**TY Course – Classical Studies**

**Egypt**

**Aim**

The aim of this course is to give students a different perspective of Classics. The perspective of a country that was older than Greece and Rome, and an influence on their civilizations. Furthermore, it will give them a perspective of the colonised peoples/cultures by the Greeks/Romans.

Egypt is the most ideal candidate for this.

It is also the aim to investigate, research, collate, discuss, compare, debate, contemplate, and evaluate Ancient civilizations – their social structures, religion, mythology, and history.

Egypt is the root of many western and eastern civilizations. The Greeks and the Romans saw it as ancient and revered it. However, they also colonised or conquered the country themselves. The aim of this course is to look at Egypt itself and its complex social structure, rooted in its religion and mythology.

* **Language component**: there is an ongoing language component integrated into this course. Very basic Middle Egyptian (including reading basic Hieroglyphs). The aim is that the student will be given a glimpse of a different systems of writing, grammar, and vocab. This language component will increase student linguistic skills, literacy, and enhance their historical knowledge and cultural appreciation.
* **Ancient Sources component**: it is important that this course adopts the same learning approach as other Classics courses. Therefore, primary source will be used. However, with Egypt there are less literary accounts to draw on – these would only develop later with Herodotus and Plutarch. While these sources can be used, the primary sources used will mostly be archaeological.
* **Digital Learning component**: all material – historical sources (visual and literary, PowerPoints, language exercises and information, and secondary sources (articles, photocopies, videos, videogames, digital reconstructions etc.) – should be shared through an online platform. Students should also be encouraged to do a number of research/investigations collating reliable information from online resources, sharing these on the online platform.
* **Assessment**: there should be two to three major assessments. One is a research project on Cleopatra in comparison with Greek Heroines and Goddess (who will likely be already familiar to students who choose Classics). The other assessments can be exams.

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| **Strand 1: Ancient Egypt – Length:** 7-8 weeks (Halloween Term) | |
| *Daily Life and History – History Book and Archaeology*  **Learning Outcomes**  - **Examine** the daily life of an Ancient Egyptian.  - **Examine** what we can learn from archaeological and visual evidence.  - **Explore** the experience of individuals of different social statuses  - **Create** a diagram depicting the process of mummification.  - **Create** a timeline of Egyptian Periods/dynasties, historical events.  - **Research** one Egyptian historical figure and **present**.  **Resources**   * PowerPoints * Youtube Videos * Egyptian Archaeological evidence * Quizzes   **Length:** 30 hours  **Assessment**: Quiz – Microsoft Forms/Quizlet | *Mythology and Religion – Books and Archaeology*  **Learning Outcomes**  **­­**- **Read** 2 Ancient Egyptian Myths: Creation and Osiris  - **Explain** key plot points from Myths.  - **Explore** different motifs, themes, values, and messages in Egyptian Myths.  - **Examine** the role Religion played in Ancient Egyptian Society.  - **Retell** an Egyptian Myth in a written or visual format.  **Resources**   * PowerPoints * Youtube Videos * Egyptian Archaeological evidence * Quizzes   **Length:** 30 hours  **Assessment**: Quiz – Microsoft Forms/Quizlet |
| *Language Component*: 1 class per week  **Learning Outcomes**  - **Spell/Pronounce** simple middle Egyptian Words.  - **Identify/Transliterate** simple middle Egyptian Hieroglyphs and Words  - **Draw** simple middle Egyptian Hieroglyphs.  - **Translate** a simple inscription – with the help of a vocabulary list.  **Resources**   * PowerPointes * “Complete Middle Egyptian”, Richard Bussmann * Quizlet   **Assessment**: Translation (with aid of Vocab list) | |
| **Main Assessment:** Exam and Cleopatra Research Project (Success Criteria in separate document. | |