



# CSCP Teachers' Forum

Saturday 24<sup>th</sup> February 2024

## Full Schedule





# Full Schedule

## TOP TIP!

Joining from outside the UK? Don't forget the CSCP Forum is based in the UK and all times given are UK GMT. You might find this [online world clock](#) helpful for planning your day.

		Room A: "The Atrium"	Room B: "The Hortus"
10:30-10:40	Opening	Welcome	
10:45-11:25	Session 1	<b>1A <a href="#">Edward Bragg</a></b> Are we there yet? Delivering Cicero's First Verrine to impatient sixth form students	<b>1B <a href="#">Katarzyna Marciniak</a></b> The Modern Argonauts: a multicultural educational programme preparing young people for contemporary challenges through an innovative use of Classical Mythology
11:30-12:10	Workshop (Room A)	<a href="#">Cambridge Latin Course fifth edition</a>	
12:10-13:00	Lunch		
13:00-13:40	Session 2	<b>2A <a href="#">Lottie Mortimer</a></b> GCSE mock exam feedback: maximising impact whilst minimising workload	<b>2B <a href="#">William Farr</a></b> Adaptive Teaching: A Practical View for Classics
13:45-14:25	Session 3	<b>3A <a href="#">Lisa Hay</a></b> Talking with Romans: challenges in translation, reading, and comprehension	<b>3B <a href="#">Danny Pucknell</a></b> Bridging the Gap: the impact of summer packs between GCSE and A level in Classics and Ancient History
14:25-14:45	Break		
14:45-15:25	Session 4	<b>4A <a href="#">Benjamin Joffe</a></b> Meeting the Moment: Encountering Jewish Themes in the Cambridge Latin Course	<b>4B <a href="#">Elizabeth Hayes</a></b> Using the Classic Tales Resources to improve literacy in Year 9
15:30-16:30	Keynote (Room A)	<b><a href="#">Eleri Cousins</a></b> Reimagining sacred springs and empire: Aquae Sulis for the 21st century	
16:30-17:00	Break		
17:00-18:00	Quiz (Room A)	Remote drinks and Classics trivia	



# Edward Bragg

Session 1A

Room A

## **Are we there yet? Delivering Cicero's First Verrine to impatient sixth form students**

At Peter Symonds College in Winchester, we teach the OCR unit 'Politics of the late Republic' as part of our A level suite in Classical Civilisation. One of the six topics on this unit is called 'Cicero as Orator: In Verrem 1'. This topic covers Cicero's prosecution of Gaius Verres, the ex-governor of Sicily, with a specific focus on the orator's prosecution speech the First Verrine, a 56-chapter oration that Cicero delivered in the extortion court to a senatorial jury on the 5th of August 70 BC.

This paper aims to provide the context and challenges of delivering this topic to sixth form students in the second half of the Spring term of their final year, including some perspectives about the mindset of these upper sixth students, some of whom display their impatience with the speech as they approach the finish line of their A level courses. It will, moreover, discuss a range of bespoke resources and methodologies that support the teaching of this prosecution speech of Cicero in line with the requirements of the OCR specification. For instance, it will point out how modern politics can provide helpful examples when explaining Cicero's rhetorical toolbox, and it will also highlight the valuable role that images can play within one's teaching resources when conveying this speech. This paper concludes with some specific recommendations to teachers delivering this challenging multi-layered A level topic, such as about how to channel pragmatically the students' impatience with Cicero.

**Edward Bragg** has been a Teacher of Classics in state six form colleges for over 15 years. He teaches mostly A level Classical Civilisation. He has also delivered A level Ancient History, some A level Latin, as well as Beginners Latin via the CLC. He has been at Peter Symonds College in Winchester now for over 12 years. As well as his bread and butter lessons in Classical Civilisation, he also runs a weekly enrichment activity, called "Classics on Film" where, after 10 minutes of contextual information, the students watch scenes from a sword and sandals film such as Cleopatra from 1963. If you want to know more about this enrichment activity do check out the 2023 JCT article "Swords, sandals and toasted panini."

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# Katarzyna Marciniak

Session 1B

Room B

**The Modern Argonauts: a multicultural educational programme preparing young people for contemporary challenges through an innovative use of Classical Mythology**

[“The Modern Argonauts”](#) is an international programme, in development under the European Research Council Proof of Concept Grant (2023–2025) led by [Prof. Katarzyna Marciniak](#) (University of Warsaw). The programme focuses on education in mythology understood as an instrument of dialogue. It primarily addresses high schoolers with the aim of preparing them for the challenges of the modern world. The programme, designed by experts from Europe, Africa, Asia, the Americas, Australia and New Zealand, will be available in the form of a free-access textbook with an interactive version. During the session we will present some sample lesson units and the results of the feedback from teachers and students, along with the idea of the programme.

**Prof. Katarzyna Marciniak** is Director of the Centre for Studies on the Classical Tradition (OBTA) at the Faculty of “Artes Liberales”, University of Warsaw. In 2011 she established the international programme “Our Mythical Childhood”, bringing together scholars from various continents in the aim of studying the reception of Classical Antiquity in children’s and young adults’ culture. She obtained for this endeavour the Loeb Classical Library Foundation Grant, the Alexander von Humboldt Foundation Alumni Award for Innovative Networking Initiatives, and the European Research Council (ERC) Consolidator Grant. Currently, she is leading the ERC Proof of Concept Grant “The Modern Argonauts” and is creating with her international team an educational programme that will prepare high schoolers for the challenges of the present day through the innovative use of Greek and Roman mythology.

You can watch a short clip on the Modern Argonauts Project [here](#).

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# Cambridge Latin Course

Workshop

Room A

Bring all your questions about the CLC and come prepared to share your own teaching practices! This workshop will give you some strategies for using the first two books of the new edition and will show how the Latin stories can be taught in conjunction with the new digital materials available on [MyCLC](#). CSCP's Lisa Hay and Mair Lloyd will chair the session and share all you could want to know about approaching the Latin, stories, cultural background, grammar and vocabulary.

**Lisa Hay** is the Latin Learning Specialist at the Cambridge School Classics Project. She is one of the team behind the new edition of the Cambridge Latin Course, and works on resources to support Latin teaching in general. She is also part of the team behind the highly successful Cambridge Greek Academy, teaching online Greek lessons across East Anglia, and she contributes to the PGCE course at the University of Cambridge. Prior to working at CSCP, Lisa taught Classics in the state-maintained sector for almost 15 years.

**Mair Lloyd** has been working at CSCP for over six years now and is one of the team that creates online materials to support the Cambridge Latin Course. She has a particular interest in the effects of speaking and listening to Latin so particularly enjoys working on the dictionaries that include pronunciation clips and on audio recordings of CLC stories. She is also a bit of an addict at putting story explorers together both for CLC and Eduqas Literature texts as this lets her get totally lost in huge vocabulary and parsing spreadsheets (her favourite thing!). Mair also really enjoys teaching Latin online at the Open University where she is delighted to find more opportunities to use story explorers and to read Latin stories expressively to students.

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# Lottie Mortimer

Session 2A

Room A

## **GCSE mock exam feedback: maximising impact whilst minimising workload**

Mock exam season is one of the most workload intensive parts of the year because of the high marking load. In this session I want to explore ways to replace lengthy comments on individual pieces of work but still help students progress their learning further. This includes utilising whole class feedback strategies, pre-prepared teacher tick sheets in student-friendly language and modelling excellence. This session will look at both Latin and Classical Civilisation.

**Lottie Mortimer** is a teacher of Classics at a girls' grammar school and leads the Ancient Languages SKE course at the University of Sussex. She has a particular interest in historical pedagogy, and has worked with CSCP to improve the cultural background sections of the CLC 5th edition.

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# William Farr

Session 2B

Room B

## **Adaptive Teaching: A Practical View for Classics**

In this interactive session, we will consider the needs and expectations of teachers, before summarising where we are now with SEN, looking at theory, practice and thinking, including current pitfalls and possible solutions. We will explore an emerging area of work that tries to align the 7 areas of learning from Weinstein et al\*; we will map these areas onto the recognised profile-based view of adaptive teaching and end with how to develop creative compliance within metric-based systems.

**William Farr** worked as a primary school teacher over 20 years and worked as a year 6, 5, and reception teacher. Whilst in this role he was a DH, AHT, SENCO, and co-ordinator in IT, PE, KS2, Humanities, and Literacy.

Will now works with collaborators across the University and Healthcare sectors in various Chief Investigator or Co-applicant roles, to assess and improve the diagnostic pathways for children with possible autism, digital innovation for diagnosis, and use of AI for individualised therapy.

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\* "Understanding how we learn", Weinstein Y, Sumeracki M, and Caviglioli O. Routledge, New York (2019).



# Lisa Hay

Session 3A

Room A

## Talking with Romans: challenges in translation, reading, and comprehension

In this session we will use the Cambridge Latin Course to explore the differences between translation, reading, and comprehension of Latin and the different ways in which they can be used to help students at the beginning of their Latin learning.

During my teaching career, I have observed the challenge students face as they transition from reading the 'confected' Latin of textbooks to the 'authentic' Latin of Roman authors, often becoming demoralised as their seemingly-successful reading strategies faltered in the face of ancient authors. Some of these strategies are clear to them and to their teachers, and are often explicitly taught: for example, morphology and its relationship to meaning. Some of these strategies may be hidden even from the learners themselves: for example, predicting the way in which a sentence will unfold.

This session will consider how our students begin to build strategies for reading throughout their exposure to Latin. We will then examine the fact that students are likely to encounter their first authentic text with an incomplete toolkit of reading strategies, considering challenges which are linguistic (they may be reading not in Latin, but in 'hidden English'), contextual and cultural (they may struggle with making meaning). Finally, using examples from the Cambridge Latin Course we will consider how our initial development of reading strategies may be modified to encourage a more effective, and more enjoyable, experience of reading Latin.

**Lisa Hay** is the Latin Learning Specialist at the Cambridge School Classics Project. She is one of the team behind the new edition of the Cambridge Latin Course, and works on resources to support Latin teaching in general. She is also part of the team behind the highly successful Cambridge Greek Academy, teaching online Greek lessons across East Anglia, and she contributes to the PGCE course at the University of Cambridge. Prior to working at CSCP, Lisa taught Classics in the state-maintained sector for almost 15 years. Her favourite stage of the new CLC is still Stage 19, and she secretly thinks that a spin-off series featuring the adventures of Lucia and Vilbia would be more successful than the main course books.

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# Danny Pucknell

Session 3B

Room B

## **Bridging the Gap: the impact of summer packs between GCSE and A level in Classics and Ancient History**

As many students come to the study of A level Classics or Ancient History with little to no formal study of the subject, I have created a 'summer pack', which students who are incoming into the AS cohort can use as a starting point, or a 'bridge' on which to support their transition from GCSE to AS level. In this presentation, I would like to outline what I put in the summer pack, how it is intended to be used by the students and what I believe the impact of the summer pack to be. I would also like to take some time to detail the 1st-2nd year summer packs that I have begun to trial this year.

**Danny Pucknell** completed his BA in Ancient History at Cardiff in 2013 and an MA in Ancient and Medieval Warfare the following year. He took a year away to complete a teaching qualification, before returning to Cardiff to begin his PhD, which he completed in March 2023. He is currently Head of Classics and Ancient History at an FE college in South Wales and has taken a leading role in relaunching the Welsh Classics for All Hub and the Cardiff Classical Association branch. In 2022, Danny received a CA Teaching Award in recognition of his outstanding work in furthering Classics in Wales.

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# Benjamin Joffe

Session 4A

Room A

## Meeting the Moment: Encountering Jewish Themes in the Cambridge Latin Course

In this session, CSCP director Caroline Bristow will be in conversation with Benjamin Joffe, a New York-based educator who used the new edition of the CLC as a teaching tool in the aftermath of the October 7th attack in Israel. Our aim will be to emphasize listening to understand instead of listening to debate, particularly at a moment when students in so many places are encountering the very real and very persistent challenges of bias and hatred amidst the subsequent war in Gaza that is cutting into the core beliefs many of the adults in their lives have held for decades. Together, we will explore sections of the new edition of the Cambridge Latin Course as a resource for classrooms to grapple with the long history of this region, both within the confines of ancient Judaea and its neighbouring locales, and above all, as a text for teaching everyone, Jewish and non-Jewish students alike, with a focus on themes with which to grapple rather than people with whom to disagree.

**Benjamin Joffe** teaches Latin at The Browning School in New York City, and he is a member of the team writing the new edition of the Cambridge Latin Course. Outside of these two responsibilities, he teaches Hebrew to his eleven-year-old son and others at the Anshe Chesed Hebrew School in Manhattan's Upper West Side, and he is also a contributing author to Cambridge University Press's "Diversity, Equity and Inclusion in the Latin Classroom".

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# Elizabeth Hayes

Session 4B

Room B

## Using the Classic Tales Resources to improve literacy in Year 9

Over the past decade, the literacy rate of the pupils I teach has been declining due to a change in the academic profile at the entry point of the senior school. This has led to an issue with GCSE Classical Civilisation, where pupils are not strong enough readers to fully access the prescribed sources.

To counter this, one of my former colleagues suggested that we use the Classic Tales resources as the basis for our Y9 course. The aim is to teach the pupils as much mythology as possible, which is an excellent foundation for the myth and religion unit, and to get them to read as much as we can, using the interactive reader, pdf transcripts, and recordings of the stories to engage all pupils in the class.

The aim of this session is to discuss the successes and failures of this strategy.

**Elizabeth Hayes** is the Curriculum Lead Tutor for the Latin and Classics PGCE at the University of Sussex, a job she started in September 2022. She is also the Head of Classics at Kent College, Pembury, where she has worked since completing her own PGCE at KCL in 2009.

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# Dr Eleri Cousins

Keynote Session

Room A

## Reimagining sacred springs and empire: *Aquae Sulis* for the 21st century

Ever since the first discoveries of temple sculpture in the 18th century, the remains of *Aquae Sulis* and its great sanctuary to Sulis Minerva have inspired stories about the Roman town of Bath, and the connections we, from the Georgians onwards, have felt to the people who worshipped and bathed at Sulis Minerva's hot springs almost 2000 years ago. But how much do we really know about the place of Bath in Roman Britain? What sort of goddess was Sulis Minerva, and why did people come to this sanctuary of hers on the edges of the Roman world? In this keynote lecture, I explore how new research is changing our understanding of how and why the hot springs were sacred to the Romans, what may have driven the foundation of the sanctuary in the 1st century AD, and what this might mean for the story of Togidubnus and *Aquae Sulis* in the CLC.

**Dr Eleri Cousins** is a Roman archaeologist and Lecturer in Roman History at Lancaster University, where her students studying Roman Britain often have strong and fond memories of Togidubnus in the CLC. Her research focuses on the role played by religion and ritual in the societies of the Roman empire. Her first book, *The Sanctuary at Bath in the Roman Empire* (CUP, 2020), explored how Georgian and Victorian responses to Roman Bath have shaped modern understandings of the site, and re-examined our evidence for *Aquae Sulis* to tell a new story of the entanglement of the sanctuary with Roman imperialism, the role of the hot springs in the lives of worshipers, and Bath's place within the wider world of the western Roman Empire.

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