



ISEB

Exploring the Ancient World PQ2

**(Project Qualification for
KS2 pupils in Years 5-6)**

Guidance for teachers

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EXPLORING THE ANCIENT WORLD PQ2 OVERVIEW

This specification provides a framework for teaching and assessing the development of independent project-learning skills with pupils in years 5 – 6. The Exploring the Ancient World Project Qualification (PQ) aims to encourage a process of guided discovery, in which pupils are taught the skills to engage in independent learning, with guidance from a teacher whose questions and comments help to facilitate the project process.

The PQ is designed to be taught largely during lesson time, although some work can be done at home. To support the teaching of PQ2, three stimulus topics, with accompanying teaching resources and pupil research packs, have been chosen to demonstrate how the PQ complements existing Key Stage 2 National Curriculum topics of study in English, History and Art & Design/Design & Technology. Teachers are free to use some or all of these resources as a starting point, but may prefer to develop their own stimuli and approaches to the project.

The PQ2 offers pupils freedom to explore, create and present a wide variety of project types including written reports, presentations, podcasts, models, projects, videos, sketches and multimedia portfolios.

Project work is submitted in the form of a **project portfolio** and **evidence of a final presentation**. This work is assessed by the teacher and moderated by an ISEB-accredited moderator.

The qualification is graded Pass/Fail and all pupils who pass will receive a certificate and a digital badge.

PQ2 - AIMS

- To support the development of skills in independent and collaborative learning.
- To provide a clear framework to support the teaching of independent learning skills in years 5 - 6.
- To complement elements of the current English, History and Art & Design/Design & Technology KS2 National Primary Curriculum (see Appendix B).
- To encourage pupils to explore and select from a wide variety of project forms, including creative and investigative routes.
- To facilitate the development of a wider set of skills than those typically developed by Key Stage 2 SATs.
- To help support pupils in the transition to secondary school.

GROUP PROJECTS

Whilst not mandatory, **group projects are strongly encouraged at PQ2 stage**. The PQ2 is designed to encourage the development of collaborative and team working skills, so in most cases it is expected that pupils will work in groups (typically of 2 or 3 pupils).

When pupils are working in a group, each pupil should define their contribution to the group project and engage in research, the creative development of ideas and reflection. The submitted project report should identify and explain how individual pupils contributed to the project (for example, using highlighting or annotation).

PQ2 STIMULUS MATERIALS

Classics for All has developed stimulus materials to support the delivery of the PQ2 in schools, but you may choose your own. Our example materials introduce pupils to some topics relating to life in the ancient world and offer some scaffolding for the project work. All the materials are free to access here:

<https://bit.ly/AncientWorldsIPQmaterials>

The use of these materials is entirely optional: schools may prefer to introduce the project in a different way, suggest alternative topics to their pupils or give pupils a totally free choice of topic area. Teachers are encouraged to structure the project in the way that best suits their pupils and reflects any specific practical considerations.

Topic	Introductory Lesson	Research packs	National curriculum links
A. Myths and Stories	The Greek and Roman Gods	1. The Iliad 2. Myths of Change	KS2 Primary English curriculum
B. Ancient Technology	Materials and Artefactual Evidence	1. Mosaics 2. Inscriptions	KS2 Primary Design & Technology curriculum KS2 Art & Design curriculum KS2 Primary History curriculum
C. Society & Everyday Life	Societies in the Ancient World	1. Ancient food 2. The Roman Army	KS2 Primary History curriculum

For detailed National Curriculum links, please see **Appendix B**.

As a guide, each of the introductory lessons should take 40-45 minutes to teach. At the end of this lesson/s, pupils can then carry out further independent research into a particular aspect of the topic that interests them using the research packs as a starting point.

The research packs are designed for pupils in Years 5-6. No/minimal input from teachers or parents should be required.

STAGES OF THE PROJECT PROCESS

The five main stages of the project are set out below.

N.B The three stimulus lessons designed by Classics for All (40-45 mins teaching time per lesson) can be used **at the start of the project process** to introduce pupils to possible topics.

Project Stage	Activity
Define	<p>Pupils choose a project question or practical challenge.</p> <p>They think about what the question means and how they will go about answering it.</p>
Research	<p>Pupils gather and study source materials to use in their project, using the resource packs provided as a starting point if needed. Pupils should be taught:</p> <ul style="list-style-type: none"> • how to analyse sources in relation to their project question or challenge; • to consider the reliability of sources they have chosen; • how to paraphrase sources in their own words or to quote them; • how to use references in their work.
Create	<p>Pupils create their own response to the materials they have studied. They explore different possible perspectives or solutions. They draw their own conclusions or create their own solutions.</p>
Reflect	<p>Pupils reflect on the project process. They consider what they have done well and how they could improve their project.</p>
Present	<p>Presentation of project. Question and answer session.</p>

CHOOSING A PROJECT QUESTION

The choice of project question is key to the success of a project. When discussing possible topic areas and questions with pupils, allow them scope to form their own ideas. Some possible project ideas are given at the end of each resource pack, but pupils do not need to choose from these lists if they do not want to. The project question can also be refined as the project progresses and the pupils' knowledge and understanding of their topic area grows.

When formulating project questions, you could consider:

- **Is the title open-ended?** Ideally titles should take the form of an open question or practical challenge with alternative possibilities. If the question is closed (e.g., “What happened to Narcissus in Ovid’s myth?”), or the practical challenge allows for only one approach, there will be limited scope for analysis, evaluation and the critical assessment of alternative ideas. An open question like “What can we learn about Roman society from the clothing people wore?” leaves pupils with more scope to develop their project.
- **Is the title interesting?** It is difficult to sustain motivation for project work which extends over a period of several weeks if the pupil has only a passing interest in the project. Encourage pupils to choose questions or challenges and ways of presenting their projects that they are likely to enjoy. For example, a pupil may not enjoy reading the story of The Iliad, but might be inspired by the opportunity to create a stop motion animation to illustrate the siege of Troy, based on their reading of the text: “Can we create a stop motion animation to illustrate the siege of Troy, as told in The Iliad?”
- **Is the subject matter accessible?** Successful projects involve pupils finding a topic that is accessible and challenging. The three stimulus lessons and research packs are designed to be accessible to pupils in Years 5-6 and offer an appropriate level of challenge. If pupils choose to pursue a different topic, they may need more guidance to find accessible resources.

WRITING PROJECT REPORTS

For each project, pupils should produce a report reflecting on the first four stages of the project work: Define, Research, Create, Reflect. The PQ2 report should typically be around **1200 words** in length and can **be a joint effort by the group as a whole**, with each pupil contributing around 300 - 600 words. The report can be written down or presented through a PowerPoint.

- Define: 75 - 100 words/1 slide/or 2 minutes recorded aural response
- Research: 400 - 600 words/5 slides/or 5 minutes aural evaluation
- Create: Produce an artefact/develop an idea with 400 – 600 words/5 slides description
- Reflect: 75 - 100 words/1 slide/or 2 minutes aural response

PRESENTING PROJECTS

Once their projects are finished, pupils should present their projects to the rest of the class. Pupils may produce their projects through a number of mediums. This list is not exhaustive and we actively encourage pupils, teachers, moderators and schools to think outside the box and as creatively as possible in the creation of evidence, artifacts, performances, products or even business ideas and events!

- A written project (an essay, book, story, poem, news report, etc.)
- A slideshow
- A sketchbook
- A video
- An animation
- A performance
- An exhibition or event
- A piece of art or design
- A computer program
- A podcast
- A website

Each presentation should feature a report covering the four project stages (Define, Research, Create, Reflect). Pupils should show the class what they have produced and discuss their reasons for choosing the topic and the presentation format. They should be prepared to answer a few questions about their project, asked either by the teacher or other pupils. As a guide, each presentation should last around 5 minutes.

FITTING PQ WORK INTO THE CURRICULUM

Completion of PQ2 typically takes around 8 - 10 hours of work. In Years 5-6, most work should be done during lesson time if possible. While the initial lessons may be more teacher-led (with teachers either delivering the suggested stimulus lessons or providing other introductory support to help pupils choose a topic area and research question), pupils/groups of pupils should be encouraged to work as independently as possible in subsequent lessons.

Different delivery models could include:

- 1 hour of lesson time per week over an 8 week term + some homework time
- 1 hour of lesson time per week for an initial 3 weeks + ongoing homework tasks, culminating in a further 1 lesson at the end of the project for the presentations.
- 1-2 introductory lessons + a collapsed timetable day which is devoted to project work

Some schools may choose to use the PQ2 as a project for Year 6 pupils to complete during the summer term post-SATs. Others may choose to use the PQ2 to teach pupils about the Roman Empire and its impact on Britain. Schools are encouraged to use the PQ2 flexibly to suit their own curriculum models.

AN EXAMPLE IPQ2 PROGRAMME

A typical PQ2 programme might include one lesson per week over an 8 week period, with some homework time, to make up a 8 - 10 hour block of time for project work.

One-term PQ Programme

Weeks 1 – 3	Exploring ideas for projects, either through the teaching of some/all of the stimulus lessons or through other teacher-led support. Choosing a project title
Weeks 4 – 5	Carrying out research (using the suggested research packs or other age- appropriate resources)
Weeks 6 – 7	Creating the project Writing the project report Preparing a presentation
Week 8	Giving a presentation

THE ROLE OF THE TEACHER

During the project, pupils should discuss progress with their teacher regularly. At the outset, the teacher should advise pupils on choosing a project question. Teachers should monitor pupils' progress and set targets for each stage of the project. During the project process, teachers should also monitor the safety and welfare of pupils as they engage in project work. Filtering of website searches and guidance about appropriate sources may be required.

The Project Checklist can be used by pupils for checking on their progress during the project.

INCLUSION

The PQ2 aims to be accessible for all pupils, encouraging them to follow their own interests and to work at their own pace. However, just as in all other areas of the curriculum, teachers should consider and address barriers to participation for pupils with particular SEN or for those who speak English as an additional language. Planning and effective oversight will minimise barriers so that all pupils can fully participate and learn. For example, within a group, pupils could be encouraged to take on different responsibilities depending on their own areas of strength.

Classics for All will be running free support sessions to guide teachers through the marking and moderation process. These will offer more detailed guidance on assessment to ensure fair treatment of pupils of all abilities. Our intention is that all pupils who engage enthusiastically with the project should be able to pass.

CASE STUDIES

Creating a model

A Year 6 teacher introduced his class to the Myths and Stories topic, using the stimulus lesson provided in the resource pack. Pupils were then divided into groups of four and started exploring the Myths of Change pupil pack together. From this, they discovered the Classic Tales resources online and particularly enjoyed listening to the tale of **Orpheus and Eurydice**. All the pupils in the group enjoyed music and decided to focus their project around Orpheus' lyre. The question they devised was: "Can we create a model to illustrate what Orpheus' lyre might have looked like?" They tried to find different depictions of lyres on Ancient Greek pottery and discovered how, in Greek mythology, the creation of the lyre is often attributed to Hermes. One of the pupils played the guitar and so asked her guitar teacher for advice on constructing the model. The pupils came up with an initial design for the lyre and tested their design using different materials before deciding on a final version. Two of the pupils were responsible for creating the model and two pupils took a lead role in preparing a PowerPoint presentation in which they explained the pentatonic scale and the importance of the lyre to the Ancient Greeks and discussed the process of researching and developing their model. This group also prepared a written report, with each pupil writing one of the sections (Define, Research, Create, Reflect).

Producing a podcast

A Year 5 class used the PQ as a framework for their work on the Roman Empire. After the introductory lesson on ‘Societies in the Ancient World’ (stimulus topic C), pupils started to explore the Topic C research packs in their groups. One group was particularly drawn to the pack on Ancient food and devised this project question: “Can we produce a podcast which compares the food eaten in Roman Britain to what people eat in modern Britain?” Group members all contributed to the research process – e.g. one pupil learnt about how the Romans introduced many fruits and vegetables, previously unknown to the Britons, that we still eat today. Another pupil interviewed her class-mates and other teachers about the sort of food they liked to eat at home. After listening to a few examples of factual podcasts for children (such as The Week Junior Show), the group put together a structure for their podcast and scripted the conversation based on their research. For their presentation, they played a two minute extract from their podcast, answered some questions and briefly talked through some PPT slides covering the four project stages (Define, Research, Create, Reflect).

MARKING AND MODERATION

Projects will normally be marked by the class teacher who has been supervising the project process.

Projects should be marked using marking grid in Appendix A. Firstly, the marker should decide whether the pupil’s performance is limited, reasonable or good in relation to each of the assessment objectives. ‘Reasonable performance’ is understood to be performance at a level that would be expected from a typical year 5 or 6 pupil; a limited performance falls below this, and a good performance exceeds this. Obviously, this type of marking involves an exercise of judgement and further advice on this will be given by Classics for All.

The marking criteria can be applied to different project topics and forms of presentation. The criteria should be used to assess the quality of the project process rather than the project outcome: for example, defining project questions, researching source materials, creating and evaluating ideas, reflecting on and presenting the project.

Marks for the project and presentation should be recorded on the marking sheets, which are then uploaded, alongside the project evidence, to the shared upload area to ISEB.

Full training on the marking process and guidance will be provided online by Classics for All in 2022-23.

An ISEB-accredited moderator will review the marking of a school’s projects, check if an appropriate process has been followed and give brief feedback with comments.

In Year 1 of the PQ2, experienced Classics for All trainers will complete ISEB moderator training and will moderate projects. In subsequent years, individual teachers may decide to train as moderators; if this is the case, Classics for All will cover the cost of the ISEB moderator training.

PROCESS FOR REGISTRATION AND SUBMISSION OF MARKS TO ISEB

1. A school expresses their interest in PQ2 to hannah@classicsforall.org.uk or to their regional Classics for All network coordinator.
2. The school's lead teacher registers pupils with ISEB via their website between 1 September and 30 June. More information can be found on the 'registering pupils' section of the ISEB assessment page: (<https://www.iseb.co.uk/assessments/ipq/>)
3. The school's lead teacher is given access by ISEB to a shared secure area online to upload projects and evidence.
4. Pupils complete their project work.
5. Teachers attend an optional marking support session, led by Classics for All.
6. Teachers mark their pupils' projects and presentations and share a sample of the work with moderators by uploading projects and the class/cohort marksheet into a shared file store.
7. Moderators moderate the sample of work and confirm marks with teachers.
8. For quality assurance purposes, this sample of projects and evidence is sent to ISEB to be externally moderated as part of ISEB's quality assurance processes.
9. Pupils receive their certificates and digital badges from ISEB.

GRADING

The PQ2 has a simple pass/fail grading system. To pass, pupils need to score **at least 20 marks (out of a total of 60)**.

APPENDIX A: MARKING CRITERIA

a. For the project report

Objective	Marks available		
Define	1 – 3	4 – 6	7 – 9
	A limited degree of commitment is shown. Limited thought has gone into the choice of question.	A reasonable degree of commitment is shown. The choice of question has been made reasonably thoughtfully.	A strong degree of commitment is shown. The project question has been thought about carefully.
Research	1 – 6	7 – 12	13 – 18
	Only 1 source is used. There is a limited attempt to describe topics using sources. There is limited consideration of source trustworthiness. There is a limited attempt to reference sources in a bibliography.	2 sources are used. There is a reasonable attempt to describe topics using sources. There is reasonable consideration of source trustworthiness. There is a reasonable attempt to reference sources in a bibliography.	At least 3 sources are used. There is a thoughtful attempt to describe topics using sources. There is thoughtful consideration of source trustworthiness. Sources are well-referenced in a bibliography.
Create	1 - 6	7 - 12	13 - 18

	<p>There is a limited attempt to respond to the project question through creation. The response is largely descriptive, with limited exploration of different answers. There is limited drawing of conclusions. The level of communication tends to be basic.</p>	<p>There is a reasonable attempt to respond to the project question through creation. There is reasonable exploration of different answers. Reasonable conclusions are drawn. There is a reasonable level of communication.</p>	<p>There is a thoughtful attempt to respond to the project question through creation. There is thoughtful exploration of different answers. Conclusions are drawn thoughtfully. The quality of communication is good.</p>
Reflect	1 - 3	4 - 6	7 - 9
	<p>There are limited reflections on the project. Comments about strengths and areas for improvement are limited.</p>	<p>There are reasonable reflections on the project. Comments about strengths and areas for improvement are reasonable.</p>	<p>There are thoughtful reflections on the project. Comments about strengths and areas for improvement are thoughtful.</p>

b. For presentations

Assessment Objective	Mark band		
Present	1 – 2	3 – 4	5 – 6
	<p>There is a limited communication of ideas.</p> <p>Communication with the audience is of limited effectiveness.</p> <p>Answers to questions show limited understanding.</p>	<p>There is reasonable communication of ideas.</p> <p>Communication with the audience is reasonably effective.</p> <p>Answers to questions show a reasonable level of understanding.</p>	<p>There is good communication of ideas.</p> <p>Communication with the audience is clearly effective.</p> <p>Answers to questions show good understanding.</p>

APPENDIX B: NATIONAL CURRICULUM LINKS

By its nature, PQ2 project work will lead to a wide range of outcomes and different skills will be developed depending on the topic studied, the choice of project question and the format of the project. The curriculum links below are provided as a sample, not as an exhaustive list. Not all links will be relevant to each project.

Topic	Sample National Curriculum Links
<p>A. Myths and Stories + reading/writing work relevant to all projects</p>	<p>KS2 English programmes of study</p> <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identify and discuss themes and conventions in and across a wide range of writing • understand what they read by: <ul style="list-style-type: none"> - asking questions to improve their understanding - drawing inferences...and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information.</p> <p>Writing – composition Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by identifying the audience for and purpose of the writing • noting and developing initial ideas, drawing on reading and research where necessary • draft and write by using further organisational and presentational devices to structure text and to guide the reader • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<p>B. Ancient Technology</p>	<p>KS2 Art & Design curriculum</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • Pupils should be taught about great artists, architects and designers in history <p>KS2 Design & Technology curriculum</p> <ul style="list-style-type: none"> • Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. • When designing and making, pupils should be taught to: <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <p>KS2 Primary History curriculum</p> <p>Pupils should be taught about the Roman Empire and its impact on Britain (particularly relevant to the ‘Inscriptions’ research pack)</p>
<p>C. Society & Everyday Life</p>	<p>KS2 Primary History curriculum</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Ancient Greece – a study of Greek life and achievements and their influence on the western world