



# Classics Forum

Welcome to *Classics Forum* – a newsletter designed to provide you with updates from the wider Classics community, news from teachers, and information about events and activities you and your students might find interesting.

**How to organise your own Greek Olympics**

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“A Most Excellent Odyssey”**

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In this issue, we take a look at teaching **GCSE Classical Civilisation** in a year to gifted and talented students, get updates from two schools on interesting and innovative Classics projects, and meet one of our new Principal Examiners. We also focus on what's new in our Classics **e-community**, offer more recommendations for **school trips**, and provide **updates** about some exciting events coming up soon. We hope you find it both enjoyable and informative.

If you know of a Classics event taking place near you, or would like to share your experiences of Classics in or out of the classroom, please do let us know. Get in touch by emailing [ocr.classics@ocr.org.uk](mailto:ocr.classics@ocr.org.uk).



# How to organise your own Greek Olympics

Here, Andrew Keen from Bristol Grammar School tells us about his experience setting up a 'Greek Olympics' event in his school.

If you're running your own Olympics event, we'd love to find out how you got your students and departments involved and to see your pictures. Why not share your experiences on the social network?

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In February 2012, the Bristol Grammar School Classics and Games departments ran a very successful 'Olympiathlon', my term chosen for the Greek Olympics Week. Here is how we did it, and some advice if you would like to create one for your school. I heartily recommend it!

**1. Get your Head of Sport or PE on board early on.** This is absolutely crucial. Our Head of PE was brilliant, and very flexible. The success of the actual sport bit is central to how pupils and staff will respond to it. Large audiences won't come along just to hear speeches and see people having olive wreaths put on their head. You will also need a location (sports hall, gym, etc) and equipment (see below), and a Head of PE will almost certainly know much better than a Head of Classics what is needed and will also have a good sense of what is possible and what is unrealistic. On the other hand, it has to be different, as otherwise it will just be like a normal PE lesson. Stick in as many accurate details as you can. A good book to start with for details is Judith Swaddling's book, [\*The Ancient Olympic Games\*](#).

**2. Decide what events you are going to put on.** We held our Olympics event over five lunch-times, and did a full pentathlon (javelin, discus, run, long-jump (with a difference) and wrestling). We held one event on each day ensuring one boy and one girl from each of our six Houses (adding a bit of natural competition) was selected. On each of the five days we selected the competing boy and girl from a different year group.

**3. Don't try to do everything yourself** – the competitors need to be chosen, but if you can get one person per class (or House) in each year group to organise it, then the class/House teachers/tutors can appoint one competitor each.

**4. Advertise it well.** We did a full school assembly the week before, and then a report on how it was going in the assembly of the week of the Olympiathlon. Pupils involved in reading reports, etc goes down well. See if you can get someone with a decent camera to take photos; this will mean people won't just forget about it once it's over. Also, if the school has a newsletter or magazine, get the editors interested and involved, so that you can get somebody else to write a feature on your event.

**5.** Don't try to do too much in a lunch-time. Write a script, and stick to it.

... continued





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## 6. Here is the list of what we did each lunch-time:

**Introduction** (taken from Pindar – the Ancient Greek Poet, but changed quite a bit, with some bits specific to the school and what is actually happening). Make sure you can be heard – I was in the sports hall, a huge space, so was glad to have a microphone. The Head of PE didn't use the mike, as being a PE teacher, he was used to shouting very loudly and being heard!

**Procession of the athletes** (accompanied by a trumpeter, if you can find one, playing a fanfare – our trumpeter wrote his own fanfare, but I'm sure a Music teacher could help with this). They then line up in front of . . .

**Zeus Horkios** (who is a different prominent figure in the school each day). We had our two Classics Honours students, and then a Classics teacher, then the Director of Sport at the school, and one of our Year 11 Classical Civilisation students. The more different sorts of people you can get involved, the more people will know about it and come to support. I bought a grey beard and long blond wig (I was looking for white, but blond was ok) from a fancy dress shop, and had sheets for a chiton.

**Oath** (taken from Swaddling's book). I had the athletes and the umpire/judge say the oath and then touch Zeus's feet.

**Oration** – Choose some prominent members of the community to read a poem, speech or even make up something stirring on the spot. We had our Head of English, Head of History, a Classics teacher, an English teacher (who is Greek and read in modern Greek), and one of our public-speaking-trained sixth formers. They all went down very well. They were also dressed up in chitons.

## The competitions

**Javelin** – If you're doing it indoors, the Head of PE can get indoor javelins – but if you don't already own these, this will take some planning – or a pole with a soft end. Two attempts to see who can throw it furthest.

**192m run** – This is the length of the Olympic Stadium in Olympia. You don't need a 192m space for this, although if you can find one it will be better, I think. We used boards at one end, and cones to run around at the other end. The run takes less time than the other events, as everyone is running at the same time, rather than taking it in turns.

**Long-jump** – Give them weights, and it's a multiple jump (two-footed, and five jumps, to see who can get further). Use cones to indicate distance. Again, two attempts, and the longer one counts for each competitor.

**Discus** – We ended up using some large mayonnaise tub lids, stuck together, but we had planned to use a large discus (35cm was the traditional diameter).

**Wrestling** – The senior rugby boys should be able to do this without too many health and safety concerns. It was fantastic, and was by far the biggest draw for the audiences!

## Celebrations

**The crowning with olive wreaths.** I managed to find some plastic olive wreaths (well, they are laurel wreaths, but nobody will tell the difference!) and the two winners (one boy, one girl, except on the Friday when it was just the boys doing the wrestling) were crowned by Zeus. Then the showering with olive wreaths (well, small pieces of green paper cut into leaf shapes by my Year 7s!).

**A feast of fruit**, provided by the catering department. Also bottles of water for dried-out athletes!

**Thank you to all the people who were involved.** Pin up details of winners and competitions in important locations around the sports hall/Classics department, etc!

*A lot of hard work, but all very much worth it!*

**Andrew Keen**  
Bristol Grammar School



## Focus on . . . “A Most Excellent Odyssey”

**Kym Parnell, an English teacher from Hemsworth Grange Comprehensive School in Gateshead, tells us about the challenges and rewards of teaching GCSE Classical Civilisation in a year.**

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Our odyssey began in July 2011, when I started to plan a route forward for our two top-set Year 11s who had all passed GCSE English Language and I was fairly confident that they were all about to do likewise with Literature. However, this success did present me with a ‘problem’. What on earth was I going to teach in a year? The subject selected would have to fulfil certain criteria: be exciting enough to grab Year 11’s waning attention; offer something different; and be something I felt I could teach myself and them! I dabbled with thoughts of Ancient History (History being my other subject), but the short course in Classical Civilisation also beckoned. Putting my thoughts about Classical Civilisation to Year 11 went well, as long as we would, in the words of an already stretched and challenged Year 11: *“Have fun!”*

So, we started in September 2011 following the short course, but very quickly the majority of our pupils asked why we weren’t doing the full GCSE. Taking a cue from Athens, and in the spirit of democracy, we had a vote, the majority voting to complete the full GCSE course. We are now at the end of the year: Lysistrata Controlled Assessment done; Athens exam done; Homer exam done; and, finally, Sparta exam done.

It’s been a speedy roller-coaster of a ride, really enjoyed by Year 11 comprehensive school students who wouldn’t usually be offered this as part of their curriculum. Yes, we had three casualties who fell by the wayside and dropped out, but all the rest came into school, on a blazing hot Saturday in May, to attend three hours’ worth of Classical Civilisation revision. In the words of Callum York, *“It’s been an epic experience.”*

I’m very hopeful about results. And yes, I’m clinically mad, I have just downloaded the AS syllabus . . . Fancy AS Classical Civilisation one lesson a week after school anyone?

**Kym Parnell**  
English  
Hemsworth Grange Comprehensive





# When in Rome . . .

Rome is one of the most popular destinations for a school visit related to the classical world. We asked our teachers what they liked to see on their schools trips to Rome and here are their recommendations. A big thank you to everyone who contributed their thoughts.

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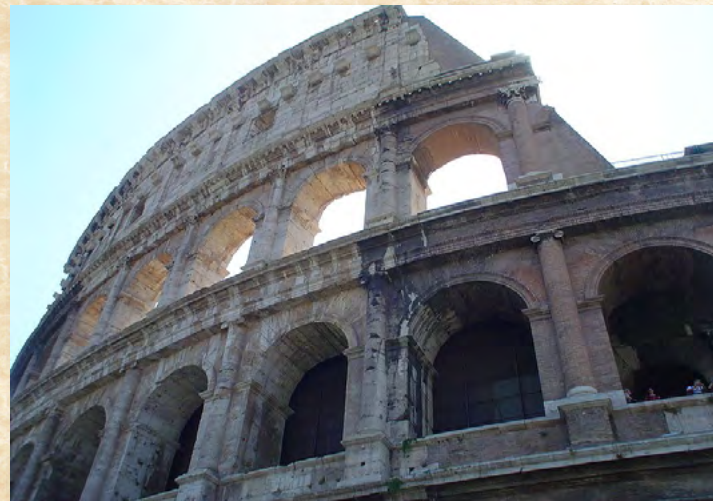
### Out and about

#### Colosseum

One teacher said: *"My students are always overawed by the size of it. Not only does it impress them but they are able to relate to the site when they see that it is the size of a football stadium."*

Another commented: *"Being able to see the 'backstage' areas as well as the seating is such an experience. It really makes them think about the site from more than one point of view."*

Unfortunately, the queues to get into the site can often be quite long, but it's possible to book tickets and a guide in advance. One teacher also mentioned that if you have a small group, you can use a Roma pass which allows travel for three days and entry into two sites and a third at half price. The Colosseum and Forum count as one site.



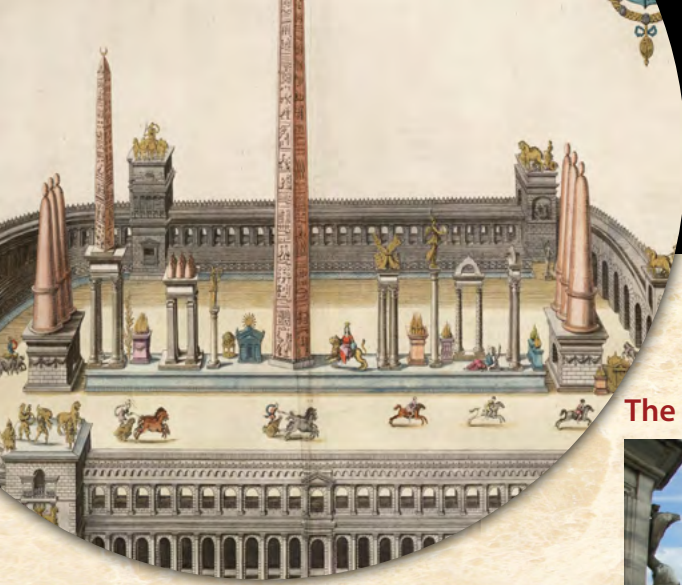
#### The Forum

This is the heart of the ancient city with plenty of interest for students. The Arch of Titus and the House of the Vestals always go down well, and letting students see where the famous orators such as Cicero and Caesar made some of their most famous speeches is usually popular. One teacher said: *"I am always amazed that there are flowers on the altar of Caesar."*

It's a great place to take students, but you do need to take some sensible precautions. We had this useful advice from a teacher: *"It is essential that you make sure that everyone has good footwear as the ground is not very even. To get the best out of a site you will need a plan because the site can be hard to interpret without help."*

Another said: *"It is worth checking whether there are any special exhibitions running. This year the exhibition on Roman Glass in the Curia Julia was amazing."*





## The Pantheon



One teacher commented about this site: *"A truly awe-inspiring building. Inspirational for both classicists and architects."*

Another said: *"Wonderfully preserved and demonstrates the continuity of use and worship in Rome as it changed from the temple of all gods of Rome to a Christian church. I always make sure I talk to my students outside and make sure they understand it is still a place of worship."*

It's worth pointing out to students that many of the more valuable decorative metals have been removed and reused in a variety of places in Rome, including St Peter's.

## Baths of Diocletian

*"Definitely worth a visit. The biggest baths in Rome and also features a cloister by Michelangelo and some very early Roman tombs."*

The baths are now part of the National Roman Museum. One ticket gets you into all four sites for the museum and is valid for three days.



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### Trajan's Market

This is a great place to take students. One teacher said: *"It really allows students to connect to the ancient world when they are able draw parallels between this and a modern shopping arcade."*

Another remarked: *"It is a good place to allow students to wander around by themselves. It is quite contained and only has one entrance so they can't get into too much trouble. The displays, videos and reconstructions are engaging and informative so they can get as much value out of the site wandering round as they would from a tour."*



### Ostia Antica

A must for all students. It's easy to get to on public transport, valid on the Roma pass and very cheap without it.

One teacher told us: *"It takes about 40 minutes to get there, but it is well worthwhile. A huge variety of different types of buildings, including the public buildings, commercial buildings and domestic houses of all sizes, and without being overly restored and adapted to later use."*

Another said: *"The amount of colour in the decoration and the quality of the mosaics was just stunning. I really didn't expect to find them outside Pompeii, but it is all there just waiting for students to discover it for themselves. The Garden Houses were a real eye opener."*

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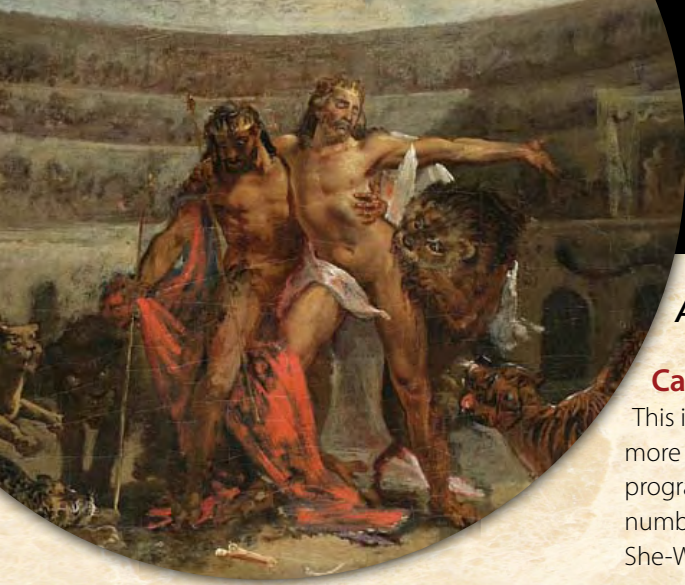
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**Also of interest to some...**

### Capitoline Museum

This is a rather old-fashioned museum, but it's possibly been made more popular since its repeated appearance in the Mary Beard programme. It does have some interesting works of art, including a number of excellent sculptures of gods and emperors and the bronze She-Wolf Suckling Romulus and Remus.

One teacher said: *"Possibly worth a trip with a small group of particularly keen students, but not for those who are easily bored. That said, the setting is amazing, as the piazza was designed by Michelangelo and the view from the Capitoline Hill down onto the Forum is spectacular."*



### Palatine Hill

One teacher commented: *"This site is excellent for archaeology students, but younger students might get a little bored. It has little in the way of facilities such as toilets and places to get drinks and food so does not cater well for school trips."*



### Theatre of Marcellus

The remains of the fish market and temple of Apollo are worth a look and it is also worth walking past to allow students to see that people are still living in the structure. Above the first two rows of arches, there is a 16th-century residence still in use.



### Circus Maximus

Again, this is probably not the place for an extended visit, but it's interesting to walk past it for the spectacle of the scale of the building and to give students an idea of the size of the track. (It is on the GCSE specification though, so it may be of interest to some for this reason.)



### Theatre of Pompey

It's worth walking down from the Pantheon to the Largo di Torre Argentina past the back of the Theatre of Pompey where Caesar was assassinated. One teacher said: *"There isn't much to see now, but students often like to see the place where such a historic event took place and there are lots of wild cats which my students seem to love for some reason."*



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### Also worth visiting...

**St Peter's Square** for the amazing vista. "My students are just amazed by the sight and were able to pick out the cultural continuity from the Pantheon."



**Vatican Museum** has some wonderful classical statues and the Exekias pot, but it's such a big site that it's not worth going just for them.



### A final note...

**Trevi Fountain.** A must for all students as it's possibly the most recognisable site in all of Rome. On a less cultural note, a few blocks away is Il Gelato di San Crispino, which is reputed to be the best ice cream shop in Italy. One teacher said: "I never want to eat anything else."



However, do consider walking over the Tiber via the footbridge to get a view of **Tiber** Island.



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# Have you joined our Classics e-community yet?

In the last issue, we told you about our new and improved Classics e-community (<http://social.ocr.org.uk/groups/classics>), which is going from strength to strength with nearly 200 members.

It's a great place to meet other passionate classicists, share resources and find out the latest information about our Classics units. You will find updates on new resources, details of upcoming training events and useful hints and tips from other teachers.

We've seen discussions started about Latin, Ancient History and Classical Civilisation, events advertised for Greek plays, and training events and worksheets posted by teachers for Ajax and Latin Poetry.

## Even more resources

Over the next few months, we're looking to move documents from the old community, and we'll continue to add new material, including:

- Issues of the *Classics Forum*
- Information about resources available on other parts of our website such as notices to centres
- Information about changes to our services such as teacher training.

Resources posted in the last month include:

- Messages about changes to set texts for GCSE Latin and Classical Greek and GCE Classical Civilisation
- A notice about a new resource booklet for A403 and A404
- Recordings and presentations from last year's Classics Conference and an advance notice of next year's event.

## Can you help?

In light of Ofqual's announcement that they'd like to start redeveloping some of the GCE qualifications for first teaching in 2014, we'd love your help to start our development process. We've posted a questionnaire on the social network and would welcome your opinion about our current specifications and what you would like to see included in the redevelopment.

Have you found something particularly useful on the Classics e-community site? Have you posted a resource that other people have found useful? We'd like to hear all about your success stories.

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## It's easy to join and registration is FREE

Just follow these simple steps:

1. Click <http://social.ocr.org.uk/groups/classics>.
2. Click the 'Create new account' link located on the right of the Classics homepage.
3. To register, complete the form.
4. The registration code is your centre number, but if you don't have a centre number, get in touch with us at [ocr.classics@ocr.org.uk](mailto:ocr.classics@ocr.org.uk) for a workaround.
5. To join in or start your own topic, click on a group, then the 'Discussions' tab.





## In the spotlight . . . “Our very own Trojan Horse”

**Ellie Beard, a Year 9 student from St Katherine’s School in Bristol, tells us about the cross-curricular work they’re undertaking alongside their GCSE Classical Civilisation course.**

A class of 30 students in Year 9 are taking the Classical Civilisation GCSE a year early. Taking this GCSE a year early is a challenge to all the students, for it is the first GCSE exams that we are taking, but it is completely worthwhile. The GCSE has allowed us to extend our learning in both English and Classics, dramatically raising our progress in English. Furthermore, it has allowed us to discover about life in the Ancient Greek times, an area that we don’t study in other subjects in the curriculum. This has been truly fascinating, and has inspired many of us to continue our studies in Classical Civilisation.

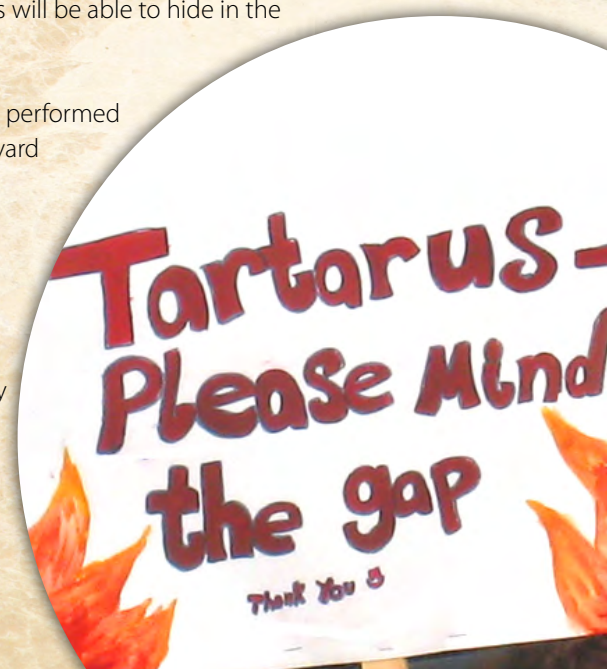
Currently, we are studying *The Odyssey* by Homer, where we began by researching the Trojan War. We were all fascinated by the Trojan Horse, so our very own ‘Trojan Horse Project’ was created! We are constructing our very own Trojan Horse, which is approximately 3 metres tall. We work in the Technology department, making this a cross-curricular project. Since November, the ‘Trojan Horse Club’ has been running every Thursday afternoon!

To begin the whole project, we visited the British Museum, where we discovered how horses were represented in the Ancient Greek times. We used our research to brainstorm ideas for the overall horse. We spent a couple of weeks researching Trojan Horses, so we could make our version as realistic as possible. To check the practicality of our design, we made a scale model of the horse. After a lot of discussion, we named our Trojan Horse ‘Apolopolypse’! Since Christmas, we’ve begun to construct our final Trojan Horse, which has been a challenge but very exciting. One of the most enjoyable parts is being able to sit in the horse and be pushed around the school!

Every week, we also take photos on the iPad and upload them onto our ‘Trojan Horse blog’, allowing us to gain the skills of using Apple software. As part of the project, we were involved in the BBC News School Report, where we developed our journalistic skills to produce a report about our Trojan Horse.

The Trojan Horse is not only for our own enjoyment – it will be used in a classical play that will be performed in June. While our Trojan Horse has been being constructed, the script for a classical play has been produced. The play has been written and will be directed by Year 10 students at St Katherine’s School, so the project is entirely student led. During the classical play, our Trojan Horse will make an entry across the stage – transporting Trojan soldiers! We have made the Trojan Horse large enough to hold at least three people so Trojan soldiers will be able to hide in the horse during the play!

The classical play will be performed in our school, in a courtyard renamed ‘St Katherine’s School’s Amphitheatre’! Classics lecturers from Oxford University will be visiting our school during the week of the performance, when they will give lectures to the students about Classical Civilisation. We are all really excited about the event, as it will be really



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fascinating, and will give us an insight into what lectures at university are like. We are combining our classical play with a Technology Showcase evening, where a group of girls will model costumes that they've created. During the performance of the classical play, Greek canapés will be served, while Greek music and dance are performed by students. I'm sure the classical play will be very successful, and will be a fantastic opportunity to celebrate our achievements – making it an evening that we never forget!

Recently, we attended a workshop at the Apple store that taught us how to create an advanced film. We're going to use our knowledge to produce a video showing the development of our Trojan Horse and the classical play.

Although the project is student led, the help of teachers and other adults has been essential! Our Technology and English teachers help us every week, to ensure that good progress is made for the classical play in June. We've also had the assistance of a Physics ambassador from the University of Bristol and an ex-student from St Katherine's School, who have helped us every week.

The project has been a challenge for us all, for the materials and equipment that we use are significantly larger than we experience in our Technology lessons! It was difficult to produce a horse that supported the weight of three people, while being able to move easily! However, with the assistance of the adults helping us, we've overcome these challenges – causing our Trojan Horse to look as realistic as possible. The challenge has had many benefits, for we now feel more confident using different equipment in Technology, and it has been really fun!

Overall, I think the project is a fantastic opportunity for us to extend our skills in English/Classics, Technology and Drama. I think it has made me and my friends more interested in Classical Civilisation, for we can learn in a creative and practical way. I think one of the biggest successes of the project is that it's entirely student led, so we can choose what we'd like to happen next. Even our crazy ideas that seem impossible at first actually take place! The project has allowed everybody to make better relationships with both students and staff, which builds the school community, while allowing us to gain skills that will remain with us for life. The project has encouraged me and my friends to continue our studies in Classical Civilisation next year, and possibly further in the future.

Link to the Trojan Horse Project:

<http://trojanhorsestkaths.wordpress.com>

**Ellie Beard**

Year 9

St Katherine's School, Bristol

**WELCOME to  
HADES - Please, for  
Your own benefit and  
that of others, no Smoking  
, running or happiness without  
the express permission of Lord  
HADES. Thank you**



# Meet the Examiner

In this issue, we talk to Richard Stride, our new Principal Examiner for GCSE Classical Civilisation Unit A351, *City Life in the Classical World*.

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**Q. What inspired you to study Classics?**

**A.** When I was considering university choices, I picked up a copy of Suetonius in a secondhand bookshop and opened it on the page where he gave details of what Augustus ate for breakfast. It was like opening a box of treasures – suddenly I discovered the world of ‘Penguin Classics’! I decided to apply to read Ancient History.

**Q. Who was your favourite teacher and why?**

**A.** At school I had a History teacher called John Barratt who was a true eccentric. We recognised in each other a fascination with the past. At university I was tutored by Thomas Weidemann – a true star!

**Q. What has been your best teaching moment?**

**A.** Best moment? Every moment of every lesson, as I fill the students’ heads with knowledge! Funniest moment was when the Head walked into the classroom with some visitors as I was showing them some very rude Greek comedy on YouTube.

**Q. Where was your favourite site visit to? When did you go? What is special about that site?**

**A.** Caerleon has a fantastic amphitheatre that really fires the pupils’ imaginations. It also has a really accessible museum full of items that the children can ‘read’ for themselves – like the roof tile with the footprint on it, clearly some annoying Roman had walked on them before they were fired. In the legionary barracks you can see the marks from the wheels of the wagons on the kerbstones, and there are also some great Roman loos there. *(Caerleon was featured the last edition of Classics Forum.)*

**Q. What courses/units are you teaching at the moment?**

**A.** I’m very pleased to have just reintroduced Classical Civilisation A Level to my school, to follow on from the GCSE course I teach.

**Q. What is your favourite subject to teach and why?**

**A.** Well, I’m going to sound like a creep here but I enjoy all the topics I teach equally.

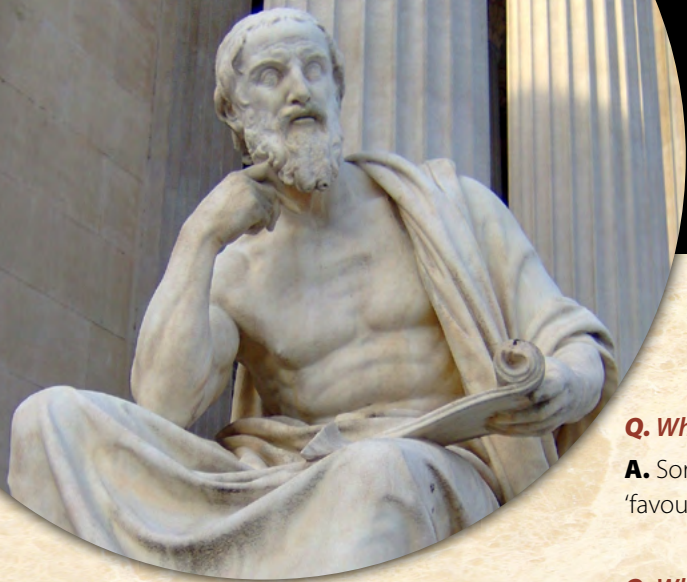
**Q. What is the best thing about being a Principal Examiner?**

**A.** I enjoy the combination of subject knowledge with the rigour of the team process. I also get to meet some interesting people too, which is a bonus.

**Q. What books are you reading at the moment?**

**A.** I’ve just finished Robert Graves’ *Greek Myths* (again) and last night started reading the memoirs of a German tank commander in WW2 (well, you did ask).





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#### **Q. What is your favourite book of all time?**

**A.** Sorry, I can't answer this question. I have a large collection of 'favourite books' and they take up too much space (apparently).

#### **Q. Which one book should every Classics student read?**

**A.** Difficult question. Ideally they'd all read a book that I'd written so I could become rich and retire, but I haven't written any yet. So it would have to be The Iliad because it was so widely known in the Ancient World – it's the easiest way of sharing an experience with the people who lived so long ago.

#### **Q. Which three figures from the ancient world would you invite to your ideal imaginary dinner party? Who would the other guests be?**

**A.** I think it would be quite interesting to get Alexander together with Augustus and Jesus. Or maybe Aristophanes – I bet he'd be 'good value' at a dinner party. Actually I've a soft spot for Xenophon, I'd like to meet him. Oh, and Herodotus too. But I'd like to meet Cleopatra, too, and maybe one or two Spartans. And I'd like to meet a few Britons to see what they think of the Romans.

#### **Q. If you could travel back in time to the ancient world for one day, when and where would you go and what would you do?**

**A.** I'd like to witness a Roman triumph.

#### **Q. If you could make any discovery from the ancient world, what would it be?**

**A.** One of the beautiful things about Ancient History is that it changes all the time – small new discoveries and archaeological finds

can cause huge shifts in our understanding of the past, and I find that 'unpredictable-ness' fascinating. So I won't choose what to find, I'll wait and see what turns up. Having said that, it would be nice to find that all the books in the library at Alexandria weren't destroyed, but were actually stored somewhere safe where they could be discovered by archaeologists.

#### **Q. What artefact or piece of literature from the ancient world would you send out into space to inform other civilisations about life on earth?**

**A.** The Iliad. It's humanity at its most raw, and it's absolutely timeless.

#### **Q. If you hadn't become a Classicist, what would you have studied?**

**A.** Before I read Ancient History at Bristol, I read History with History of Art at Oxford Polytechnic ('Oxford Brookes' now), because I couldn't find a course on Military History, which is what I had intended to do when I was at school.





# Out and About, July to October 2012

## Exhibitions

### Our Londinium 2012

**Date:** Ongoing

**Venue:** Museum of London

**Cost:** Free

Young people have reinvented the Roman London gallery. Through films, sculpture, audio-visual displays and objects from 21st-century life, discover how Roman London still lives on in today's modern capital.

### National Roman Legion Museum

**Date:** Ongoing

**Venue:** High Street, Caerleon, NP18 1AE

**Cost:** Free

Collection of Roman finds from Roman Caerleon, the base of the 2nd Augustus Legion.

## Events

### Empire: A Roman Spectacular

**Date:** 18–19 August, 11am–5pm

**Venue:** National Roman Legion Museum, High Street, Caerleon, NP18 1AE

**Cost:** Adults £4.50, Concessions £2.50, Family ticket £12.00

Tour the remains of the western gate of London's Roman military fort, located beneath the streets next to the museum. Featuring a gladiatorial display from the Italian gladiators of [Ars Dimicandi](#).

### Roman fort visit

**Date:** 17 August, 2pm–2.30pm and 3pm–3.30pm

**Venue:** Museum of London

**Cost:** FREE but tickets allocated on arrival

Tour the remains of the western gate of London's Roman military fort, located beneath the streets next to the Museum.

**How to organise your own Greek Olympics**

**Focus on . . .  
"A Most Excellent Odyssey"**

**When in Rome . . . Views from teachers on classical sites**

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**In the spotlight . . .  
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## Discussions and talks

### Domestic Life in Verulamium

**Date:** 21 July, 18 August, 15 September, 6 October

**Venue:** St Michael's St, St Albans, Herts AL3 4SW

A gallery talk by St Albans City Guides at Verulamium Museum.

### *'It was Greek to me': the ancient Greek theatre*

**Date:** Wednesday 25 July, 1.15pm

**Venue:** British Museum, Room 69

**Cost:** Free

A gallery talk by Ian Jenkins, Department of Greece and Rome.

### Mosaics and Wall Paintings

**Date:** 23 September, 21 October

**Venue:** St Michael's St, St Albans, Herts AL3 4SW

A gallery talk by St Albans City Guides at Verulamium Museum.

## Death and Burial

**Date:** 22 September, 20 October

**Venue:** St Michael's St, St Albans, Herts AL3 4SW

A gallery talk by St Albans City Guides at Verulamium Museum.

## Gods and Goddesses

**Date:** 16 September, 20 October

**Venue:** St Michael's St, St Albans, Herts AL3 4SW

A gallery talk by St Albans City Guides at Verulamium Museum.

## Family events

### Time Travellers Go... Roman Centurion

**Date:** Saturday 21 July – Monday 27 August, 11am–5pm

**Venue:** Birdoswald Roman Fort, Hadrian's Wall

**Cost:** Adults £5.20, Children £3.10, Concessions £4.70

Join our centurion for some hands-on fun – with Roman-themed craft activities throughout the day from colouring and paper helmet-making to games, Roman drill and Roman artefact handling. Plus try on costumes, Roman armour and a centurion's helmet.





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## Gladiators

**Date:** Saturday 28 and Sunday 29 July, 11am–5pm

**Venue:** Chesters Roman Fort and Museum, Hadrian's Wall

**Cost:** Adults £6.50, Children £4.50, Concessions £6.00

The stunning ruins of Chesters Roman Fort play host to a spectacular weekend of gladiatorial combat. Come along and cheer your champion as fully armoured gladiators take on their opponents in this ancient sport. See the fighters in hand-to-hand combat and you get to judge the outcome, will you be merciful? Plus there will be the ongoing Time Traveller hands-on activities for all junior archaeologists.

## Time Travellers Go... Roman

**Date:** Tuesday 31 July and Wednesday 1 August, and 7–8 August and 21–22 August, 11am–5pm

**Venue:** Wroxeter Roman City

**Cost:** Adults £5.00, Children £3.00, Concessions £4.50, Family £13.00

Could you hack it in the Roman army? Prepare for action by taking part in Roman-themed activities, including a drill to see if you've got what it takes to be a Roman soldier.

## Soldiers of the Wall

**Date:** Saturday 18 and Sunday 19 August, 11am–5pm, army displays at 12pm and 3pm

**Venue:** Housesteads Roman Fort, Hadrian's Wall

**Cost:** Adults £6.50, Children £4.50, Concessions £6.00

Soldiers of the XIV Legion visit the fort and display their military skills, uniforms and weapons. Meet the centurion and the guards under his command and discover life in the Roman army. Plus for junior Romans we have drill practice.

## Boudica is Back!

**Date:** 20–23 August, Sessions at 11am, 12pm, 2pm and 3pm

**Venue:** Colchester Castle Museum

**Cost:** Free

Join the Queen of the Iceni as she plots her revenge on the Romans, focusing all her anger on the capital of Roman Britain – Colchester!

## Roman Festival

**Date:** Saturday 25 – Monday 27 August, 10am–5pm

**Venue:** Dover Castle

**Cost:** Adults £16.50, Children £9.90, Concessions £14.90, Family £42.90

Step back in time to the Roman invasion of Britain. Witness combat and drill, Roman cavalry, see an authentic Roman racing chariot in action, and children can experience life as a Roman soldier!



## Performances

### The Trojan War and Peace

**Date:** Until 5 August

**Venue:** Scoop open-air amphitheatre

An epic new Oresteia trilogy for the Scoop open-air amphitheatre outside City Hall, especially adapted from the Ancient Greek for London's Olympic celebrations.

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## Summer schools

### Lampeter Summer Workshop in Greek and Latin

**Date:** 29 July – 11 August

**Venue:** University of Wales Trinity Saint David, Lampeter Campus

The Summer Workshop in Greek and Latin welcomes participants from Britain and overseas who are interested in learning the languages of the Classical World.

### University of Wales, Trinity St David – Summer Workshop in Greek and Latin

**Date:** 29 July – 11 August

**Venue:** School of Classics, University of Wales Trinity Saint David

The Summer Workshop in Greek and Latin welcomes participants from Britain and overseas who are interested in learning the languages of the Classical World.

## Egyptian Study Day

**Date:** 3 August

**Venue:** Birmingham Museum Collections Centre

Join Egyptian expert Phil Watson at the MCC for this enjoyable and informative day aimed at the enthusiastic amateur. The day will include a mixture of evidence based analysis and artefact handling sessions- we will also visit the stored Egyptian collections on site.

## Summer School for Teachers of Ancient History GCSE (OCR)

**Date:** 7-9 August

**Venue:** University of Liverpool

This three-day residential summer school is intended both to support existing teachers of the OCR GCSE in Ancient History and to help to equip other teachers (including those undertaking training, in whatever subject) who are planning to teach it in the future.

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