



14-19 CHANGES
A LEVEL

Support Materials

A2 Level Classical Civilisation H441:

Unit F387

This booklet contains the following support materials:

- **Scheme of Work**
- **Lesson Plan(s)**

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Classics. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plan for Classics. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced ‘by teachers for teachers’ in order to capture real life current teaching practices and they are based around OCR’s revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students’ needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea

All the teaching ideas contained in the SOW are innovative, but the icon is used to highlight exceptionally innovative ideas.



= Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



= ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

Classical Civilisation H441: Roman Britain: Life in the outpost of the Empire

Suggested teaching time	10 hours	Topic	Urbanisation and the towns of Roman Britain		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
The Roman concept of towns and town life; oppida and pre-Roman settlements - and overview of the topic.		<ul style="list-style-type: none"> Students to read a general introduction to towns before the first lesson. Then introduction to pre-Roman settlements (some recapping here) and an overview of types of Roman towns and their development. Discussion of change over time and differing functions. 		<ul style="list-style-type: none"> Bennet J. Towns in Roman Britain, 1980, Shire, is basic but a good introduction. Salway P. (ed.) The Roman Era, 2002, Oxford University Press, pages 61-64. Hill S. and Ireland S. Roman Britain, 1996, Bristol Classical Press, chapter 6. Frere S. Britannia, 1987, Routledge, chapter 11 De la Bedoyere G. Architecture in Roman Britain, 2002, Shire. Wacher J. The Towns of Roman Britain, 1997, Routledge. (Much more detailed but suitable for more able students). Wacher J. Roman Britain, 1998, Sutton Publishing. (Relevant chapters still useful). Todd M. Roman Britain, 1999, Blackwell Publishing. 	<ul style="list-style-type: none"> All the suggested resources are suitable for student use. Many Roman sites are listed in Museum websites which may lead to personal study and examination of materials in the locality.
Oppida and settlement in pre-Roman Celtic societies		<ul style="list-style-type: none"> Teacher to select one of the more accessible PRIA sites and discuss its function. 		<ul style="list-style-type: none"> Literary evidence in Caesar, some in Tacitus – oppida as strongholds. Roman treatment of these discussed in Frere <i>Britannia</i> chapter. 1 (e.g. – there are many others). 	<ul style="list-style-type: none"> The outline of this topic provides a 'base line' for discussions of Romanisation in general as well as a starting-point for change over time in development of urban



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= Stretch and challenge opportunity



= ICT opportunity

Classical Civilisation H441: Roman Britain: Life in the outpost of Empire F387

Suggested teaching time	10 hours	Topic	Urbanisation and the towns of Roman Britain		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
				<ul style="list-style-type: none"> If possible a site visit would be extremely advantageous. 	settlements in the Roman period.
The Roman concept of urban life and its 'transplantation' into Britain, use specific examples.		<ul style="list-style-type: none"> Discussion of structures of town life in Rome vis-a-vis British tribal structures. Advantages/ disadvantages of towns. 		<ul style="list-style-type: none"> De la Bedoyere G. <i>Architecture in Roman Britain</i>, 2002, Shire, introductory sections. Hanley R. <i>Villages in Roman Britain</i>, 2000, Shire, chapters 3-4. Potter T. W. in Salway P. (ed.) <i>The Roman Era</i>, 2002, Oxford University Press, chapter 1. Mattingly D. <i>Roman Britain: an Imperial Possession</i>, 2006, Allen Lane, chapter 9. 	<ul style="list-style-type: none"> This section and the previous one are background – one hour each should be sufficient so as to leave plenty of time for examination of the main issues in the topic.
Types of town: <i>colonia / civitas capital/ municipium' vicus</i> . Location; former military sites; existing PRIA settlements; distribution and function. Reasons for their growth. 		<ul style="list-style-type: none"> Explanation of different types. Ground plans / excavated sites illustrating each; spot similarities and differences. 		<ul style="list-style-type: none"> On colonies review Tacitus <i>Annals</i> 12.32, and information about Camulodunum in <i>Annals</i> 14. Wacher J. <i>The Towns of Roman Britain</i>, 1997, Routledge, chapter 1 (and other material noted above). 	<ul style="list-style-type: none"> NB for 'stretch and challenge' there can be some investigation of the ways in which information has been obtained, especially through archaeology; with reference to specific sites (e.g. <i>Calleva Atrebatum</i>) comparisons between older material / textbook information and more recent information can be examined. How have archaeological methods and techniques



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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
			changed? What may have been missed on some sites?	
<p>Main features of towns: brief discussions of fora and basilicas/ theatres/ temples/ domestic architecture.</p> <p>Other features – general layout.</p>	<ul style="list-style-type: none"> • Discussion of functions of each type of building and link to 'urban life' can be useful. • Impact on native Britons? 	<ul style="list-style-type: none"> • Bennet J. <i>Towns in Roman Britain</i>, 1980, Shire. • Salway P. (ed.) <i>The Roman Era</i>, 2002, Oxford University Press, pages 61-64. • Hill S. and Ireland S. <i>Roman Britain</i>, 1996, Bristol Classical Press, chapter 6. • Frere S. <i>Britannia</i>, 1987, Routledge, chapter 11. • De la Bedoyere G. <i>Architecture in Roman Britain</i>, 2002, Shire. • Wachter J. <i>The Towns of Roman Britain</i>, 1997, Routledge. (Good visual material including ground plans). 	<ul style="list-style-type: none"> • This should be dealt with fairly quickly and by using specific examples. • Note <i>differences</i> from basic 'grid' layouts – towns in Britain by no means identical. 	
<p>Case-studies of types of town. These may be chosen by the teacher to suit local situations (e.g. facilitating a site visit) and in-depth</p>	<ul style="list-style-type: none"> • Present a case study for each recognisable type: <i>colonia / civitas capital/ municipium/ vicus</i>. 	<ul style="list-style-type: none"> • Wachter J. <i>The Towns of Roman Britain</i>, 1997, Routledge. (A good range of material suitable for the most able). • Hill S. and Ireland S. <i>Roman Britain</i>, 1996, 	<ul style="list-style-type: none"> • Suggest separate lessons for each category, with cumulative comparison and discussion. Note location of towns – extensive in SE, less frequent in SW, less frequent in NE but <i>uicus</i> or <i>cannabae</i> 	



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Classical Civilisation H441: Roman Britain: Life in the outpost of Empire F387

Suggested teaching time	10 hours	Topic	Urbanisation and the towns of Roman Britain	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
examination of growth, development, change, decline over the whole period examined.	<ul style="list-style-type: none"> Examples might be, for each: <i>Camulodunum Calleva Atrebatum Verulamium Vindolanda</i>. These are all easily accessible; comparison with other towns is helpful but need not be detailed. <i>Londonium</i> may be treated as a special case. 		<p>Bristol Classical Press, (more straightforward information and studies).</p> <ul style="list-style-type: none"> Bennet J. <i>Towns in Roman Britain</i>, 1980, Shire. Frere S. <i>Britannia</i>, 1987, Routledge, (more detail). Mattingly D. <i>Roman Britain: an Imperial Possession</i>, 2006, Allen Lane, chapter 10 (stimulating discussion). Numerous monographs on individual sites and explore the web. Basic information on most individual locations may be found, sometimes supported by Museums. 	<p>settlements may be examined along Hadrian's Wall.</p> <ul style="list-style-type: none"> For more advanced students Wachter <i>Towns of Roman Britain contains good detailed comparisons of each type of town</i>. Check web information against definitely reliable/ more detailed sources!
Developments in towns – changes in function and use	<ul style="list-style-type: none"> Discussion of alterations. Key types of change and timescales need to be noted from specific examples: Walls and defences. Changes in use – key examples – issues of dating – specific examples (<i>Calleva Atrebatum</i>, <i>Verulamium</i> theatre, for example). 		<ul style="list-style-type: none"> Salway P. (ed.) <i>The Roman Era</i>, 2002, Oxford University Press, pages 69 – 74. Frere S. <i>Britannia</i>, 1987, Routledge. Individual monographs and site reports are useful here. Wachter J. <i>The Towns of Roman Britain</i>, 1997, Routledge, (good discussion of specific sites). Mattingly D. <i>Roman Britain: an Imperial</i> 	<ul style="list-style-type: none"> Administration topic links in well here – role of the ordo supported by inscriptional evidence, local government in tribal regions/ names retained, etc. Note possible decline in urban importance with growth of villas – movement away from towns? Burden of administration? Stretch and challenge can be built in here – does change of function indicate decline of

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		<ul style="list-style-type: none"> Decline and abandonment. 		<p><i>Possession</i>, 2006, Allen Lane, chapter 10, (more general but very helpful treatment).</p>	<p>status or economic growth in towns? What other factors explain changes?</p>
Decline of towns – evidence for the end?		<ul style="list-style-type: none"> A 'recap' session and a discussion of the state of Britain c. AD 400. 	<ul style="list-style-type: none"> Mattingly D. <i>Roman Britain: an Imperial Possession</i>, 2006, Allen Lane, chapter 11 'The urban failure?' Wacher J. <i>The Towns of Roman Britain</i>, 1997, Routledge, chapter 9. 	<ul style="list-style-type: none"> For able students, 'stretch and challenge' provided by stimulating discussion in these two sources. 	

Sample Lesson Plan: Classical Civilisation H441: Roman Britain: Life in the Outpost of the Empire F387

Corbridge: an analysis of a frontier settlement – its growth, function, and decline

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

Learning objectives for the lesson

Objective 1	Students to understand the growth and development of Corbridge over the period studied.
Objective 2	Students to show some appreciation of Corbridge's evolving functions in its different forms and its relations to other aspects of the governance and management of the province of Britain.
Objective 3	Students to draw parallels and make distinctions between Corbridge and other sites studied in this topic, and to evaluate its impact on native society.

Recap of previous experience and prior knowledge

- Quick questions to ensure that students can recall different categories of Roman town, and recall and locate specific examples of each, with their main features.

Content

Time	Content
5 minutes	Different categories of Roman town; recall and locate specific examples of each, with their main features.
20 minutes	Presentation and discussion of Corbridge by the teacher, with development of the site clearly laid out: <ul style="list-style-type: none"> • Red Bridge Agricola's Camp • first and second wooden forts • stone fort pre-dating Hadrian's Wall (Stanegate system) • the development of the settlement – supply base? Administrative H.Q? Civilian settlement? • evidence for late occupation – to mid-fourth century. This should be done so far as is possible through the use of visual aids; ground

	plans / still images / video clips (short extracts from any of numerous presentations about Hadrian's Wall).
20 minutes	Teacher gives students a copy of the ground-plan of Corbridge extant remains and asks them to find examples from it of principal building types. How can the presence of each building be used to assess the function of the site? What alternative explanations could be put forward to explain the presence of Corbridge? Does it seem mainly military or civilian in character?
10 minutes	Teacher chairs analysis of conclusions about the site, adding own comments; discussion of the nature of evidence / support from architectural features, inscriptions from the site, pottery, coins etc. may be brought in here or given to students to help their analysis in earlier section.

Consolidation

Time	Content
5 minutes	Students asked individually to think of similarities and differences with other sites studied in the course.

Other forms of Support

In order to help you implement these new specifications effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <http://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <http://interchange.ocr.org.uk>

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Oxford University Press (OUP) is the publisher partner for OCR GCE Classics



Oxford University Press is producing the following resources for OCR GCE Classics for first teaching in September 2008, which will be available in Spring 2008 (AS) and

Spring 2009 (A2).

Anderson, T, Morwood, J, and Radice, K. **OCR AS Latin OxBox CD-ROM** (2008)
ISBN: 9780199126620

Anderson, T, Morwood, J, and Radice, K. **OCR A2 Latin OxBBox CD-ROM** (2009)
ISBN: 9780199126637

Morgan, J. **OCR AS Classical Civilisation OxBBox CD-ROM** (2008) ISBN: 9780199126606

Morgan, J. **OCR A2 Classical Civilisation OxBBox CD-ROM** (2009) ISBN: 9780199126613

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.