CLASSICAL STUDIES AND WHOLE SCHOOL PRIORITIES

Or How to get SLT to support you
SCHOOL CONTEXT

- The Royal High School was founded in 1128
- It is a state school in North West Edinburgh
- School role of approximately 1250 rising to 1600 in the next year or two
1. Most of our catchment is SIMD 7-10 although there is a sizeable SIMD of 1-3
2. Students have had 1 to 1 iPad coverage for 6 years
3. The rising school role represents the main challenge faced to the school, lack of space and resources to accommodate students will lead to new building projects.
Teaching the Classics was mentioned in the Royal Charter given to the school by King James VI.

It has a long and proud tradition in the school.

In 2010 the school was about to shut down the Classics department.

I took over and my first year had 1 student who I taught Higher in my free blocks and a Friday after school.

The second year I had 8 students who I taught Higher after school.

Figures for next session are strong with 2 S3 classes, 1 S4 class, and 2 Higher Classes.

I received my GTC recognition with help from a retired Classics teacher A McCloud (of Perth High School) over 2 years.
Over the years there have been substantial challenges to the development of Classical Studies: ISOLATION, LACK OF RESOURCES, LACK OF REASSURANCE, CULTIVATING UPTAKE, ESTABLISHING THE SUBJECT, MAINTAINING AND IMPROVEMENT ENGAGEMENT.

But I started this process with a strategic aim to improve awareness with all of the major stakeholders: STUDENTS, STAFF, PARENTS, SLT.
• Strategies for engaging with students are perhaps the most obvious and varied:

Running a lunch time club looking at the “greatest hits” of the Classical World, mythology, the underworld, gladiators, slavery etc, has proven to be hugely popular, and a major reason in uptake in the junior years

All student work has been delivered digitally for 5 years, and all assessment has been completed digitally for the past 2

Have 3 weeks in the S2 timetable to deliver 1 lesson a week to introduce Classical Studies before subject choice.
PARENTS

- Use of school website, and app
- Twitter (I Hate it!) but it is extremely effective in publicising student work, generating momentum
- Updating school website
- Publishing leaflets about Classical Studies as a subject choice
- Creating easy to access web pages for information with programs like adobe spark: [Higher Classical Studies Info Page](#)
Engaging in cross curricular work, for example with English on Greek tragedy, students in S3 read Antigone in some English classes.

Cultivating a network with other Classical Studies teachers, Edinburgh Council now has 5 state schools offering Classical Studies next session. Run a neighborhood group for staff in Edinburgh region including East and Midlothian 8 schools in total.

Working with RMPS created digital resources on Plato’s Republic to be taught with S4 (see following slides).

Working with History to teach about Roman Britain in S1 history.
The Royal High School

S4 PHILOSOPHY

PLATO

The ballers guide to understanding the universe.
Arguably perhaps the most important, without SLT buying in you have no courses.

Easiest way is perhaps to look at how Classical Studies fits into your whole school priorities

Learning and teaching and Digital Learning are two areas that I chose to use, however there are many others such as Skills for Work, Health And Well Being, Literacy, Rights Respecting School, Citizenship etc

Choose an area which is best suited to your expertise, Classical Studies is so varied it will contribute to just about any.

Twitter is also great for showing the validity and success of Classical Studies as a subject
DIGITAL LEARNING

- As a School we adopted a new digital learning process at the same time as I was developing Classical Studies, this led to a dovetailing for me of the two areas.
- Being able to create content, and deliver it digitally (as I had no budget and no real resources to speak of)
- Saved lots of money in no photocopying
- Able to use that money to buy texts such as Antigone, Lysistrata, Medea, and Oedipus Rex which were all required for the Old Higher and Intermediate 2 courses.
The first phase was all about digital creation and delivery.

Second Phase was refining and correcting the mistakes made first time round, as well as introducing more interactive elements and starting to create a more digital experience.

Phase Three saw introduction of Assessment being used digitally.

Phase Four has been about trying to present cohesive digital package.
PHASE ONE

• Didn’t have a clue, lots of mistakes made
• Created files that were too big student ipads were 32 gb my first files were about 6 to 8 gb each used technology which wasn’t compatible with student devices, school Wifi was not up to standard
• Files created were not very accessible, students found it confusing to access their materials. Therefore the didn’t bother
• At this time most students were extremely resistant to using any forms of digital interaction.
• Very traditional methods of teaching were what students wanted
• At best had produced (at great expense in time) overly complicated digital textbook but it offered no experience or integration to students, (example pages on following slides)
survived until Philip II of Macedon's victory at Chaeronea (in Boeotia, where Plutarch would later be born).

Before the Peloponnesian War (All Dates in the 5th century B.C.)

- 477 - Aristides forms Delian League.
- 451 - Athens and Sparta sign five-year treaty.
- 449 - Persia and Athens sign peace treaty.
- 446 - Athens and Sparta sign 30 years peace treaty.
- 432 - Revolt of Potidaea.

See chapter 8 for a detailed information about the War with Sparta known as the Peloponnesian War.

Liturgies - public burdens

Liturgy was a public financial duty imposed on wealthy citizens. There were various kinds of liturgies:

- **Trierarchi**. Manning and outfitting a trireme. Trierarchi were rich citizens accepting financial and general responsibility for a ship in the Athenian navy. At the beginning of each year the state selected certain men from the top class to act as trierarchs, or commanders of triremes. The state provide the hull and a supply of canvas and rigging, but the triarch purchased the rest of the equipment and engaged and trained the crew. They paid bonuses to attract skilled officers and good rowers, and were responsible for maintaining the ships’ fighting efficiency. They usually took a pride in their ships, and competition for prizes – such as the golden crown offered to the first triarch to have his ship ready to sail – stimulated them to spend more than the minimum required. Trierarchs usually commanded the ships themselves.

- **Choragi**. Organising and financing a chorus. Choragi were rich citizens who, on a rotation basis, took financial and general responsibility for a chorus participating in a festival. Their duties included choosing, training
AGRICULTURAL CRISIS, AND NEED OF LAND REFORM

The traditionalist up of the Old Republic, that had worked for 100s of years, the majority of the people who contributed their taxes, who fought in the army, were small landowners, worked their land by a basic subsistence level, where they produced enough food for themselves, and their families and had no need. This surplus food which they could then sell at market. Since farming was diverted by spring and autumn, it was a natural way for them to sort out the summer time in which the Roman citizen would be eligible to campaign and fight for their country.

1. He sold with the vast influx of new land, this land belonged to the state, and not knowing what to do with it they had sold it contracted it out to the rich, who then used the poor as mass labor. These slaves were a very big market and they had robbed the poor of their traditional, and honourable livelihood.

The economies changed as away from being largely subsistence economy to being one driven by capitalist ideals.

2. These victories also brought with them a huge amount of slaves, 40,000 from Carthage, and reportedly 150,000 from Macedonia, this led Marcus Marius into making the population, as a huge labor force capable of, doing the jobs of the traditional roman citizen. This in turn left vast amounts of poor citizens out of work, and landless, so they all ended up heading towards Rome looking for work. There was no state help in those days.

3. All these were Rome was forced to fight meant that it was impossible for the poorer roman citizens to return to work on their farms, they were forced to sign up for longer and longer periods of time, leaving and destroying the very fabric of their traditional society. Hannibal had invaded and stayed in Italy for 16 years, especially during the period that it had represented to the majority of Rome farmers, further forcing many into the bigger towns were they were unemployed.

So the major problem was huge amounts of state owned land being used for profit by a few rich men, the idea of CHEAP LABOUR, LEAVING THE POOR CITIZENS WITH NO JOBS, OR HOMES.

The rich

The middle class

The poor

Making a fortune of state contracts, constructing large houses, of land under the guidance of wealthy owners, much control in the Senate.

Novely formed because of the need for credit, and to drive the changing needs of the roman empire, were becoming out of the old aristocracy, unrepresented politically.

Had seen their traditional way of life removed, alongside their dignity. Had no- job after the destruction of much land by his campaign the Carthaginian was no option but to move to Rome and sell their votes.

Tiberius Gracchus

Was the grand son of the Roman general Scipio Africanus who had defeated Hannibal and was considered Rome's greatest hero. Tiberius could have grown up had a very easy life, but during one his spells as a Roman magistrate, he realised the horrendous problems faced by the poor, and he resolved to try and change things, he saw that Rome needed to change in order to adapt to these new problems forced upon it since its defeat of Carthage.

Tiberius resolved to try and reform the problems faced by everyday citizens to ensure that land was fairly distributed. His policy is one the people was:

“You fight and die to give luxury to other men... but you have not a foot of ground to call your own.”

He decided to stand for the magistracy of TRIBUNATE a position normally associated with the plebs (or common people), although his family name was one of the most famous in Rome. He proposed a bill to the people to redistribute land to over 7000 different families. The Senate was opposed, realising that this would make Tiberius very popular, but also completely eat into their profits and riches. The poor began to band together in order to vote en masse (this was very rare as mostly the citizens who lived in the countryside and not those in Rome came to vote on elections).

This greatly alarmed the senate, so they encouraged one of their supporters who was a fellow tribune to Tiberius to VETO this bill (which is a process which is check on power, a veto is when you refuse to allow a bill to pass, this had been designed to ensure that the poor could never be actually) the bill.

What Tiberius did next had never happened in the history of the republic and would only happen once: he rose to a Tribunal Veteto a bill that was left. However on this occasion he was defeated on the pretext that the bill that was vetoed was the people, asked the people to vote out of office the Tribune who had line veto the bill. This is what the people were in the end of the day served to promise the Senate so much, that armed supporters of the Senate, started a riot and murdered a 100 and a 1/2 of his supporters, dummying his body in the Tibor.

Why does this matter to us?

Tiberius life and actions fall outside of our time period however he was the first to realise the real problems within the republic, that it had to change in order to accommodate its rapid expansion; and that the poor needed to be treated better. The actions of the Senate in his murder also introduced a new aspect of that of the legitimisation of violence within politics. Imagine today if we allowed politicians to murder each other when they disagreed.

1. Tiberius failure to get his land reform bills through, fails to address the need of land reform, a problem that will only get worse.

2. The use of violence and murder in politics in used for the first time, and allowed a whole new set of people to enter into a new career.

3. That there is a fundamental shift from the rich and the poor within Roman society, and the way that those who use the power for their own gain, the old aristocrats, now use the power to get what they want, they claim to be interested in fighting them but are more interested in making money, the old establishment would have been against this. The forming of people and to have the old political groups the OPTIMATES (or the powerful senatorial types), and it showed how if you if you use the power for self instead of for the good of your own agendas, populist politicians in todays world like Nigel Farage, and Donald Trump could be just as effectively considered to be a similar vein, they claim for the common person

TIMELINE GAULS AND MARIUS

157 BCE
254 BCE
226 BCE
166 BCE
108 BCE
98 BCE
90 BCE
86 BCE
70 BCE
60 BCE
50 BCE

GAIUS MARIUS

Born in Arpinum
Becomes military tribune
Becomes quaestor in Gaul
Becomes plebeian tribune
Becomes praetor
Sent to govern Hispania Ulterior
Marriage to Julia
Returned to military service, as legate to Gaius Metellus
First citizenship, introduced a number of military reforms (Marius Reform)

MARIUS

Becomes consul for a successive 5 years
Lost successful Roman defence during Germanic invasions
Returned to military service, to lead Roman army against the Social War
Sulla captures Rome and exiles Marius
Marius returns to Rome with an army and expels Sulla
Sulla is driven out of Rome
Seizes the government, dies in the seventeenth day into his term as consul.

Gaius Marius was a popular, and uncle to Julius Caesar, he was an outsider born in the mountain town of Arpinum. Marius rose to power through his military prowess, he spent his entire life as a military leader.

However this important function that we need to talk about when it comes to Marius is really his MILITARY REFORMS.

As we have already seen, the Roman army was struggling with the needs of empire, the old system of part-time farmers, and part time soldiers was really not going to cope. To this Marius completely redesigned the Roman army from the ground up.

He abolished the militia system (a militia is a non professional group of people who gets called up by recruitment who get into armed units). Instead he designed the Roman Legions. He organised these legions from groups of up to thousands of men, who were professional soldiers. This was then the only way the Roman army had to be carried by each legionary. He even redesigned the weaponry including the pila or javelin, which was designed to break on impact so that it could not be thrown back at the roman army.

So Marius was a General, but he was considered common, by the Senate. His last reform to the army was perhaps the greatest and would lead into the most famous event in Roman history: HE MADE LEGIONS SWEAR ALLEGIANCE TO THEIR GENERAL OVER THE REPUBLIC.

In effect a General who commanded a legion, owned it: he could do what he wanted with them, and Marius was not slow to realise this potential: he was able to achieve all he did in his, because of his huge power through the threat of using his soldiers if he didn’t get what he wanted. He famously infiltrated the Senate with his army of neighbours, and outside influences, and arrogated himself to all areas of North Africa.

However for us the other major area that we are interested in his relationship with his former legate (junior officer) Cornelius Sulla.

Cornelius Sulla

Sulla was the total opposite to Marius. He was born in one of the oldest and greatest families in Rome, whose ancestors had been Consuls (the highest rank in the republic) many times. However his family had fallen onto hard times, and he grew up bankrupt and penniless, he spent his youth according to the Historians in the company of acting, prostitutes, and rich widows, he in fact made his money when a rich widow left him everything in her will.

Sulla was then able to pursue his political career, which for so many made shocking - he not only bought his first horse, he also took him under his wing, and together, perhaps because he saw in him a man who had his own heart after his own horror, however the relationship soon went south.

Sulla did a few things that helped contribute to the downfall of the republic. Firstly he marched on Rome, and Caeser was still first to march on Rome, and I doubt he would have been so keen to do it had he not had the example of Marius before him.

Sulla was to believed of his command, and instead of giving it up, because his soldiers has sworn allegiance to him he used the army, to march upon Rome and take over.

Marius had the same, and the other period of bloody in fighting, where both sides tried for control, when each side was in control they used a process of PROSCRIPTION where they would publicly display lists of people who they say should be killed. These people were often enemies, but often they were simply people, whose lands and houses were really not going to be. Between 80 and 86 BCE power in Rome see seized between either the Marius or Sulla factions.

This had a massive effect on Rome, it killed off many senators, and other supporters, it further legitimated the use of violence for Politics, and it also showed how if you use the power for the right ends as a far more effective political tool to get what you want.

Eventually with the death of Marius in Africa, Sulla became DECISIVE, he took control of Rome, and brought a new order over a short time span to give one man overall control in times of great crisis. He then reformed the Roman political system firmly in favour of the senate, for although he was born poor, he was definitely an
Phase One was a disaster

Content provided was not accessible to students,

It offered little in the way of student interaction or ownership

Students did not use it

Students did not want to use it

Technology was not at a point where this could be used effectively

It became clear that I was doing this to see what could be done not what was the best way to do things

I had use ibooks author program for mac OSX however this led to huge problems with compatibility in sharing with colleagues, and students, it simply wasn’t viable
PHASE TWO

CfE brought about Phase 2 as higher changed considerably.

Technology was improving, iPads were becoming more powerful, and the WiFi was more reliable after investment by Council.

Whatever content created had to be platform agnostic, and accessible on all devices, including phones.

New generation of students had had more time to acclimatize to digital content and were far more willing to engage in digital delivery.

City of Edinburgh Council had invested heavily in Microsoft Office 365 which was available to all students and staff.

This allowed for access to programs such as OneNote, Forms and Teams which all offered new interactive elements.

Content delivery was to be done solely now through individual lessons in an ordered structure through iTunes U which was free, secure, and compatible with student devices, but NOT with staff devices.
<table>
<thead>
<tr>
<th>Course</th>
<th>Posts</th>
<th>Discussions</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3 RMPS</td>
<td>4</td>
<td>1</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Mr. S Sewell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated: 02/5/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new private messages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3 Classical Studies</td>
<td>5</td>
<td>0</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Mr. S Sewell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated: 02/5/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Classical Studies</td>
<td>9</td>
<td>4</td>
<td>21</td>
<td>88</td>
</tr>
<tr>
<td>Mr. S C Sewell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated: 03/1/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new private messages</td>
<td></td>
<td></td>
<td></td>
<td>1 new</td>
</tr>
<tr>
<td>N5 Classical Studies</td>
<td>3</td>
<td>6</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Mr. S Sewell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updated: 03/1/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new private messages</td>
<td></td>
<td></td>
<td></td>
<td>30 new</td>
</tr>
</tbody>
</table>
Ended up with hundreds of files, students soon lost track of the right files for the right lessons. It took a very long time to upload files to iTunes U spending way too long in curating and updating courses. Students will still not interacting in a manner which was aiding their learning. Was difficult to share media files such as video clips or audio files. There was little in the way of collaboration solutions, or ways for students to share ideas, or creations of their own. It was still way too time consuming and whilst in the end it was an organised system, it the burden was placed upon the teacher not practical or viable.
PHASE THREE

- It was clear that work had to be:
  - EASY TO ACCESS
  - OFFERED INTERACTIVE, GROUP AND CREATIVE EXPERIENCES
  - PLATFORM AGNOSTIC
  - ACCESSIBLE TO ALL
  - NOT DEMANDING SPEC WISE
- The revision to Higher in CfE allowed for this change to occur first.
- iTunes U was to be used only as a means for Gathering Assessment and not for content delivery
iTunes U offered a way for students to hand in work, for it to be marked, and for students to interact about their progress. It also offered a convenient mark book which allowed you to see at a glance progress of students, and to see who was interacting with materials.

The downsides to this:
File management became an issue, as assessments for multiple years soon mounted up, and it became very difficult to keep track of individual assessments. Wasn’t compatible with all file formats including those which students commonly used. Photographing written work was problematic, as pictures often were taken in wrong format, and incompatible or where hard to read, and took up way too much space on iPads.
Students using inbuilt discussion features in iTunes U to support each other in preparation for their Formal Assessment.
A further attempt to refine the process, and solve the problems of multiple files, one file making sure content was accessible and promoted the learning and teaching philosophy of the school. Making everything easy to use. A switch away from individual files, to a more structured unit based approach, so mini books were created using Pages program (Pages allows you to export into Word and into PDF), however still accessibility problems and problems with multiple files, also offers little integration into Office 365 which other faculties in school were using and had become established as the normal way to work.
Example of Phase Three text, an activities book for Higher on the Iliad
REFLECTION

• A much better experience was being developed for students
• Still issues with assessment, files types, and delivery
• Courses were organised into far fewer resources
• Still not using the software set up that students used in the rest of the school
• Much better student collaboration
• Students rated highly the resources they were given they found them easy to use
1. Overall how do you rate the quality of the materials you have been given so far in this course?

2. Overall how do you rate using the Books App for effectiveness in delivering course information and activities?

3. Overall do you feel the activities that you are required to do help promote your understanding of the course content?
PHASE FOUR

• The FINAL VERY DEFINITELY FINAL PHASE of digital creation
• All in One .PDF files for N5 and Higher
• Using Teams for all Assignments and assessment
• Using OneNote for student work, and incidental note taking etc
• Allows for better integration with other platforms, allows for us to migrate away from iPads in the future
• Allows for students to use software which they are using in all other faculties
• Takes up less space, and less work for teacher
This journey has helped me in my other role as leader on digital learning

Have been able to train and help other staff

Have contributed to school ICT plan

Have been used by Education Scotland as part of Digital Schools awards good practice

It differentiates Classical Studies in the eyes of students, staff and parents as you are offering a unique learning experience

It contributes to skills for life and work
The other big area that I chose to contribute to whole school priorities on was in Learning and Teaching.

This has been used to contribute:
- Digital Learning
- Differentiation
- Group Learning
- Content Creation
- Promoting resilience, communication and student confidence
STUDENT CONTENT CREATION

• With minimal input and effort by me, students consistently use their iPads to create top tier content in a massive variety of formats.

• By enabling access to their world which is more often than not increasingly digital, we can synthesize both an understanding of the classical world with modern culture.

• Students run their own subreddit, and we have meme Mondays (which is a brilliant way to contextualize learning and check understanding).

• Students have created their own YouTube channel designed to help each other with revision.

• The following slides are some examples of some of the amazing work that I take absolutely no credit for.
Plato's Biography in 2 sentences:

I hate democracy. I wrote the Republic.

When you're in Rome and you release your mixtape

WANNA HEAR A JOKE?

Remus: Reme.
Romulus: *sharpening spear* I have a better idea.

Ancient Greek Women's Rights!

Women when a Symposium starts:

Hyperion: don't touch my cattle
Eurylochus: *touched cattle*
Hyperion:

I'll be in my bedroom, making no noise and pretending that I don't exist.

A typical mistake for us cOol Classics kids, amirite?

Laugh at this meme

Whoops

That's a map of Ancient Greece
Prometheus bound, drawn through digital art.
Using the video game Fortnite to try and build a digital model of a Greek theatre.
Plato is talking about society and how the philosopher knows the most so they should be in charge not the people who are picked because of their looks and popularity.

The ship:
Represents all the people who live in a community.

The navigator:
This should be the person who is best equipped to guide the ship, but often is either the most popular or who the most popular has decided.

The captain:
Person who has themselves to be in charge either through charm or strength.

The crew:
Represents all the adults citizens within that community, easily led by good speakers and prone to argument and indecision.

The philosopher:
Ignored by all the person who is the most rational and capable of making intelligent decisions, also incorruptible, can see the disaster ahead.
Using apps to create their own digital comic storyboard of the Odyssey
Some examples of the more traditional art used by students for revision and homework.

3. Demeter tries searching for Persephone and the crops begin to fail.

4. Persephone is tricked by Hades into eating pomegranate seeds, sealing her fate for 3 months a year.
Students seem to continually produce amazing work for more examples and a look at some of the great videos students have made go to @RHS_CLS.
HOW DOES THIS BENEFIT WHOLE SCHOOL?

By being active in different educational approaches, test out new theories able to feed directly into discussion on pedagogy.

differentiates Classical Studies from other subjects in the school.

Allows for sharing of good and bad practice avoidance.

Gives SLT something to write about in school reports.
THANK YOU

• This file was originally made up before I knew the format for the conference, and it turned out to be far too big to use!

• Contact:
  • Twitter
  • email