

CLASSICS MATTERS

The Classics for All Magazine Autumn 2021



Classics Matters is generously supported by
Geoffrey and Caroline de Jager

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CLASSICS MATTERS

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Reasons to be Cheerful

Autumn 2021



As autumn falls and another school year begins, we hope that we are finally emerging from the shadow of a testing year. In the face of continuing disruption, we are amazed by the resilience and enthusiasm of our teachers and regional networks and look forward to another successful year bringing classics to schools across the UK.

Since the spring edition of *Classics Matters*, we are delighted to announce that *Classics for All* has finally reached its 1,000th school. We have been working towards this milestone for over 10 years, driven by a vision that all pupils in state-maintained schools should have the opportunity to study classics, regardless of their background or ability.

Our 1,000th school was St Michael's Primary School in Handsworth, Birmingham, where the new headteacher, Phil Hynan, is introducing Latin to all 175 pupils aged 7–11 after witnessing first-hand how it improved literacy in his previous school. St Michael's now joins over 500 primary schools that are opting for Latin as a foreign language at Key Stage 2.

Undeterred by circumstances, we found a further reason to be cheerful in July, marking our delayed 10th Birthday party with an online celebration of the outstanding achievements of some of our inspirational teachers and schools, details of which can be found on page 10. In August, our online Harrow summer school attracted over 70 dedicated teachers keen to teach Latin, Greek or Ancient History.

In this edition, we also celebrate the ways in which we are making a creative virtue of working online through a shared GCSE Greek class in Cambridgeshire (page 5), a theatrical adventure for primary schools in partnership with Hull Truck Theatre Company (page 13) and a growing online resource bank created by our regional classics networks and teachers (page 12).

Speaking of online, we are pleased to offer our final two virtual talks this year, featuring Professor Paul Cartledge on Thebes (23 November) followed by a fabulous opportunity to watch an online screening of the UK première of Sir Tom Stoppard's *Penelope*, featuring Ruth Wilson (6 December)—more details on page 11.

For those of you familiar with The Big Give you will know that every year during the first week in December we enter the Big Give Christmas Challenge frenzy.

This year we expect to have £50,000 of match funding on offer and will be asking the public to donate to us between 30 November–7 December: any gift of £5 or more will be doubled! Details on page 11, including the names of our wonderful matching donors.

Classics for All welcomes new Trustee, Helen Geary, and gives a warm thanks to departing Trustee Sir Rupert Jackson for his generous time on our Board of Trustees.

Jules and Hilary



Since the spring edition of *Classics Matters*, we are delighted to announce that *Classics for All* has finally reached its 1,000th school. We have been working towards this milestone for over 10 years.

Closing the Gap

Dr Joanne McNamara, Head of Classics at Liverpool College, reflects on how the school is addressing a shortage of classics teachers in the north-west of England.

In 2017 our Classics Department at Liverpool College embarked on a scheme to train more classics teachers. This initiative sprang from a recruitment problem familiar to many Heads of Department in the North-West of England; most Newly Qualified Teachers (NQTs) train in the South of England on Post Graduate Certificate of Education (PGCE) programmes at the Universities of Cambridge, Sussex and at King's College, London, and are often reluctant to head North.

We decided to rectify the problem, working with Liverpool Hope University to run our own training for classics teachers through a School-Centred Initial Teacher Training programme (SCITT). 'Why not,' our Principal, Hans Broekman, asked, 'train classics teachers right here?'

We began tentatively, accepting only one trainee each year. Aside from the obvious benefits of a SCITT, which offers trainees so much time in the classroom and immersion in school life from day one, all applicants mentioned that they were heading to Liverpool College hoping to stay in the North-West. The programme enabled some excellent graduates, otherwise unable or unwilling to relocate for a year, to launch their teaching careers.

There was the odd stumbling block; as Liverpool Hope University had no classics specialist, we relied in our first year on Steve Hunt, classics specialist on the PGCE course at Cambridge for subject-specific training for trainees while we provided the school experience. Of course, shipping in expertise from Cambridge was not sustainable, so, after considerable research, we developed a training programme



Dr Joanne McNamara

of our own, led by our Classics Department and placement schools.

Though daunting, the design of this programme has been very rewarding and trainee feedback has been uniformly positive. It is such a pleasure to come off-timetable and discuss pedagogy all day!

The truth is that at the beginning I did not expect training and mentoring new teachers to be such a rewarding experience. It has made me more reflective about my own teaching; near-constant observation (of me and by me) will naturally have this effect.

There were also unforeseen benefits. We have begun to create a network of placement schools from Merseyside to Shropshire, Lancashire, and County Durham, built with the support of Classics for All Network Co-ordinator, Alice Case, and her impressive contact list. Working with other



Liverpool College



I would thoroughly recommend any teacher to jump at the opportunity to host trainees.

schools is also most enjoyable and creates strong links between teachers that I hope will grow. Finally, and most importantly, I have been delighted to discover that, here at Liverpool College, the teaching of classics has benefited enormously from the injection of new trainees, full of ideas and enthusiasm. I would thoroughly recommend any teacher to jump at the opportunity to host trainees.

And how have our Newly Qualified Teachers fared? To date, we have trained eleven classics teachers, ten of whom have found employment in excellent schools; some of these (now Subject Leaders or Heads of Departments themselves) work in the South, but at least five have found work in the North of England or Scotland.

I am immensely proud of these new teachers and remain excited to train many more in the future.

Greek Goes Online

Classic for All's Cambridgeshire and East Anglia Network Co-ordinator, **Angela Dix**, on a bold new initiative to boost uptake of Greek in state schools.



UNIVERSITY OF CAMBRIDGE SCHOOL CLASSICS PROJECT

In 2018 there were around 1,000 entries for Ancient Greek GCSE. Of these only 115 or 10% were from state-maintained schools.

My own school Parkside, in Cambridge, had been one of the state schools entering a handful of pupils for GCSE Greek but this was only feasible with subsidy from Classics for All. I was also aware through my links with the Classical Association that the number of state school students entering the annual local Greek Reading Competition was continuing to fall from a low starting point.

By 2020, changes in school budget priorities and the impact of the pandemic meant that we were no longer able to offer Greek. Social distancing spelled an end to lunchtime lessons, the backbone of classics teaching in many state schools, which often rely on the good will of a single classics teacher to run classes voluntarily in their own time.

However, although Covid-19 took its toll on Greek in state schools, it opened the door to new opportunities, including teaching online. Courtesy of the pandemic, teachers have become newly expert in remote teaching and while a Zoom class has its limitations, it allows students from a wide geographical area to get together in a shared class.

In the summer of 2020, I began to test the appetite for an online Greek course with schools in the

Cambridge area and was amazed by the positive response.

Over 30 students from years 8–12 from six Cambridgeshire state schools signed up and we even had a waiting list. From this September, our online Ancient Greek Academy will become a reality.

With valued support from Cambridge University Faculty of Classics and the Cambridge School Classics Project, Classics for All in Cambridge is offering an introductory Greek course, with plans to run GCSE classes within 2-3 years.

We took advice on the design of the course from the successful Liverpool Ancient Greek Academy, tweaking approaches to address potential screen fatigue by reducing teaching time and making plans to meet face to face every half term in the Cambridge Faculty of Classics.

We will also invite local classics specialists to speak to the students about Greek civilisation topics, to enthuse and inspire them. I hope to be able to report back later in the year with our success stories!

If you are interested in introducing classics to a school in the East of England, or you would like to be involved in our 2022-2023 Greek programme, please do get in touch with me at adixcfa@gmail.com



Angela Dix



I began to test the appetite for an online Greek course with schools in the Cambridge area and was amazed by the positive response.

Legacy Donor Spotlight: Julian Manfredi

The long-term donor tells us how classics enriches his personal and professional lives.

We love to share stories about the impact of classics on pupils in state schools across the UK, and what an exciting opportunity it provides for teachers too. It all happens thanks to our passionate donors – they drive our ability to support these schools each year! And they have their own stories to tell. We have chosen to profile in each issue of *Classics Matters* an individual who has joined our 'Marcus Aurelius Circle' of legacy donors. Here we introduce you to Julian Manfredi, Director of Investment Solutions Consultants Ltd.

You told me you grew up on an estate and went to a state school. Tell us what led you to classics?

I remember coming across a copy of Roger Lancelyn Green's *Tales of the Greek Heroes* as a young boy and being transfixed. The stories transported me to another world. I was then fortunate to go to a state secondary school with a tradition of classics teaching and supporting aspiration.

Was there a particular classics teacher who inspired you?

We had a weekly library lesson in the early years at secondary school. Mr Hobbs used to read us stories from the Homeric epics. I remember my parents being somewhat baffled on returning from a Parents' Evening at the school having been told by Mr Hobbs that their son "loved his monsters"!

Later I had two wonderful classics masters—Michael Gunningham and Tony Holbourne. They saw something in this inner London estate kid. I will be forever grateful to them.

Have you found that classics has helped you over the course of your career or is it a more personal source of enrichment?

Both. The ability to synthesise,



Julian Manfredi, right, and family

analyse and process information quickly and formulate a coherent plan of action have helped me daily over a 30-odd year career in The City.

Being able to draw on the wit and wisdom of the classical world has provided me with the perfect means of maintaining perspective in both business and personal lives. It never ceases to amaze how a pithy line from authors as disparate as Euripides and Juvenal can still cut to the heart of the matter.

What prompted you to include Classics for All in your will?

If I am able to provide the access point for just one child from a similar background to discover the wonder of the rich tradition of the classical languages and their civilisations, then I will have helped to provide some of the tools necessary for that child to break out of the confines of its environment.

We've been pleased to hear from supporters of all ages who wish to remember Classics for All in their will.

If you want to find out more, please visit classicsforall.org.uk/legacy or contact **Jules Mann**, in confidence, by email at jules@classicsforall.org.uk or by telephone on 0207 848 4741, and we will post you a legacy leaflet with further information.

We are delighted to acknowledge our members of the Marcus Aurelius Circle:

- Nicholas Barber CBE
- Marion Gibbs CBE
- Matthew Lindsey-Clark
- Ian Macfarlane
- Julian Manfredi
- Tessa Smith

and those who choose to remain anonymous.

Classics for All Network Spotlight

Oxfordshire, Buckinghamshire and Berkshire Network—Sponsored by Ian and Caroline Laing

Establishing a Regional Classics Network requires patience, excellent networking skills, an understanding of the challenges faced by state schools and a passion for classics.

These qualities are embodied in Network Co-ordinator Linda Soames, who expertly leads the **Oxfordshire, Buckinghamshire and Berkshire Network**, using her skills as a Minimus trainer and a Latin teacher. Thanks to funding from Ian and Caroline Laing, the Network has three years of pledged

support for Linda's outreach and training work from 2020-2023.

Despite the disruption of the past school year, Linda has continued her valuable work throughout the pandemic.

Much of this took place online and ranged from a 'Teach Meet', where teachers shared tips on assessing GCSE and A Levels, to an outreach day with Reading University, where pupils enjoyed two virtual workshops on pottery and musical instruments in the ancient world.

This was also the first year that students from schools in the Network sat Latin GCSE, AS Level Ancient History and A Level Classical Civilisation, and several went on to study a classical subject as part of their undergraduate degrees.

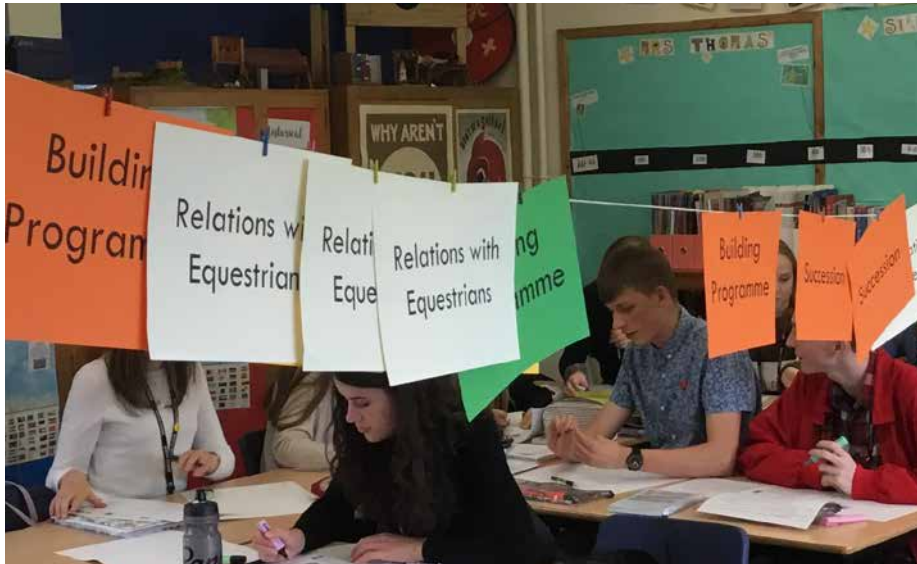
As part of her work, Linda also advises schools on ways to introduce classics and supports them to apply to Classics for All for funding.

Recent successes include:

- St Mary's Shinfield Primary School introducing Latin as a main foreign language (£1,200).
- All Saints Juniors, Reading, and Lambourn Church of England Primary School introducing Latin on the curriculum (£600).
- Trinity School, Newbury introducing Classical Civilisation GCSE (£300).

Ambitious plans for the coming year include introducing Latin in five more local schools and organising joint outreach days for primary and secondary pupils at the Ure museum in partnership with the University of Reading.

Burford School students working



Classics for All welcomes new regional network sponsors and encourages commitments of three years to help a network establish the best ways to cultivate and meet demand from local state schools.

New sponsors will join **Dimitri Chandris** (Leicester), **Geoffrey and Caroline de Jager** (Blackpool), **Andrew Hobson/The Hobson Foundation for Classical Studies** (Durham), **Jonathan Rushworth/The Rushworth Foundation** (Liverpool), **Jimmy Mulville** (Liverpool Greek Academy) and, of course, **Ian and Caroline Laing** (Oxfordshire, Buckinghamshire and Berkshire).

We currently seek sponsorship for the Cambridgeshire and East Anglia Network

The Network, established in 2018, supports state schools in Cambridgeshire and the East of England and is run by Angela Dix, teacher at Parkside Community College. In 2020, the Network recruited an unprecedented 16 new primary schools and three secondary schools, bringing classics to over 2,000 new pupils.

Plans for 2022 include extending the teaching of classics to 15 new schools and mentoring schools already in the Network. £12,000 per year will fund two days of Angela's time to help us secure classics in the East of England.

Don't Judge a Book by its Cover

Milly Ayers, a travelling Showman, describes her unorthodox journey to study classics at Oxford.

Classics for All has recently started to work with Zero Gravity, a social enterprise that supports state school students to get into top UK universities. Last year, the organisation successfully mentored over 1,000 students from more than 200 schools to reach the university of their choice, with over 150 students securing places at Oxbridge.

Zero Gravity's programme operates partly online through video-mentoring connecting talented state school students with undergraduates, who help them develop the subject knowledge and academic skills to write an outstanding university application. Over 180 students from schools supported by Classics for All have gone on to study at university, and some have taken advantage of Zero Gravity's programme.

One such student is Milly Ayers, from Strode's College Egham, who received an offer this year to study classics at St John's College Oxford.

Here Milly describes her unorthodox journey to classics, the difference Zero Gravity's programme has made to her life and her aspirations for the future.

Oxford University had always seemed like a mythical place, accessible only to the smartest students. It appeared magical, like Hogwarts, but also unattainable for somebody like me; my parents didn't go to secondary school, let alone university. I am a travelling Showman. We are a type of traveller (like Irish and Romani), but we're different as we travel for work on the fairgrounds. It's been the family business and our way of life for centuries.

Of course, there were obstacles to negotiate on the way to Oxford. I

love my Showman culture, but it does come with challenges. Along with various misguided stereotypes to contend with, I missed a lot of school travelling for work.

There is also a lack of understanding about education and a lack of value attributed to it (that's not to say my community isn't supportive of me, especially the younger generation!).

Like many in my culture, I left school halfway through secondary, however I still decided to do my GCSEs. While I didn't do amazingly well, I did get into sixth form college, despite not owning any of the books needed for my exams. Unfortunately, in my first year, I got ill with pneumonia and had to drop out. However, every setback is a blessing in disguise—it was after being forced to drop out and re-enrol, that I discovered classics, my subject!



Milly Ayers



I am autistic with Asperger's Syndrome and experience the anxiety that comes with it. This exacerbated the sense of imposter syndrome, and I was sure I would fail, however my passion for classics helped me persevere.

I also struggled with my mental health. I am autistic with Asperger's Syndrome and experience the anxiety that comes with it. This exacerbated the sense of imposter syndrome, and I was sure I would fail, however my passion for classics helped me persevere.

Oxford was somewhere at the back of my mind, but I never seriously considered it an option until a classics open day at the Ashmolean in 2019. Suddenly it became real, and the more I googled, the more

I fell in love. I was unsure about applying and held off until the last minute, as my fear of failure—of being a little travelling girl with grandiose ideas—made it difficult.

I felt like an underdog; the autistic Showman traveller from a working-class background, trying to get into the best university in the world to study one of the poshest subjects without the advantage of a private school education. People tried to convince me not to apply, or to wait or go through a foundation

year, but if you know Showmen, you know we're determined. We dig our heels in, stick our fists up and stand our ground, so to speak.

The support and mentoring from Zero Gravity was eye-opening and allowed me to explore my subject in new ways. I am the first in my family to go to university, let alone Oxford, so I really felt like I was being thrown in at the deep end. Throughout the application process, we were urged to attend summer schools and private tuition, which I couldn't afford. When Zero Gravity came along, I was paired with my wonderful mentor, Elsie, who supported me through the entire process.

We practised for the language aptitude tests, did mock interviews and had long detailed discussions. Not only did this help me to prepare for the interview process, but it also developed my subject knowledge and academic skills. I learned so much with Elsie, and I am convinced that I wouldn't have succeeded without her—after all it was Elsie who introduced me to the Second Sophistic and Lucian, which formed the basis of my interview!

So yes, I had disadvantages, but I was not put off. Oxbridge isn't all about how much money you have, or what kind of education. If you've got brains, determination and passion, there's no reason to doubt yourself!

Oxford will definitely have an impact on my future. It will provide opportunities I would not have had otherwise. I know that my tutors share my research interests and that the learning experience will be amazing. Who knows what I will end up doing? Perhaps I will stay in education, get my DPhil and become an academic? Maybe I will work in an office, or even in

the family industry! Whatever I decide, I know an Oxford degree will leave me well prepared—and not just for work, but for living life.

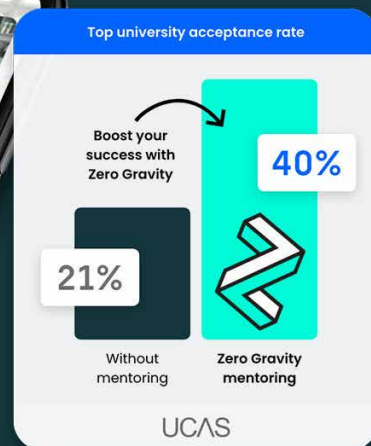
I also hope that by going to Oxford I will help others. Perhaps while I am there, I can prove that Showmen and other travellers aren't Neanderthals like the stereotypes suggest. We are intelligent, driven people and you can't judge a book by its cover.

My success is a win for the entire fairground community, and if any good comes out of that, I'll be over the moon.



Milly Ayers

Double your university chances.



According to UCAS, our students are 2x more likely to achieve top university places



The Classics for All Teaching Awards, 2021

Celebrating the outstanding achievements of our primary and secondary school teachers.

Classics for All hosted its first Teaching Awards ceremony this summer to celebrate the achievements of our primary and secondary school teachers.

After an exceptionally challenging 18 months, we were thrilled to acknowledge the superhuman efforts of those who go above and beyond to ensure the survival of classics in their schools. Ahead of the new school term, we asked our winners what receiving a teaching award meant to them.

How did it feel to have your efforts recognised?

Given the circumstances of the last year, it gave us a much-needed confidence boost, particularly for me as a subject leader. It's motivated us to keep going with Latin this year and to get things in place for an earlier start in the Autumn term. It was also very rewarding to hear the lovely words that were said about our school!

Lindsay McAulay

Primary Teacher at St Margaret's Anfield, Liverpool

Has receiving a Teaching Award had any impact on your school or community?

Blackpool, undeservedly, gains much negative press coverage, so it is fantastic to champion our pupils, teachers and schools. The award has led to local and national press coverage of our work and has reinforced the value of classics and Latin with local leadership teams. I'm hoping that the award will further boost our mission to create access to classics for all schools and pupils in Blackpool.

Peter Wright

Head of Classics at Blackpool Sixth Form College



It is fantastic to champion our pupils, teachers and schools.
Peter Wright



What did other teaching staff make of your triumph?

I have been incredibly fortunate to work in a school where the Senior Leadership Team has valued and supported what we do and our vision. The award was announced in briefing and it led to more staff asking about the subject and how to get involved—so it may well have helped to grow the department in the future.

David Hogg

English Teacher at Kelmscott School, Walthamstow

Did the award ceremony offer any inspiration?

It has provided me with lots of ideas for how to expand our classics provision in school, particularly through an extra-curricular club or developing links with our local primary feeder schools. Sonia Thompson's account of the power of Latin and the etymology of words particularly resonated.

Eleanor Thomas

History Teacher at Burford School, Oxfordshire

What was the highlight of the evening for you?

Without a doubt, the highlight was hearing from the inspirational schools and colleges across the country who had been on similar journeys. After the isolation of the past 18 months, it was a welcome reminder that we are all part of a wider classics community and has given me fresh motivation for the academic year ahead!

Francesca Grilli

Teacher at Runshaw College, Lancashire

To watch the Teaching Awards ceremony and discover the full list of winners, visit classicsforall.org.uk/news

Events

Thebes: Lost City of Ancient Greece with Professor Paul Cartledge

23 November 2021, 18:00 GMT

This talk by Paul Cartledge, Emeritus A. G. Leventis Professor of Greek Culture (Clare College, Cambridge), will uncover the rich history and mythic origins of Thebes, bringing the city vividly back to life.

Greek Thebes (not to be confused with the Egyptian Thebes) was one of the most powerful and interesting of ancient Greek cities, but it tends to get overlooked in favour of Athens, Sparta, or Alexander the Great's kingdom of Macedon. For 20 years in the later 4th century BCE, it was literally lost—destroyed on Alexander's orders—but before that it had been a major political player.

For booking information, visit classicsforall.org.uk/events



The UK Première of *Penelope* by Tom Stoppard

6 December 2021, 18:00 GMT

Classics for All presents an online screening of the UK première of *Penelope* by Tom Stoppard (actress TBC).

Tom Stoppard's *Penelope* was originally penned as a commissioned poem by the late composer André Previn, reimagining the story of Penelope, the wife of epic Greek hero Odysseus.

The reading will be prefaced by a discussion on Penelope in Homer, and her reception through the ages, with Sir Tom Stoppard, Dr Emma Greensmith (St John's College, Oxford), and chaired by Martha Kearney (Today programme).

For booking information, visit classicsforall.org.uk/events



Would you like to give to Classics for All and have your donation doubled?

The Big Give Christmas Challenge

Tuesday 30 November–7 December 2021

This year, we have witnessed such a surge of interest from primary schools for Latin and Ancient Greek, we are using the Christmas Challenge matching funds campaign to meet rising demand.

Donations made during the Big Give week will be matched thanks to our generous supporters Roger Barnes, Christopher A Clarke, Jeannie Cohen, Julian Hardwich, Sir Rupert Jackson, Peter Jones, William Lawrence, Matthew Lindsey-Clark, Philip Miles and our Big Give Champion: The Julia and Hans Rausing Trust.

Thanks to them, every pound you give will be doubled!

To donate to our 2021 Big Give Christmas Challenge, visit classicsforall.org.uk/donate from 12pm on Tuesday 30 November.



Navigating the Labyrinth

Dr Paul Grigsby, University of Warwick, on the challenges faced by modern classics teachers.



Dr Paul Grigsby

It's an overused metaphor, but there is something labyrinthine about the teaching of classics, with its unwieldy syllabi and confusing maze of resources and advice. For new teachers especially, the need for a guiding hand is vital, and this role is being seized by Classics for All and its regional partners such as the Warwick Classics Network (WCN).

Professor Michael Scott of the University of Warwick created the WCN in 2018 to support teachers already offering classics, and to promote the teaching of classics in local schools not currently offering the subject. As WCN's dedicated Research Fellow, I recognised early on the need for reliable teaching resources to support the teaching of GCSE and A level classics and set about creating the WCN STOA website (warwick.ac.uk/wcn/STOA).

Following the success of this, I was approached by Classics for All to co-ordinate the creation of new resources to be hosted on the WCN website, as part of a team including academics and—most importantly—dedicated teachers who had successfully navigated the labyrinth themselves.

We immediately set our focus on Ancient History GCSE, a subject where there was a need for support

and guidance. We wanted to meet the needs of teachers new to the subject (often history teachers) as well as subject specialists, so we bought in talented teachers such as Anna McOmish from Aldridge School, Walsall, and Peter Wright from Blackpool Sixth Form College to create a suite of reliable high-quality resources.

We unveiled these resources on the WCN website in March 2020, coinciding with lockdown and the rise in home schooling, since when their popularity has continued to grow. We have now had **over a quarter of a million views** of the WCN STOA resources, where our new resources sit alongside others developed by Classics for All such as readings of the GCSE Greek set texts.

We still have gaps to fill, including further resources for Ancient History A-level and have set ourselves stringent requirements for quality, for making resources openly accessible and for monitoring their use and impact. Another priority is to develop a suite of classics resources which

will help teachers to address issues of diversity with confidence and sensitivity in the classroom.

Classics for All and its amazing regional networks are also playing a key role in devising new teaching materials for use in primary schools and the early years of secondary school (Key Stage 3). For pupils aged 7–11 there are two wonderful new Greek and Latin courses, *Basil Batrakhos* and *Maximum Classics*. At Key Stage 3 we have, among other resources, the innovative Science of Stories from our Bristol Network, University of Leicester's fantastic *Life in the Roman World* and my own WCN *Roman Coventry and Warwickshire Project*.

With the support of talented teachers Classics for All is becoming the trusted guiding hand of a new generation of classics educators.

Check out the new resources from, and recommended by, Classics for All at warwick.ac.uk/wcn/stoa/classicsforall/



Digitally scanning a finial bowl from Lunt Fort, Warwick University

Classical Cluedo

Hull Truck Theatre Company's **Luke Pearson** on bringing classics to life in primary schools.

In 2020, Classics for All received a generous grant from the Rank Foundation to introduce classics to new areas of the country including Hull, Plymouth, and Torbay. As part of the project, we worked with Hull Truck Theatre Company to explore new ways of bringing classics to life in Hull primary schools through an innovative theatre project. Here, Hull Truck's Learning Manager Luke Pearson reflects on the experience.

In Spring 2021, Hull Truck Theatre was delighted to collaborate with Classics for All on the Megapyxis Project, an online learning adventure which aimed to excite pupils about the culture and language of Ancient Greece. Throughout, students took on the role of experts in an interactive challenge where they used their new classical knowledge to solve a compelling mystery.



I liked learning how to write my name in Greek. I still have my name badge and it comes in handy as a bookmark.

Bridget, Year 6 pupil, St Vincent's

Students from St Vincent's and Endike primary schools met the mysterious Professor Agathos and his precious ancient artifact, the Megapyxis. Following dramatic video footage of the abduction of the Professor, they found themselves charged with protecting the artifact and freeing him from the clutches of the evil Dr Kakistos by completing a series of learning challenges, including decoding the Greek alphabet and staging their own versions of Greek myths.

The partnership allowed Hull Truck Theatre to explore new and unfamiliar territory, pairing the subject knowledge of staff at Classics for All with Hull Truck's

storytelling skills to offer a unique and engaging introduction to Ancient Greece for local youngsters. Working with Classics for All subject experts Charlie Andrew and Alice Case brought historical and educational integrity to the project. They developed teacher resources and lesson plans that were stimulating and easy for teachers to use in the classroom and even advised on the design of the artifact.

Through this project we engaged with two local primary schools, one entirely new to Classics for All. We met four new teachers and cultivated relationships that we can continue to develop and grow. One of the schools is in HU6, an area of local deprivation and is a priority for our outreach work. Funding from Classics for All also meant there was no cost to schools, removing a potential barrier to participation.

Our decision to go ahead with the project during the pandemic also had an upside, enabling us to mix live sessions in schools with online videos and teaching. This flexibility was key to the success of the project at a time when teachers and pupils were often self-isolating.

This partnership has helped us to explore new ways of working with primary schools and has created new and exciting repertoire which we hope to continue. As part of the legacy, one of the participating schools is also already set to teach Latin.



Terribly mysterious... Professor Agathos



I loved all the drama and action. Usually we just sit down and do maths but it was nice to be out of our seats doing something new for a change.

Zizi, Year 6 pupil, St Vincent's

Alternative Ways to Give

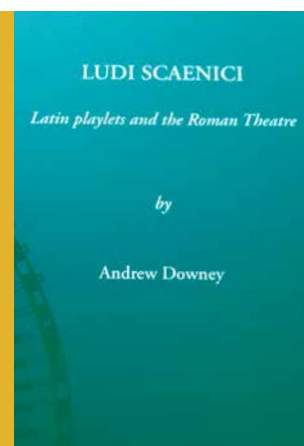
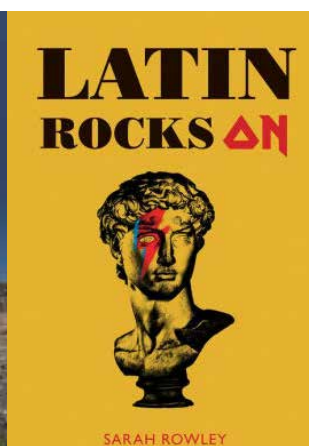
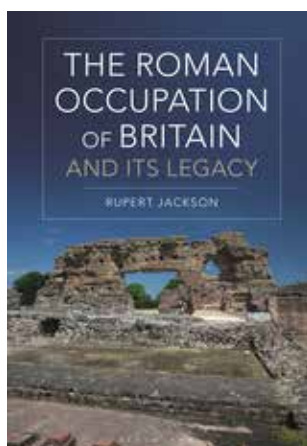
From birthday fundraisers to book royalties, there are many ways to support Classics for All.

Books Glorious Books

Classics for All is lucky enough to be supported by a tribe of talented authors who give to us via their book royalties.

Among them is Sir Rupert Jackson, Chair of our Lawyers Group, whose book *The Roman Occupation of Britain and its Legacy* (Bloomsbury: 2020) tells the fascinating story of Roman Britain with a satirical eye to the strange features of ancient times.

Likewise, passionate classicist Sarah Rowley donates the royalties from *Latin Rocks On* (Unicorn: 2020), an innovative collection of pop song lyrics translated into Latin. From Marvin Gaye to Madonna and Take That to Taylor Swift, we applaud Sarah for her musical mission to challenge Latin's unfair reputation for inaccessibility.



Last and by no means least, Classics for All is the proud recipient of the proceeds from *Ludi Scaenici: Latin Playlets and Roman Theatre* (Epic: 2020) by Andrew Downey, a long-serving classics teacher at Westminster Under School. The 14 playlets grew out of

competition for young Latinists in London.

Find the books listed above at classicsforall.org.uk/alternative-ways-to-give

Birthday Bucks

Birthday fundraisers offer another excellent way to fundraise for Classics for All (with the bonus of saving friends and family from agonising over what to give you).

Alice Case, our Liverpool Classics Network Co-ordinator, marked her

latest milestone with a Facebook fundraiser that raised an impressive £250.

"I couldn't say that I really needed, or even wanted much for my birthday," she said, "so thought I'd give a fundraiser a go."

Alice was overwhelmed by the kindness of friends and family: "I was really surprised by people's generosity, particularly because for most of them they gave because they knew it was important to me, rather than because it was important to them."

JustGiving

If you're not a Facebook user, fundraisers can also be hosted on JustGiving.

Zoe Kelly, a student at Lincoln University, is using JustGiving to host her sponsored reading challenge with the ambitious target of reading 50 books in one summer!

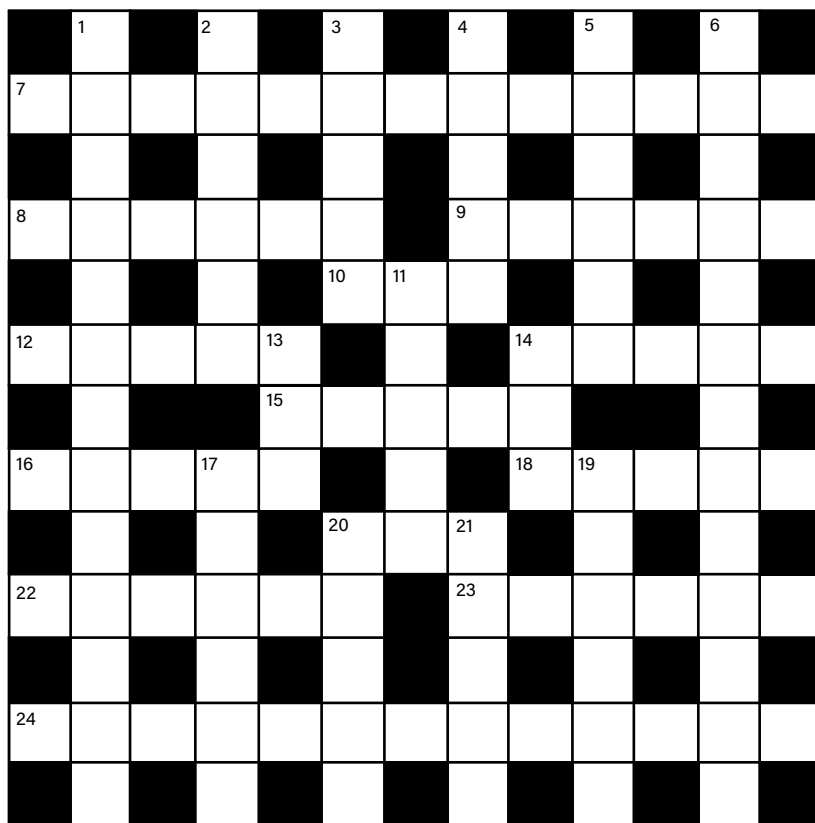
Zoe said: "As a student who attended a state school and is now reading Classical Studies at university, I know how important access to classical subjects is for children to explore their interests.

"I chose to support Classics for All with my fundraiser because I want to help them bring classics to more schools for more people to enjoy!"

Sponsor Zoe's Reading Challenge at justgiving.com/crowdfunding/zoe-kelly-3

Classical Puzzle

Test your knowledge of the Greek and Roman world.



Across

7. He imparts hate at games there (13)
8. There is a ram in the city of the Cicones (6)
9. Its toy made a giant disaster (6)
10. Icarus gave it his name (3)
12. Pompeian blanket (5)
14. Soap writer went East (5)
15. Hunter belted up (5)
16. A Jonas for Medea (5)
18. T'aint a big chap (5)
20. Net about decemvirs (3)
22. Mercury wasn't always (2,4)
23. What Mars called Vesta? (6)
24. God raised at the end had main excuse (4,2,7)

Down

1. Sam is one potty artist (6,7)
2. Park the car near the Black Sea (6)
3. He's a mountain of a chap (5)
4. Stave off to keep fire burning (5)
5. Use tat for kore (6)
6. Impasse on moat for these Parthian folks (13)
11. Cicero or Ovid on Main St? (5)
13. Laertes was famous for his (3)
14. Grasshopper foe (3)
17. Ten toes turned about for Catullus (6)
19. Ocean's daughter's in heat (6)
20. Sea or sun, Icarus! (5)
21. Nymph's an aid (5)

For a chance to win a free copy of *Classical Puzzles* from which this puzzle is taken, submit your answers to contact@classicsforall.org.uk

The winning entry will be pulled out of a hat on 30 November 2021.

The Classical Puzzles books are available on Amazon, published by J-PROGS.

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Support Classics for All

We rely on donations from individuals, trusts and foundations and companies and are grateful for gifts of all amounts. Interest from state schools in classics is rising, and with your help we can meet growing demand. Contact Jules Mann at jules@classicsforall.org.uk to find out more.

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