

Classics for All

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Section 1: Introduction

What is classics?

In UK schools 'classics' usually refers to the study of the ancient Greeks and Romans through their languages and literature. It can include literature, history, philosophy, art and archaeology. Therefore, the word 'classics' is actually an umbrella term that can refer to any one of four examined subjects in the school curriculum:

- **Latin** is the study of the language of the ancient Romans, and eventually involves reading original Latin literature, such as Virgil, Caesar, Catullus or Pliny. There may be the opportunity to study culture and history, but the focus of this subject is the Latin language
- **Ancient Greek** is the study of the ancient Greek language, and eventually includes reading original Greek literature, such as Homer, Thucydides or Euripides. There may be opportunities to study culture and history alongside, but as with Latin, the focus of this subject is primarily linguistic. (Although studying ancient Greek might help a student learn New Testament or modern Greek at a later stage, this subject focuses on an earlier stage of the language.)
- **Classical civilisation** is the study of the civilisation, culture and achievements of the ancient Greeks and Romans **in translation: there is no requirement for learning ancient languages.** 'Class civ' involves interpreting evidence such as material culture and literature in translation. Topics might include the archaeology of Pompeii, Greek tragedy, and the *Iliad* or the *Odyssey*.
- **Ancient History** is the study of ancient Greek and Roman history **in translation:** again, no language is required. Topics might include the Persian

Wars, Alexander the Great, the fall of the Roman republic or the rise of the Roman emperors. There is some overlap between the topics covered in classical civilisation and ancient history – but in general, the former is more centred on literature and the arts, whereas the latter is more concerned with military and political history.

Classics in primary schools

In primary schools the study of classical subjects can include Latin and or Greek language, history, culture and mythology.

- The study of the Roman invasions of Britain by Julius Caesar and Emperor Claudius are compulsory components of the national curriculum for history.
- Pupils are also encouraged to study the ancient Greeks.
- Pupils at Key Stage 2 must also study a foreign language, which can now include Latin or ancient Greek. Latin is the root of the romance languages (French, Spanish, Italian, Romanian and Portuguese), and provides a foundation for the later study of French and Spanish. Latin and ancient Greek also support English literacy across the curriculum by enhancing grammatical understanding and insight into the origins of words, spelling and the meanings of prefixes and suffixes.

Classics in secondary schools

It is quite possible for students with no prior knowledge to begin Latin, ancient Greek, classical civilisation or ancient history in secondary school. These may be examined at KS3, GCSE and A Level.

Classics – whether in the original language or in translation – is offered as a degree course at around twenty universities in the UK, most of which are members of the Russell Group.

Why study classical subjects?

Developing English literacy

- Studies in the US have shown that students who study Latin improve their knowledge and understanding of English faster than their peers.
- **Grammatical terminology:** students of Latin or ancient Greek are offered a deep understanding of grammar which encourages accurate use of language. From the very early stages, concepts of singular and plural, tenses and case usage are taught. In GCSE Latin or ancient Greek, more complex grammatical structures are introduced than those in modern foreign language GCSEs.
- **Cultural literacy.** Students of classical subjects engage directly with the major cultural achievements of the ancient Greek and Roman worlds, which have had an enduring influence on the western world for two millennia. Introducing students to the mythology, historical events and personalities that have had such an impact on the world is one of the most valuable aspects of classical subjects. Classical mythology forms the bedrock of much modern art and literature, and is constantly reworked in theatre, in the visual arts, film and pop-culture.
- **Philosophy and history.** The ancient Greeks and Romans have profoundly influenced western society and thought. They established the disciplines of philosophy and history and the foundations of our political systems.
- **Cultural insight.** In some ways, the ancient Greeks and the Romans seem just like us, but in others very different. Over 1,000 years of extraordinary human endeavour, evident in fascinating archaeological material and expressive arts of comedy, tragedy, epic and historical writing encourage reflection on human behaviour; the historical distance invites fresh perspectives untainted by modern preconceptions. This can lead students to reflect deeply about themselves and the lives of others – an important quality in a modern, multi-cultural society.

- **Opportunities for wide-ranging thinking.** Classical subjects encourage students to cross subject boundaries through thinking that touches on language, literature and civilisation. Some questions about the ancient world have not yet been answered; others are unanswerable but worth asking.

Helping with modern foreign languages

An attraction of teaching Latin or ancient Greek is that classroom discussion takes place in English, making it easier for non-specialist teachers to teach; conversely, students can enjoy the opportunity to read and discuss the original language without the anxiety of having to speak or write it. As a result, students learn to talk confidently *about* the language, a good preparation for learning other languages and a good training in attention to detail.

Motivation and interest

- **Depth and breadth.** The study of classical subjects is interdisciplinary. All four classical subjects can involve literature, history, philosophy and the visual arts.
- **Evaluating sources.** Classics students can read, analyse and discuss texts and inscriptions in the original or translation, learning to link different sources and infer meaning from sometimes fragmentary or partisan evidence.

Inclusivity and access

Classical subjects are accessible to every student. Because there are no fixed curriculum requirements for classics at Key Stages 2-3, teachers are free to tailor programmes of study to suit their students' needs and interests.

- At Key Stage 2, some elements of classical history are compulsory, such as the Romans' invasion of Britain, and most primary schools have supporting books and materials. There are attractive courses, including *Telling Tales*,

Minimus and *Gorilla Greek*, which aim to introduce Latin and ancient Greek to 7-10 year olds. These visually appealing, story-based courses are being used in classrooms across the UK to introduce pupils of all backgrounds to the ancient world and its languages.

- Classical studies and Latin are easy to introduce at students at Key Stage 3. There are several popular textbooks with outstanding digital resources, such as the *Cambridge Latin Course* and the *Oxford Latin Course*, which offer a simple route into learning ancient languages. Books like *Pompeii* by Peter Connolly and *Black Ships Before Troy* by Rosemary Sutcliffe combine striking illustrations and stories which enthral young students of the ancient worlds.
- At Key Stages 4 and 5 students can study Latin and/or ancient Greek, or take the non-linguistic options, classical civilisation and/or ancient history.
- Although students cannot realistically study AS or A2 Latin and Greek without a GCSE qualification, they can take classical civilisation and ancient history A-level without prior study. AS and A2 specifications are entirely discrete from the GCSEs in these subjects, meaning that students who have not sat the GCSE study.
- Many students first study classical civilisation or ancient history at A Level and go on to read classics, classical civilisation or ancient history at university, where they can also start to learn ancient languages from scratch, if they have not had the chance at school.

Employment

Evidence suggests that employers have respect for potential employees who have studied classical subjects at school or university. A survey by **Friends of Classics** also found that classical languages are an advantage in the workplace, even for those who study them for a few years before the age of 16. Many classics graduates have made a name for themselves in various fields, including JK Rowling, Boris Johnson and Mark Zuckerberg. Among other things, the study of classics encourages clarity of thought, attention to detail, and the ability to argue a case.

Classical subjects in schools today

Popularity

In the UK around 25 per cent of state-maintained secondary schools, including many non-selective ones, offer Latin and other classical subjects: that's around 1,000 schools. While all state primary schools study the ancient Greeks and the Romans as part of the national curriculum, there is a smaller but steadily increasing number of enthusiastic converts teaching Latin or ancient Greek across the UK. It is quite possible that there is a school near you that can help to support you on your Classics journey: Contact **Classics for All** www.classicsforall.org.uk or the **Cambridge School Classics Project** www.cambridgescp.com for details of a school near you that can show you the way.

In 2014 at Key Stage 4 around 2,000 pupils took Latin, 250 took ancient Greek, 5,000 took classical civilisation and 800 took ancient history at GCSE and NVQ Level 2 certificate. Latin and ancient Greek examinations can also be taken at Entry Level (pre-GCSE), NVQ Level 1 certificate, and through GCSE and the intermediate International Baccalaureate courses.

In the last ten years there has been a major revival and growth in classical subjects in both urban and rural areas. The **London Schools Excellence Fund** has boosted classics teaching across the city and there are now more state-maintained secondary and primary schools offering Latin in London than any other area in the UK.

Challenges

In some state secondary schools finding classics teachers who can teach students through to GCSE and beyond can be a challenge. However, many schools have members of staff in other subject areas with a GCSE or higher qualification in Latin. With some extra training, such teachers are capable of teaching Latin up to GCSE,

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with proven success. If you are interested in brushing up on any aspect of classics, free subject knowledge enhancement courses are run by organisations such as the **Department for Education** working with the **Cambridge School Classics Project** www.cambridgescp.com and others. At primary level, Latin training is available for teachers or teaching assistants through the **Primary Latin Project**. <http://www.minimus-etc.co.uk>, **Classics in Communities** <http://classicsincommunities.org> and **The Latin Programme** www.thelatinprogramme.co.uk. Where necessary, you can apply for a grant to support this training from **Classics for All**.

For further information and advice please contact grants@classicsforall.org.uk.

Section 2: Classics in primary schools

Classical subjects are popular among pupils, and accessible to those from all backgrounds. The Roman invasions of Britain and the ancient Greeks are engaging topics, and can be complemented with visits to sites and museums across the UK. Latin and ancient Greek are also now options for the compulsory language study at Key Stage 2, alongside or instead of modern foreign languages. The modern course books focus equally on language and cultural background – so you get two for the price of one!

Here are some ways in which primary schools timetable classics:

- Some schools offer Latin rather than a modern foreign language, as it offers an excellent grammatical and linguistic foundation for the study of modern foreign languages at secondary school.
- Some schools are introducing Latin as part of a carousel of languages (which helps with staffing) or alongside the other languages, for example offering Latin as a supplement to French.
- Some schools choose Latin because it dovetails with other areas of the curriculum, such as the study of the Roman invasions in Key Stage 2 History. The Minimus Latin course complements Key Stage 2 History, through its engaging storyline set during the Roman occupation of Britain.
- A few schools are experimenting with ancient Greek.

The study of Latin and ancient Greek also helps students with their English literacy. Some courses explicitly link language learning with English grammar. For example, Minimus combines Latin with the study of English grammar and spelling, and most Latin and ancient Greek courses cover word derivations, which enhances students' vocabulary.

Besides language courses there are many other ways in which students can embark on the study of classics. *War with Troy* (see below) is an outstanding resource with

beautiful and dramatic retellings in English of the *Iliad* and the *Odyssey*. From the same authors, the retelling of Ovid's *Metamorphoses* is a powerful stimulus for artistic responses. *The If Odyssey* (see below) is an enjoyable introduction to philosophy for 8-19 years olds based on the adventures of Odysseus. Studying the ancient world's institutions and codes of social behaviour provides fertile ground for philosophical and historical debate, in which pupils can voice their own opinions in response to what they have learned about past cultures. The Roman sites of Bath, St Albans, Colchester and London are fabulous hunting grounds for archaeological material. Storytellers and re-enactors can animate and foster understanding of the ancient world.

What resources are there for use in primary schools?

- *Minimus*, by Barbara Bell (Cambridge University Press), is the most widely-used Latin course in the UK for primary schools. The stories are set at Vindolanda, a real fortress on Hadrian's Wall, in the 1st Century AD, and follow the adventures of a Roman officer's family. The course has a strong focus on English grammar, makes use of the cultural artefacts and discoveries found at Vindolanda, and tells some of the most famous Greek myths.
- *Telling Tales in Latin*, by Lorna Robinson (Souvenir Press), is a Latin course book which introduces students to stories from the *Metamorphoses* by Ovid, alongside an introduction to grammatical terminology such as tenses, case and prepositions. The vocabulary studied is the same as that prescribed for the OCR Entry level qualification in Latin.
- The *Cambridge Latin Course*, by Cambridge Schools Classics Project (Cambridge University Press), is the UK's best-selling Latin course. Although the course is designed for use in the secondary sector, the first few stages of Book 1, set in Pompeii in the few days before the eruption of Mount Vesuvius in AD 79, are within the capabilities of most students in the last year of primary school. www.cambridgescp.com
- *Gorilla Greek*, by Ann Wright (available through the Classical Association, and direct from the author www.gorillagreek.com), is a simple introduction to the Greek alphabet and words, as well as some of the concepts and ideas of the ancient Greek world which are still in use today.

- *Mikromus* (forthcoming) will be a story-based course for beginners in ancient Greek, also intended for primary schools.
- *War with Troy: The Story of Achilles*, by Hugh Lupton and Daniel Morden (CSCP), is a 3 CD audio retelling of the Trojan War, specially created for children, which aims to develop their literacy skills. The story starts with the contest of the golden apple and ends with the wooden horse and the fall of Troy. The *War with Troy* website contains audio samples, images, a teacher's guide and lesson plans. The sister story *Return from Troy* (CSCP) concerns the travels of Odysseus from Troy back to Ithaca. Cue monsters, sorceresses and battles as Odysseus struggles to get his city, his palace and his wife back! http://www.cambridgescp.com/Upage.php?p=mas^war_w_t^intro.
- The British Museum's website *Ancient Greece* www.ancientgreece.co.uk is an outstanding resource about the ancient Greek world, with interactive games and stories covering many aspects of social and cultural life, including Athens and Sparta.
- *The If Odyssey*, by Peter Warley and Tamar Levi (Bloomsbury Education), introduces children to the exciting fables of Odysseus, and to ancient Greek philosophy through drawing out the philosophy behind each story in Homer's epic tale. Students explore with Odysseus the value of happiness, moral dilemmas, the philosophy of prophecy, and the nature of love.

Isn't Latin or ancient Greek difficult? Can I really teach it?

Latin is surprisingly straightforward for a non-specialist to teach. Jane Maguire's Latin Cluster Project in Norfolk shows that even teachers with no prior subject knowledge at all can master enough Latin to teach primary pupils with only a few days' training. Teaching Assistants, and teachers with degrees in all disciplines including MFL and English have all experienced success. You do not have to speak Latin, or write it – although it is fun to try! – so the fear of speaking is not an issue. Teachers can talk about the language in English – and the stories and myths are excellent stimuli for creative activities.

What training is available and how much does it cost?

There are various routes to training for teaching a Latin or ancient Greek course (Feel free to contact [info@classicsforall.org.uk]to discuss your requirements.)

Minimus offers its own day-long training courses through the **Primary Latin Project**. These are held in schools or other locations on specified dates. Alternatively, schools can arrange training to suit themselves. The **Primary Latin Project** often awards financial help for the purchase of course books.

There are also organisations that send specialists into the primary school to teach Latin or Greek. In some cases, the classroom teacher learns alongside the specialist so that they can take on the teaching in the longer term themselves.

- The **Iris Project** sends university Classics students into local primary schools to teach Latin, train teachers or offer taster events. Iris works in Oxford, London, Glasgow, St Andrews and Swansea.
- The **Latin Programme** sends specialist teachers into primary schools and works largely in London. The programme is specially designed to fit in with existing language learning in primary schools and focuses on enhancing literacy.

Classics in Communities offers advice and occasional training events for primary Latin and ancient Greek. <http://classicsincommunities.org>

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Local universities are sometimes able to support teaching and learning of classical subjects. Make links with them and keep in touch with events and information.

The cost of the different training approaches varies, but there are various sources of funding. Schools can apply for grants or subsidy to cover the costs of books and resources from the charities **Primary Latin Project**, The **Roman Society** and the **Hellenic Society** and for training from **Classics for All**.

Section 3: Classics in Secondary Schools

Where are classical subjects taught?

Some 1,000 state-maintained secondary schools now offer Latin in the UK, along with around 700 independent schools. Ancient Greek has a small but dedicated number of takers. The study of non-linguistic subjects, such as classical civilisation and Ancient History is popular especially at sixth form level. In the state sector, numbers of schools teaching Classics is growing.

Ancient History has attracted a remarkable 1,000 pupils since its introduction at GCSE five years ago and around 5,000 students take classical civilisation at GCSE; many have no prior knowledge of the ancient world.

This classical renaissance has in part been sparked by schools keen to meet the languages requirement for the English Baccalaureate (which includes Latin and ancient Greek) as well as recent government enthusiasm for classical subjects. Students are also showing a real appetite for classical subjects – including Latin.

Making the case for classical subjects in schools

Here are some of the key benefits of introducing Classics in secondary schools:

- Studying ancient languages improves grammatical understanding and comprehension in English.
- Latin and Greek are a great foundation for learning many foreign languages.
- Classical history, literature and art introduce pupils to some of the greatest works of all time and stimulate interest in many fields of human endeavour.
- Study of Classics encourages aspiration.
- Classical subjects make the school stand out from the crowd.
- Classics is attractive to parents, students and employers.

Are classical subjects suitable for all students?

Classical subjects have something to offer everyone. Schools and teachers are able to tailor-make a curriculum which suits their school and their students. The following chart illustrates course options:

Subject	Which Key Stage would the course be suitable for?	How long would a course take, ideally?	What would the subject matter consist of?	What qualification would it lead to?
Latin	KS2 or 3	1 year	Language and	OCR Entry Level
	KS3	2 years	Language and civilisation	WJEC Level 1
	KS3 and 4	3 + years	Language, civilisation and literature	OCR GCSE WJEC Level 2
	KS3, 4 and 5	5 years	Language, civilisation and literature	OCR A Level
Ancient Greek	KS2 or 3	1 year	Language and civilisation	OCR Entry Level
	KS3 and 4	2 + years	Language, literature and civilisation	OCR GCSE
	KS3, 4 and 5	4 + years	Language, literature and civilisation	OCR A Level
Classical Civilisation	KS4 or 5	2 years	Material culture and literature (in translation)	OCR GCSE
	KS5	2 years	Material culture and literature (in translation)	AQA A Level OCR A Level
Ancient History	KS4 or 5	2 years	Historical literature, and archaeological evidence (in translation)	OCR GCSE
	KS5	2 years	Historical literature, and archaeological evidence (in translation)	OCR A Level

Both classical civilisation and ancient history can be offered as ‘stand-alone’ GCSE or A Level courses requiring **no previous knowledge of the ancient world**.

Curriculum models which enable student to have sufficient study time for classical subjects are suggested below:

Subject	Year							
	7	8	9	10	11	12	13	
Latin	Taster	Start			OCR GCSE WJEC Level 2			
	Taster	Start	OCR Entry Level					
	Taster	Start		WJEC Level 1				
	Taster	Start			OCR GCSE WJEC Level 2	Continue	OCR A Level	
		Taster	Start			OCR GCSE WJEC Level 2		
		Taster	Start			OCR GCSE WJEC Level 2	Continue	OCR A Level

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Ancient Greek		Taster	Start	OCR Entry Level			
		Taster	Start		OCR GCSE		
		Taster	Start		OCR GCSE	Continue	OCR A Level
Classical Civilisation				Start	OCR GCSE		
						Start	AQA A Level OCR A Level
				Start	OCR GCSE	Continue	AQA A Level OCR A Level
Ancient History				Start	OCR GCSE		
						Start	OCR A Level
				Start	OCR GCSE	Continue	OCR A Level

Schools have found the following strategies useful:

- Awakening student interest by offering a lunchtime or after-school club at first.
- If Latin is not compulsory for all students in the school, it's important that there's a taster session before a course starts. This might consist of a presentation within MFL lessons, a whole-school assembly, or a meeting for parents and students.
- A taster session might include beginners' lessons as part of a languages or humanities carousel. A useful tactic is to offer a basic classical civilisation course, with a linguistic component as part of the curriculum offer during Year 7 or 8. Such courses are easy to timetable at Key Stage 3, when there is less pressure on the timetable as part of English and/or the humanities or MFL curriculum. The presence of Classics at Key Stage 3 also builds its profile and student interest for schools keen to introduce GCSE courses
- Unsurprisingly, classical subjects need as much time on the timetable as any other subject if students are going to be able to perform well at examinations. For example, schools which offer Latin as an off-timetable activity risk diminishing participation rates as students get called away for revision, sporting or musical activities.
- If a school wants to start up and establish Latin in the long term, with the intention of growing a department slowly year by year, Latin can be introduced

in year 8. This can be complemented by introducing a two-year course in classical civilisation or ancient history at GCSE and / or A Level at the same time. When the Year 8 Latin starters reach GCSE, the department 'joins up'. This may be an incentive for a specialist classics teacher to join the school and build a department from scratch.

- Some schools employ a Modern Foreign Languages teacher with a classics background who devotes some of their time to nurturing classics in school, until ready to appoint a full-time Classics teacher.
- Schools might establish a classics presence through an event like a school visit to local site or museum, with a report for the local newspaper and the school magazine or website. Local universities are often happy to arrange for a speaker to come and visit.
- Students need no prior experience of classical civilisation or ancient history at GCSE if they want to take those subjects at A Level.
- A school might want to offer Latin or ancient Greek to Entry Level or further as enrichment at sixth form.
- Two schools might offer A Level classes on a consortium basis if the numbers choosing are initially small.

Isn't Latin or ancient Greek difficult? Can I really teach it?

No and yes respectively! Latin is surprisingly straightforward for a non-specialist to teach. Jane Maguire's Latin Cluster Project in Norfolk shows that teachers of Modern Foreign Languages were able to start teaching secondary Latin with only a few days' specialist training. Teaching assistants, MFL teachers and English specialists all experienced success. You do not have to speak Latin, or write it – although it is fun to try – and so oral or written fluency is not required. Teachers can talk about the language in English – and the stories and myths are excellent stimuli for creative activities.

Where can I find a secondary Classics teacher?

Specialist teachers of classical subjects (PGCE) are trained at the Education Faculties of the University of Cambridge, King's College London and the University of Sussex.

Some schools are unable to employ a specialist classics teacher from the start, until they are sure that there is the commitment and interest from the students. Many schools already employ staff with GCSE or A Level Latin or other classical subjects – or even classics degrees. The Cambridge School Classics Project / DfE offers Latin courses for non-specialists in state schools. There are a variety of options, including those for teachers of Latin language and Latin literature (at various levels through GCSE to A Level). Tailor-made online courses, three weekend courses and a summer residential course are available for free to teachers from state schools in 2015 and 2016. See www.cambridgesp.com

What training is available and how much does it cost?

There are various routes to training for teaching a Latin or ancient Greek course. Local universities may be able to offer support for the teaching and learning of classical subjects. Make links with them and keep in touch with events and information. The cost of the different training approaches varies. Schools can bid for financial assistance for books and printed resources from the charities Primary Latin Project, the Roman Society and the Hellenic Society and for training from Classics for All.

Summer Schools:

- **ARLT Summer School** for teachers of classical subjects. Held at various locations. www.arlt.co.uk/. 1 week.
- **JSST Latin Summer School**: beginners to experienced. Held in Wells Cathedral School, near Bath. www.latincamp.co.uk. 2 weeks. Primarily attended by students aged 16-18, but also open to mature students.
- **JSST Ancient Greek Summer School**: beginners to experienced. Held in Bryanston School, Somerset. www.jact.org/bryanston-greek-summer-school. 2

weeks. Primarily attended by students aged 16-18, but also open to mature students.

- **Durham Latin Summer School:** beginners to experienced. Held at the University of Durham. www.greeklatinsummerschooldurham.org. 2 weeks.
- **London Summer School in Classics:** beginners to experienced. Held at University College www.ucl.ac.uk or King's College London www.kcl.ac.uk. 2 weeks.
- **Swansea Summer School in Ancient Languages:** beginners to experienced. Held at the University of Swansea www.swansea.ac.uk. 2 weeks.
- **Liverpool Summer School in Ancient Languages:** beginners to experienced. Held at the University of Liverpool www.liv.ac.uk. 2 weeks.

INSET:

- **CSCP Annual Conference.** Focus on teaching Latin with the Cambridge Latin Course. Held in Cambridge. www.cambridgescp.com
- **ARLT Refresher Day.** Various option groups. Held at various occasions annually. www.arlt.co.uk
- **OCR, AQA and WJEC examination boards** all offer training events suitable for their examination specifications. See their websites for details. www.ocr.org.uk; www.aqa.org.uk; www.wjec.co.uk.
- **The Classical Association** offers INSET events at various locations – usually in the universities – on specific classical topics. www.classicalassociation.org.
- **Keynote Educational** offers training for teachers of all the classical subjects at all levels, from 'getting the best grades' to 'setting up a department'. <http://keynoteeducational.co.uk>.
- The **Primary Latin Project** offers one day courses for those starting with Minimus. www.minimus-etc.co.uk.

- **Capital Classics** www.capitalclassics.org.uk/ is a recently-founded project led by Classics for All with support from King's College London and Oxford University that aims to increase the study of Classics among students in primary and secondary schools and to provide INSET and CPD for teachers of Latin in London schools.

Various universities operate outreach for schools locally and across the UK.

Particularly well-resourced ones, which specialise in helping teachers and students, include:

- The **University of Birmingham Classics Department** in association with **King Edward's Consortium**: has in the past offered a series of INSET days for training Classics teachers. www.birmingham.ac.uk/ and www.teachkec.org.uk/index.asp
- The **University of Cambridge Classics Outreach**: INSET courses for teachers, Primary Latin support for local schools and 'Cambridge experience' days for students. www.classics.cam.ac.uk.
- The **University of Manchester Classics and Ancient History Department**: subject support days for Classics teachers. www.alc.manchester.ac.uk/subjects/classicsancienthistory/schools-community-engagement
- The **University of Oxford Classics Outreach**: outreach for Classics nationally. www.classics.ox.ac.uk/Outreach.html.
- The **Universities of Nottingham, Exeter, Glasgow and Bristol** are all starting to support local state school teachers with training and advice for starting classics in schools.
- Classics teachers are often willing to help set up classical subjects in other schools. Find a local teacher and arrange INSET of your own – perhaps with help from **Classics for All**.

What resources are there for use in secondary schools?

Latin

The *Cambridge Latin Course*, by CSCP (Cambridge University Press), is the UK's best-selling Latin course. It is designed for use in the secondary sector. There are five coursebooks, which blend learning about the Latin language and Roman culture and history in a continuous and engaging narrative. The story starts in Pompeii, just before the eruption of Vesuvius, and ends with the destruction of the emperor Domitian, taking in Roman Britain, Roman Egypt and the City of Rome itself. Each book is a self-contained unit, leading to internally-assessed qualifications and providing the required support and material for students to enter national examinations at Entry Level, Level 1 and GCSE and Level 2 qualifications. To support teachers and students there are extra resources, including digital resources (CD and online) of high quality, teacher's guides, and independent workbooks for students. Training can be provided by CSCP itself, through bespoke courses, and by other providers such as Classics for All. For the (optional) literature component of the WJEC Level 1 and 2 qualifications and the OCR GCSE in Latin, texts are sourced from the accompanying *Cambridge Latin Anthology*, which is also available online for free with interactive features.

The *Oxford Latin Course*, by Balme and Morwood (Oxford University Press), is an intensive course. The course (3 books) takes the reading approach – like Cambridge – and bases its story around the life and times of the Roman poet Horace. There are teachers' handbooks available. There are no digital resources. Again, this book would be suitable for teaching Latin up to GCSE and Level 2 qualifications.

Essential GCSE Latin, by Taylor (Bloomsbury Academic), is a thorough resume of Latin grammar, excellent for GCSE revision (1 book). Many teachers find this especially useful in year 11.

So, You Really Want to Learn Latin, by Zinn, Oulton and others (Galore Park Publishing), is a very traditional course with a strong emphasis on translation of sentences into and out of Latin. There is no teacher's handbook and no digital resources.

Imperium, by Morgan (self-published, available on Amazon), is a mixed grammar-based and reading approach course (3 books) whose subject matter concerns the life of Emperor Hadrian. There is no teacher's handbook. Digital resources are available.

Ancient Greek

Athenaze, by Balme, Lawall and Morwood (OUP), is a reading approach course of 2 books, with a narrative based on real events in and around Athens in the 5th century BC. Students will learn the ancient Greek language in the context of life in Athens, including science and medicine, the stories of the Odyssey, and the attempted invasion of Greece by the Persians. A teacher's handbook is available.

Greek to GCSE, by Taylor (Bloomsbury Academic), is a traditional grammar-based course (2 books), which includes exercises for translation into and out of ancient Greek. Unlike Taylor's Latin book, which is intended for revision, this is a self-contained course suitable for beginners.

Greek for Beginners, by Wilding (Bloomsbury / Duckworth), is an old-fashioned, but still widely used course (1 book), with an emphasis on translation into and out of Greek. Teachers need to refer to the primer of Greek Grammar, by Abbott and Mansfield, in addition (Bloomsbury / Duckworth).

Classical civilisation and ancient history

At present there are no modern published materials to support the teaching of classical civilisation or ancient history at Key Stage 3. However, much of the socio-historical material (in English) in the *Cambridge Latin Course* is suitable for use. The Longman series *Aspects of Greek Life* and *Aspects of Roman Life* can often be found second-hand and can form the basis of material. The audio resources *War with Troy* and *Return from Troy* are also readily useable at Key Stage 3.

For Key Stage 4 the GCSE examination specifications allow candidates to use any complete translation of the texts, e.g. Sophocles' *Oedipus the King*, Euripides'

Medea, Ovid's *Metamorphoses*, Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid*; however, extracts printed in exam questions are usually taken from the translations published by Penguin, so most schools opt for these. For material culture, the books by Peter Connolly – *Pompeii*, and his series on the Roman legionary, fortress and cavalry are all excellent resources. Teachers may also use video clips, site visits and other visual and physical 'evidence' such as models and replicas to stimulate interest and understanding. For details of the specific texts and topics, please see the relevant OCR examinations website.

For Key Stage 5 examination specifications recommend specific Latin and ancient Greek texts in the original language to study (such as a selection of poetry or historical prose), and topics for classical civilisation and ancient history in translation (such as tragedy, comedy, or an historical period such as the Peloponnesian War or the rise of Augustus).

For up-to-date advice and research on the teaching of classics, the *Journal of Classics Teaching* (*JCT* - freely available online through the **Classical Association** and the **Association for Latin Teaching**) contains useful articles and news. *JCT* also has a Facebook presence. Other websites which are of general use include **The Classics Library** for news of events and teaching posts and its wonderful, free discussion forum and bank of resources uploaded by other teachers.

Starting to Teach Latin, by Hunt (Bloomsbury Academic, publication date February 2016), is a guide to teaching Latin using the reading approach employed by such course books as the *Cambridge Latin Course* and the *Oxford Latin Course*. The book is designed for teacher trainees and beginning teachers of Latin, including non-specialists, and draws on case studies of classroom activities and teacher and student lesson transcripts.

The **Hellenic Bookservice** <http://hellenicbookservice.com> specialises in books for Classics teachers and has a huge second hand section. Monica Williams, the owner, will always be able to advise what is in stock and often offers a discount for schools.

Further education and careers

Classics – like any of the humanities – encourages a student to consider multiple viewpoints. While traditionally the subject has led students into professional careers such as the law, the civil service and management, students also regularly go into theatre and arts administration, journalism and writing, computer programming and even politics. Because the study involves looking at two whole societies through their languages, their literature and material culture, students are given the chance to develop the skills of a detective: to account for the smallest details, but also never to lose sight of the big picture.

Resources and addresses

Teachers should subscribe to the Classical Association at www.classicalassociation.org. Joining their email list keeps you in contact with all the events around the UK and alerts you to the publication of the Journal of Classics Teaching (free online from 2015). Membership of the Classical Association is £17 per year, and entitles you to access to their journals, to receive *Omnibus* magazine and to attend the annual conference.

Teachers should also bookmark the Association for Latin Teaching at www.arlt.co.uk for news about INSET and for freely available back issues of the Journal of Classics Teaching (up to 2015); the Cambridge School Classics Project at www.cambridgescp.com for news of its INSET and access to its teaching resources; and the Classics Library at www.theclassicslibrary.com for up-to-date information about events, news of interest to Classics teachers and resource sharing.

AQA examinations (for A Level classical civilisation): www.aqa.org.uk

Association for Latin Teaching (ARLT) (subject group): www.arlt.co.uk

Cambridge School Classics Project (CSCP) (publishes the Cambridge Latin Course, hosts online resources, offers training and conferences): www.cambridgescp.com

Cambridge University Classics Faculty (outreach): www.classics.cam.ac.uk

Cambridge University Faculty of Education (Initial Teacher Training): www.educ.cam.ac.uk/courses/pgce

Classics for All (grants, funding and training): www.classicsforall.org.uk

Classics in Communities (training for primary schools, conferences): <http://classicsincommunities.org/>

Classical Association (subject association; offers grants and supports local Classical Association branches): www.classicalassociation.org

Durham Summer School (Latin, ancient Greek): www.greeklatinsummerschooldurham.org

Hellenic Bookservice (bookshop and delivery for Classics books of all kinds): <http://hellenicbookservice.com/>

Hellenic Society (subject organization, funding for schools for anything Greek-related, conference and lectures): www.hellenicsociety.org.uk

Iris Project (primary Latin support organization): <http://irisproject.org.uk/index.php>

JSST Latin Summer School: www.latincamp.co.uk

JSST Greek Summer School: www.jact.org/bryanston-greek-summer-school

JSST Classical Civilisation and Ancient History Summer School: <http://ccsummerschool.weebly.com>

Keynote Educational (INSET): www.keynoteeducational.co.uk/index.htm

King's College London (Initial Teacher Training): www.kcl.ac.uk/sspp/departments/education/study/pgce/index.aspx

King Edward's Consortium (Initial Teacher Training): www.teachkec.org.uk/index.asp

Latin Programme (Latin in primary schools in London): www.thelatinprogramme.co.uk

Liverpool University Summer School (in ancient languages): www.liv.ac.uk/archaeology-classics-and-egyptology/outreach/ancient-worlds

London Summer School (in Latin and ancient Greek): www.ucl.ac.uk/classics/schools-and-colleges/summerschool

Manchester University (INSET and outreach): www.alc.manchester.ac.uk/subjects/classicsancienthistory/schools-community-engagement

Minimus (books and website for primary students, training days and training): www.minimus-etc.co.uk

OCR (examinations in Latin, ancient Greek, classical civilisation and ancient history, from Entry Level to A level): www.ocr.org.uk

Oxford Outreach (Classics community engagement, lectures, INSET): www.classics.ox.ac.uk/Outreach.html

Primary Latin Project: see Minimus.

Roman Society (subject organization, funding grants and lectures): www.romansociety.org

Sussex University (Initial Teacher Training): www.sussex.ac.uk/education/ite/pgcesecondary/classics

Swansea University (community engagement, summer school in ancient languages):
www.swansea.ac.uk/outreach

The Classics Library (information about Classics, resource sharing, jobs):
www.theclassicslibrary.com

War With Troy (audio resource for primary and lower secondary):
www.cambridgescp.com/Upage.php?p=mas^war_w_t^intro

WJEC (examinations in Latin at Level 1 and Level 2 and GCSE, INSET):
www.wjec.co.uk/latin