

Course Outline: A Level Roman History Year 12

Rationale– We will study the breadth part of the course first to give us a broader understanding of the Roman world. We will approach this in a broadly chronological manner to understand the time period more deeply and secure our chronological knowledge. For each emperor, broadly speaking we will start by identifying the prescribed debate for us to have a consistent reference point for our analysis and evaluation, and we will then look at how they have been remembered by the ancient sources. We will then focus on their relationship with the senate, equestrians and ordinary people of Rome, their attitude towards religion and the imperial cult, as well as the administrative changes to Rome as this will provide us with a broad picture to further explain why they have been remembered how they have. We will then deepen this knowledge further by looking at specific and unique case studies for each emperor e.g. Augustus' constitutional settlements, Tiberius's treason trials, Gaius' assassination, Claudius' relationship with his freedmen, and the Great Fire of Rome under Nero. We take a 'evidence first' approach to teaching the course to embed the idea that all our historical knowledge comes from the original sources and evidence.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	<ul style="list-style-type: none"> Background context: Roman Republic & Augustus' rise to power Augustus in power 	Final years of the Roman Republic including Caesar's Civil Wars (49 – 45BC) and the war between Antony and Octavia. Prescribed debate: to what extent did Augustus restore the Republic? Presentation of victory at Actium. Constitutional Settlements. Military achievements. Restoration of the Republic. Revival of traditional Roman values and practices	12 marker How useful are the sources x2 (planned at school, completed at home). Augustus.
	Half-term		
	<ul style="list-style-type: none"> Augustus in power 	Relations with the senate / equestrians and ordinary people of Rome. Attitude towards religion and the imperial cult inside and outside of Rome. Administrative changes to Rome and the provinces. Building programme. Challenges to the rule of Augustus. Establishment of a dynasty and issues of succession	20 marker interpretation question (planned at school completed at home). Augustus.
Christmas Holiday			
Spring Term	<ul style="list-style-type: none"> Tiberius in power Gaius in power 	Prescribed debate: the character of Tiberius. View of classical authors on Tiberius' reign. Relationship with the senate, equestrians and ordinary people of Rome. Tiberius' relationship with Germanicus and Sejanus. Conspiracies to Tiberius' reign. Treason Trials. Attitudes towards religion and the imperial cult inside and outside of Rome	20 marker (advanced notice, but completed in timed conditions). Augustus OR Tiberius.
	Half-term		
	<ul style="list-style-type: none"> Gaius in power Claudius in power 	Relationship with the senate, equestrians and ordinary people of Rome. Administrative changes to Rome. Attitude towards religion including the imperial cult inside and outside of Rome. The assassination of AD41. Prescribed debate: the character of Claudius. Relations with the senate, equestrians and ordinary people of Rome. Administrative changes to Rome. Difficulties of the accession. The presentation of Claudius' role in, and motives for the invasion of Britain. The importance of Claudius' wives and freedmen. The relationships between wives, freedmen, Claudius, Nero and Britannicus. Events surrounding Claudius' death.	30 marker (planned at school and completed at home). Augustus, Tiberius and Gaius.
Easter Holiday			
Summer Term	<ul style="list-style-type: none"> Nero in power 	Prescribed debate: the character of Nero. The presentation of Nero by the ancient sources. Relationship with the senate, equestrians and ordinary people of Rome. Attitude towards religion, including the imperial cult, inside and outside of Rome, administrative changes to Rome. The early part of Nero's reign and the changing role of Agrippina. The importance of Nero's wives. The Great fire of Rome. The Pisonian Conspiracy. The revolt of Vindex, the death of Nero and the accession of Galba.	Year 12 Mock – 30 marker essay question (Greek is a 12 + 36) Augustus, Tiberius, Gaius and Claudius.
	<ul style="list-style-type: none"> Synoptic review 	Prescribed debate: the benefits of imperial rule for the inhabitants of Rome. Synoptic themes: Nature of accession. Presentation of character. Relationship with Senate / Equestrians / Plebians of Rome. Attitude towards religion and the Imperial Cult. Administrative changes to Rome. Military / Foreign Policy. Challenges to authority. Nature of death and establishing a successor.	30 marker in timed conditions. Theme known in advance.

Course Outline: A Level Roman History Year 13

Rationale– Having studied the Julio-Claudians in Year 12 and having improved our ability to work with, analyse and evaluate the ancient sources, we will enrich our knowledge and understanding through a case study of Britain in the Roman Empire between 43 – 128AD. We will deliver this in a largely chronological manner to deepen our knowledge of the era, and then reflect on events synoptically to be able to analyse and evaluate the wider themes and issues such as acceptance, resistance. As in the breadth study, this depth study will be delivered with an ‘evidence first’ approach, to build upon our disciplinary knowledge that we developed in the previous academic year, though this year we will be working with a higher volume of archaeological evidence to give us a greater volume of evidence to compare and contrast to build up a more layered historical picture.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	<ul style="list-style-type: none"> • Roman military policy: Roman Conquest and Expansion to 50AD. • Resistance to Roman rule • Roman control 	Relations between Britain and the Roman Empire in AD43. Reasons for the Roman conquest of Britain under Claudius. Conquest into Wales. Resistance under Caratacus.	12 marker – timed unseen. 36 marker – guidance given, timed.
	Half-term		
	<ul style="list-style-type: none"> • Roman military policy: Roman Conquest and expansion from 50AD to 85AD • Resistance to Roman rule • Roman control 	Consolidation of Roman control over Britain to AD61. Client kingdoms of Cogidubnus and Cartimandua. Boudican Revolt. Post-Boudican expansion; Cartimandua & Venutius;	Year 13 mock examination 12 +36 mark question (Greek is a 30 marker)
Christmas Holiday			
Spring Term	<ul style="list-style-type: none"> • Roman military policy: The governorship of Agricola • Frontier Policy: Consolidation and Retrenchment 85 – 128 	The governorship of Agricola. Resistance from Galgacus. Changes to frontier policy after Agricola. Establishment of the Stanegate Road system. History / features and functions of Hadrian’s Wall.	36 marker – general topic given, timed.
	Half-term		
	<ul style="list-style-type: none"> • Roman control 	<p>Role and duties of the governor and procurator, other officials. Reason for collaboration with Roman rule. The use of client rulers and its effectiveness.</p> <p>Role of the Roman army in dealing with unrest and protecting the province. Deployment of legionaries and auxiliaries within the province. Army’s role in building and patrolling Hadrian’s Wall.</p>	36 marker - general topic given, timed. 20 marker – general topic given, timed.
	<ul style="list-style-type: none"> • Effects of Roman rule 	The value of Britain to the Romans. A roman way of life for Britons. Agricultural change.	
Easter Holiday			
Summer Term	<ul style="list-style-type: none"> • Revision focussing on source knowledge, analysis and evaluation. 	Revise key concepts including fact tests	Timed 36 marker, unseen. Timed 20 marker, unseen. Final Roman Exam: