Civilisation exams.

In addition the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase attainment at grades 8 and 9. The course will also place the students' learning in the context of the next step with suggestions of how to engage the most able by opening the door on to studying Classical Civilisation further at A-Level.

PROGRAMME

Key grade 8/9 skills: Mastery and Metacognition

10.00 – 11.15am

- Strategies to construct outstanding GCSE exam responses, looking at example grade 8/9 exam responses
- How to tackle the stickier GCSE Classical Civilisation exam questions and gain top marks
- Creating room for success: Training students to 'Mentally step back' and to develop 'head space' for clearer thinking under pressure
- Economic Implications and Concluding paragraphs – strategies to boost efficiency. Some of the most able GCSE students often 'overwrite', these strategies will help them 'zone' in to maximise top marks, with minimum effort

Discussion: coffee break

11.15 – 11.30am

Key grade 8/9 teacher skills: Feedback and Feedforward

11.30 – 12.30pm

- Scaffolding as a key elements of high quality instruction, even the most able GCSE students need to have clear structures.
- Providing higher order skills practice and model responses for students. Showing grade 8/9 students what top mark exam responses look like, how to develop their own answers.
- Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations' – research evidence suggests these are vital and I will share tips on how to address these.

Lunch and informal discussion

12.30 – 1.30pm

Key grade 8/9 characteristics: Resilience and Wellbeing

1.30 – 2.15pm

- Teaching to the key characteristics demonstrated by able students which examiners look for
- Identifying and understanding question types in this section
- Examining strong exemplar responses to the focussed extract questions for this section
- What examiners are looking for in
- What moves a student from Grade 7 to Grades 8 and 9 on the exam
- How to support students in developing a personal response

Key grade 8/9 Exam Skills: Getting top marks in A02/A03 questions

2.15 – 2.45pm

- What does a grade 9 AO2/3 response look like?
- Strategies to improve application skills for writing in Classical Civilisation
- What does evaluation in Classical Civilisation look like?

Discussion: afternoon tea

2.45 – 3.00pm

Key curriculum insights for grade 8/9: Less is More strategies

3.00 – 3.45pm

- Avoiding misconceptions by re-routing student expression – including phrases to solve common errors
- Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge top end GCSE Classical Civilisation students and mid/lower end ability simultaneously
- Teaching translation for depth of understanding
- How to deal with the large content in GCSE Classical Civilisation – selectivity and re-cycling top tips for overlap key-studies that can re-signpost high end students across topics

LOCATION/DATE

London

Monday 18 March 2024

Friday 12 July 2024

COURSE LEADER

Alastair Thorley is a Teacher of Classics at Stockport Grammar School. Classical Civilisation is strong in the school, with over 30 pupils studying the subject at GCSE and 20 at AS/A-Level, with 76% of pupils achieving A*/ A. He is a senior Classical Civilisation examiner for a major awarding body. Alastair developed the Love and Relationships specification at A Level and contributed to the A Level textbooks for Love and Relationships and Invention of the Barbarian.

WHO SHOULD ATTEND?

- Teachers of GCSE Classical Civilisation
- Heads of Classics

BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able Classical Civilisation students
- Gain the latest evidence-informed practice that challenges grade 8/9 students
- Develop greater understanding of what examiners are looking for in grade 8/9 responses
- Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes
- Take away a range of innovative teaching ideas and resources to impact your pupils' learning of Classical Civilisation immediately
- Deepen your understanding of assessment criteria and mark schemes
- Bring back concrete strategies and ideas to share with other Classical Civilisation teachers
- Explore how to maximise success levels for your students in the GCSE examinations
- Learn how to develop resilience so that talented Classics students achieve their potential

BIOGRAPHIES

Angela Cheetham teaches Latin and Classical Civilization at Bedford Modern School. She is an experienced A Level examiner and co-author of the de Romanis Latin course. She has a particular interest in language teaching methodology, with pupil progress and motivation at the heart of her approach. She is currently teaching the Eduqas Latin specification

Katharine Radice teaches Latin for Parkside Community College and she is the former Head of Classics for the Stephen Perse Foundation in Cambridge and Westminster School, London. She is an experienced examiner and the co-author of several school-level Latin textbooks, including de Romanis, a new KS3 Latin course tailored to achieve smooth progression to GCSE for Latin, Classical Civilisation or Ancient History.

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.

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GCSE and A-Level In-School Student Revision Sessions

We know that every school is unique, and we can work with you to create a tailored student revision session that is bespoke to your needs.

We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

Benefits of bringing Keynote Educational into Your School

- Over 20 years of experience **providing student revision sessions**, regularly running multiple sessions throughout the year at individual schools
- **Dedicated team of specialist examiner experts**; these individuals are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile
- **Invaluable, reliable and enriching** source of extra boost for students, and teachers
- Receive **key messages and feedback** from the 2023 June examinations
- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

You may also be interested in bringing into your school our new student sessions that specifically focus on **successful study habits, good retrieval, recall and revision techniques**, how successful students learn differently and so on. These are generic sessions, and can be tailored for specific year groups, for half days or full days, tailored once again to suit.

Find out more:

 [keynoteeducational.co.uk/in-school](https://www.keynoteeducational.co.uk/in-school)

 online@keynote.org.uk

 **01625 532974**



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