



# CSCP Teachers' Forum

## Full Schedule

		Room A	Room B
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)	Cambridge Latin Course fifth edition	
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 tbc</b> Inclusive and adaptive teaching practices for the classroom
13:45-14:25	Session 3	<b>3A Lisa Hay</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 Benjamin Joffe</b> Safe spaces for challenging histories	<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.

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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.

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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.

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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.

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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.

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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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