



Planning Considerations

Pedagogical Approaches

Case-study centred	Project-based learning
Challenge-based learning	Reflective practice-led
Place-based learning - Mapping	Scenario or simulation-based
Design thinking	Skills-workshop model
Expert-input or guest-led	Storytelling / narrative-driven
Inquiry-based learning	The ordinary and the anonymous of the ancient world
Portfolio-driven	Theme-based or interdisciplinary
Problem-based learning	Other

Assessment Modes

Archaeological or historical “investigation report”	Padlet or online “Forum Wall” for civic voice projects
Collaborative digital portfolio	Peer feedback on presentations or creative outputs
Comparison charts (ancient vs. modern systems, values, or geography)	Peer-led presentation
Creative portfolio combining text and imagery	Personal reflection statement (e.g., “What would I stand up for in the Forum?”)
Debate, Socratic dialogue or structured classroom discussion	Poster or presentation connecting artefacts to ancient lives
Digital map or interactive journey narrative (e.g. Odysseus’ route)	Recorded oral piece such as a mini-speech, monologue or podcast
Evidence analysis task using artefacts, texts or digital data	Reflective essay (“What does virtue mean today?”)
Gallery walk or exhibition	Reflective journal or learning log
Group multimedia presentation (slides, podcast or video)	Reinterpretation of a mythic story or character (short story, poem or retelling)
Group performance or dramatic reading (e.g. Greek drama adaptation)	Script rewrite or adapted scene from a Greek play
Group project report with shared roles	Short documentary or digital storytelling piece
Illustrated profile or visual representation of a classical figure	Short research essays or timelines
Infographic or digital exhibit design	Student self-evaluation linked to TYPs dimensions
Mini-exhibition or end-of-module “marketplace” sharing work across groups	TY Classics portfolio (subject specific) combining samples of learning, reflection and self-assessment
Museum table display of recreated artefacts or themed visuals	Written “defence speech” or persuasive argument modelled on classical rhetoric
Opinion piece comparing ancient and modern perspectives	Other

Some further considerations:

- How are you assessing your students in TY?
- Are you building on students’ skills from JC and are you building on their capacity for Senior Cycle?
- Are your students getting the opportunity to reflect?