

## CHAMPIONING CLASSICS IN SCHOOLS



## CLASSICS IN THE CLASSROOM

### An award for trainee teachers

Are you currently training to teach in the UK?

Are you interested in developing your own classical knowledge?

Are you keen to explore how Classics could help to enhance either your main subject teaching or your extra-curricular portfolio?

This *Classics in the Classroom* award has been designed specifically for trainee primary and secondary teachers **of any subject discipline**. The award aims to encourage new teachers to explore ways in which engaging with the ancient world can enrich and enhance the wider school curriculum.

To complete the award, trainees must choose **three modules** from a choice of five options (see overleaf). This flexibility enables trainees to tailor the award according to their own interests and subject specialisms. Examples of evidence are given overleaf but this is not an exhaustive list; we encourage trainees to demonstrate their learning in other ways where appropriate.

All trainees who complete the award will receive a certificate from Classics for All. Entries can be submitted at any point in the academic year, although all work for 2019-20 should be submitted by Friday 17<sup>th</sup> July.

To register for the award, please complete this online form <https://bit.ly/CfACIC2020> and ensure all supporting evidence has been uploaded to this Dropbox folder <https://bit.ly/CICdropbox> by 17/07/20.



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## AWARD OVERVIEW

To complete the award, trainees must complete **three** of the following modules:

	Module	Examples of evidence could include (but are not limited to)...
<b>A</b>	<b>LANGUAGE:</b> Attend at least one introductory training session on Latin or Greek	<ul style="list-style-type: none"> <li>• Completion of training feedback form</li> <li>• Confirmation of attendance by PGCE course leader or CfA trainer</li> <li>• Create a lesson plan (for any key stage) which introduces pupils to Latin or Greek</li> </ul>
<b>B</b>	<b>MYTH:</b> Read a range of classical myths (both ancient and modern retellings) and reflect on ways to engage pupils with these stories	<ul style="list-style-type: none"> <li>• Independent reading log</li> <li>• A lesson plan (for any key stage) which focuses on a classical myth/modern retelling or uses this as a springboard for other learning</li> <li>• Reflective essay (500 words max.)</li> <li>• Work associated with involvement in 'Ovid in the West Country competition'</li> <li>• Examples of pupils' work</li> </ul>
<b>C</b>	<b>LITERACY:</b> Develop awareness of the influence of Latin and Greek on the English language	<ul style="list-style-type: none"> <li>• A lesson plan or a plan for a sequence of starter activities that are based on the free <a href="#">Word Roots resources</a></li> <li>• Confirmation of attendance at a relevant training session (e.g. Latin for Literacy; Exploring Word Roots)</li> </ul>
<b>D</b>	<b>BEYOND THE CLASSROOM:</b> Visit a classical site or classical exhibition at a museum; watch a performance of ancient drama at the theatre	<ul style="list-style-type: none"> <li>• Reflective piece (max. 500 words) discussing the play/visit and its impact on or relevance to your teaching practice</li> <li>• A lesson plan or brief outline for a scheme of learning which is based on or influenced by the visit/performance</li> </ul>
<b>E</b>	<b>CROSS-CURRICULAR:</b> Explore the potential for Classics to enhance learning beyond the English or Languages classroom	<ul style="list-style-type: none"> <li>• Use the <a href="#">Science of Stories resources</a> with a group of students or develop further activities inspired by these resources</li> <li>• Create a brief outline for a scheme of learning (designed to be taught in curriculum time for a subject other than English or Languages) that encourages pupils to engage with the ancient world</li> </ul>

