

	Unit 1 The Persian Empire	Unit 2 The Persian Empire	Unit 3 The Persian Empire	Unit 4 The Persian Empire	Unit 1 Athens in the Age of Pericles	Unit 2 Athens in the Age of Pericles	Unit 3 Athens in the Age of Pericles	Unit 4 Athens in the Age of Pericles
10	<p>Cyrus Students examine the life of Cyrus the Great and his reign as King of Persia. They will focus on the legends surrounding his upbringing, and then look at his famous conquests of the Medes, Lydians and Babylonians. Students will begin to explore the interactions between the Persians and other cultures. Students will gain an understanding of the personality and priorities of Cyrus in regards to expansion, religion and architecture.</p>	<p>Cambyses Students study the reign of Cambyses II, successor of Cyrus. Students study Cambyses’ conquest of Egypt. Students will analyse the nature of Greek sources and non-Greek sources and how their representation of Cambyses differs. Students will compare the personality and priorities of Cambyses to that of Cyrus the Great.</p>	<p>Darius Students examine the rule of Darius I, successor of Cambyses. Students will focus on the challenges he faced when he came to power and then look at how he imposed a new order and identity on the Persian Empire, in both political and religious terms. Students will compare the reign of Darius to his predecessors, with a focus on Darius’ new ideology and expansion of the empire. Drawing on the knowledge of previous kings, students consider the how this impacts Darius’ inter-state relationships.</p>	<p>Xerxes Students explore the rule of Xerxes I, successor of Darius. Students will compare his accession to Darius’ and look at how Xerxes established power and suppressed revolts. Students will then examine his reign and his wars the Greeks. Students will analyse the varied way Xerxes is represented in the sources. Having studied all four kings, students will judge the success of the Persian Empire and the strengths and weaknesses of each king, with a focus on the themes of religion, politics and development of empire.</p>	<p>Democracy This topic examines how we understand Athenian democracy to have worked from the middle of the 5th century. Students will explore the reforms of Ephialtes and Pericles, and then look at how the system functioned on a daily basis through its main organs: the assembly, council and magistrates. Students will also consider the importance of public speaking, as well as the methods used by Pericles to advance his own position as the undisputed leader of the popular assembly.</p>	<p>The Peloponnesian War Students will examine how Athens’ acquisition of an empire in the aftermath of the Persian Wars brought them into conflict with Sparta during the 5th century. Students will look in depth at the events leading up to the outbreak of the Peloponnesian war, the growth of Pericles’ power and Pericles’ role in directing Athenian foreign policy in this period.</p>	<p>Culture and Religion Having studied the foundations of Pericles’ Athens and the key events of this period, students now examine the cultural and religious life of Athens during the age of Pericles. Students will understand how Athenian democratic ideology was displayed through dynamic new architecture and religious festivals. Of particular focus will be Pericles’ building programme and his displays of power.</p>	<p>Women Students will now examine the role and position of women in Athens at the time of Pericles. Students begin by examining the traditional expectations of citizen women, notably after Pericles’ citizenship laws. Students then explore the role of women in religion and their exclusion from the political sphere. Subsequently, students examine the role of Aspasia, Pericles’ consort, and her influence on Pericles’ career.</p>

	Unit 1 Foundations of Rome	Unit 2 Foundations of Rome	Unit 3 Foundations of Rome	Unit 4 Foundations of Rome	Unit 1 Cleopatra	Unit 2 Cleopatra	Unit 3 Cleopatra	Unit 4 Cleopatra
11	<p>Legendary Kings Students now study the earliest history of Rome, from its founding to the time of the Kings. Students examine the lives of the four legendary kings: Romulus, Numa, Tullus and Ancus. Similarly to the Persian Empire, students will focus on how the political, military and religious policies differ between each king. Students will distinguish the differences between myth and reality throughout this early period of history.</p>	<p>Etruscan Kings Students now examine the subsequent reign of kings, the Etruscan Kings. Students focus on the reforms and changes brought to Rome and how they enabled its development. Students compare the nature of rule between the three Etruscan kings and with the legendary kings of Rome. Particular focus is given to the lived experiences of the two social classes: plebeians and patricians and the growing political unrest as a result of tyrannical rulers.</p>	<p>Origins of the Republic Students examine how the people of Rome remove the final Etruscan king and overhaul their political system, establishing the Roman Republic. Students study the political structures and systems in Rome and how they have developed from the time of monarchy. Students will re-examine the different lived experiences of the social classes under the new constitution and compare it to the time of monarchy.</p>	<p>Securing the Republic Students study the challenges of the new Republic and how debt, poverty and unrest impacted the plebeians. Students consider the role of the patricians and their refusal to support them. Students examine how this divide in social class led to the Conflict of the orders. Subsequently, students look at how the plebeians held secessions to secure more political rights and power. Students then examine the development of politics throughout the entire period and make judgements as to whether Rome was better as a monarchy or Republic.</p>	<p>Queen of Egypt Students now study a later period of Roman history: Cleopatra and her interactions with Rome. Firstly, students look at the history of the Ptolemaic dynasty and the relationship with Rome. Students then examine the life and character of Cleopatra, looking in depth at her reign as queen of Egypt, including political, domestic and foreign policies. Similarly to previous modules, there is a focus on her inter-state relationships.</p>	<p>Julius Caesar Students develop further the relationship between the Ptolemaic dynasty and Rome, examining in detail the role of Julius Caesar in the civil war between Cleopatra and Ptolemy XIII. Subsequently, students consider the relationship between Rome and client states, attitudes to foreigners and the significance of Egypt for Rome economically and politically. Students will also look at the personal and political relationship between Cleopatra and Caesar and its impact on both Rome and Egypt.</p>	<p>Mark Antony Following the death of Caesar, students now examine how Cleopatra continued the political and economic relationship between Rome and Egypt through developing a personal relationship with Mark Antony. Students consider Mark Antony’s position in Roman politics after Caesar’s death and the significance of his relationship with Cleopatra for both Egypt and Rome. Subsequently, students examine the role played by Cleopatra in the breakdown of Mark Antony and Octavian’s relationship throughout this significant time of Roman politics.</p>	<p>Battle of Actium Building on their knowledge of Roman politics, students examine the causes of the war between Octavian and Antony/Cleopatra. Students will study in depth the causes, events and outcome of the Battle of Actium. Students will also analyse the varied views of the battle across different studies. The module concludes with Cleopatra’s suicide as a result of her and Antony losing the battle.</p>

Ancient History is designed to help students develop their understanding of military, political, religious, social and cultural history of the ancient world and the legacy of the ancient world in today's society. Traditionally, a classical education has been considered a privilege for the few, but we firmly believe that Classics should be available to everyone regardless of their socio-economic background. We believe this as the study of classical subjects encourages compassion, scrutiny, rationality and judgement: a plethora of skills which provide a platform to pursue any line of education or work. The study of Ancient History in particular develops critical, independent and reflective thinkers, building on the skills students will have developed throughout their study of modern history in KS3. Furthermore, students at Pimlico will have been introduced to aspects of Ancient History through their study of Latin. Through the study of Latin students acquire knowledge of ancient Rome in areas such as daily life, the development of the Roman Empire, and the relationship between Rome and its provinces. GCSE Ancient History allows our pupils to broaden and expand their passion and knowledge of the ancient world.

In Ancient History, students will have the chance to study significant events, individuals, societies, developments and issues in their broader historical contexts. The topic areas range from the 8th century BC to the 1st century AD, and allow students to study four different societies: Persia, Greece, Rome and Egypt. The period study on the Persian Empire will focus on a coherent medium time frame of 94 years and requires students to understand the unfolding narrative of substantial developments and issues associated with this period. The longer period study on the Roman kings and the early Roman Republic will focus on the most significant events and characteristics of different eras across a period of just over 300 years. The longer period study will reveal wider changes in aspects of society over time and allow comparisons to be made between different eras. This includes political change, religious and social change, and the impact of warfare and military change.

Both depth studies focus on a substantial and coherent shorter time span and teaches students to understand the complexity of a historical event or situation and the interplay of different factors. In the depth studies, the focus is on the critical use of ancient source material in investigating and assessing historical questions, problems and issues. Students explore the detailed historical context of the events/situations for each depth study. Students will:

- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of ancient sources in their historical context
- understand that ancient historians today rely on fewer sources than are available for modern history, meaning that our version of events often relies on very scarce evidence, and the resulting difficulties in reconstructing the history of the ancient world
- demonstrate their knowledge and understanding of what we believe happened in ancient times and the ancient sources to justify our belief, and reach substantiated conclusions which take into account the reliability of the available ancient sources.

Students at Pimlico can continue their study of the ancient world through opting for Latin or Classical Civilisation at A-Level. The knowledge acquired throughout this GCSE also provides a strong foundation for the further study of politics and philosophy at A-Level.