# S·U·B·U·R·A·N·I

Hands up

SUBURANI

Tailored to both the Eduqas and the OCR GCSEs

Suburani is a new Latin course that looks at the ancient world with fresh eyes. The course takes students to GCSE in 32 chapters spread across two books (see pages 16–17). Beginning in AD 64, it follows the stories of a diverse cast of characters from the Subura in Rome and their travels through the Empire.

Each chapter of *Suburani* includes Latin stories, language notes and exercises, civilization text, and a history or mythology page. Each book can be taught in one to two years, depending on teaching time and students' age.

- designed to work with different pedagogies, age ranges, and teaching times

- includes civilization, mythology, and history topics

- non-profit: all proceeds from *Suburani* support Classics teaching

> " We are beyond thrilled with the course.
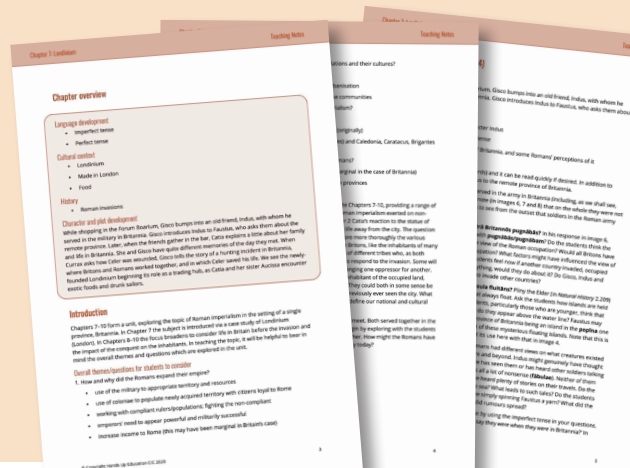>
> Independent school teacher "
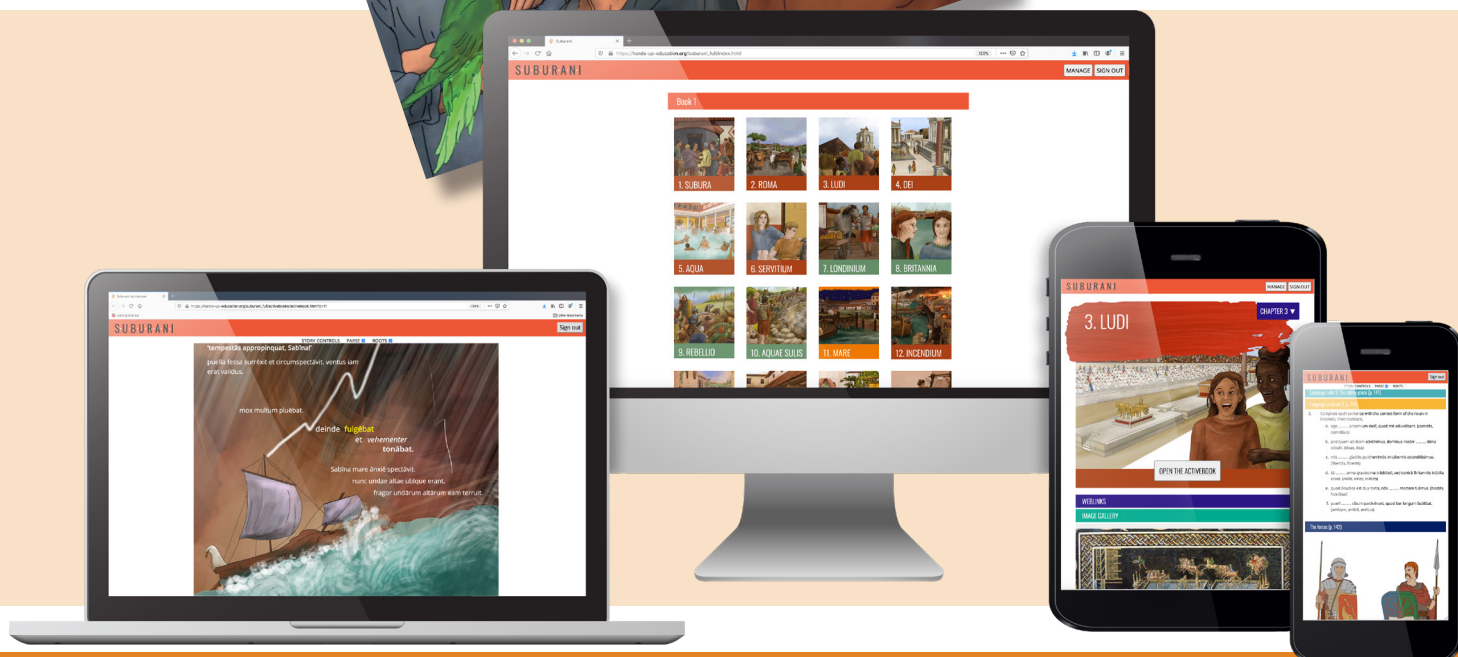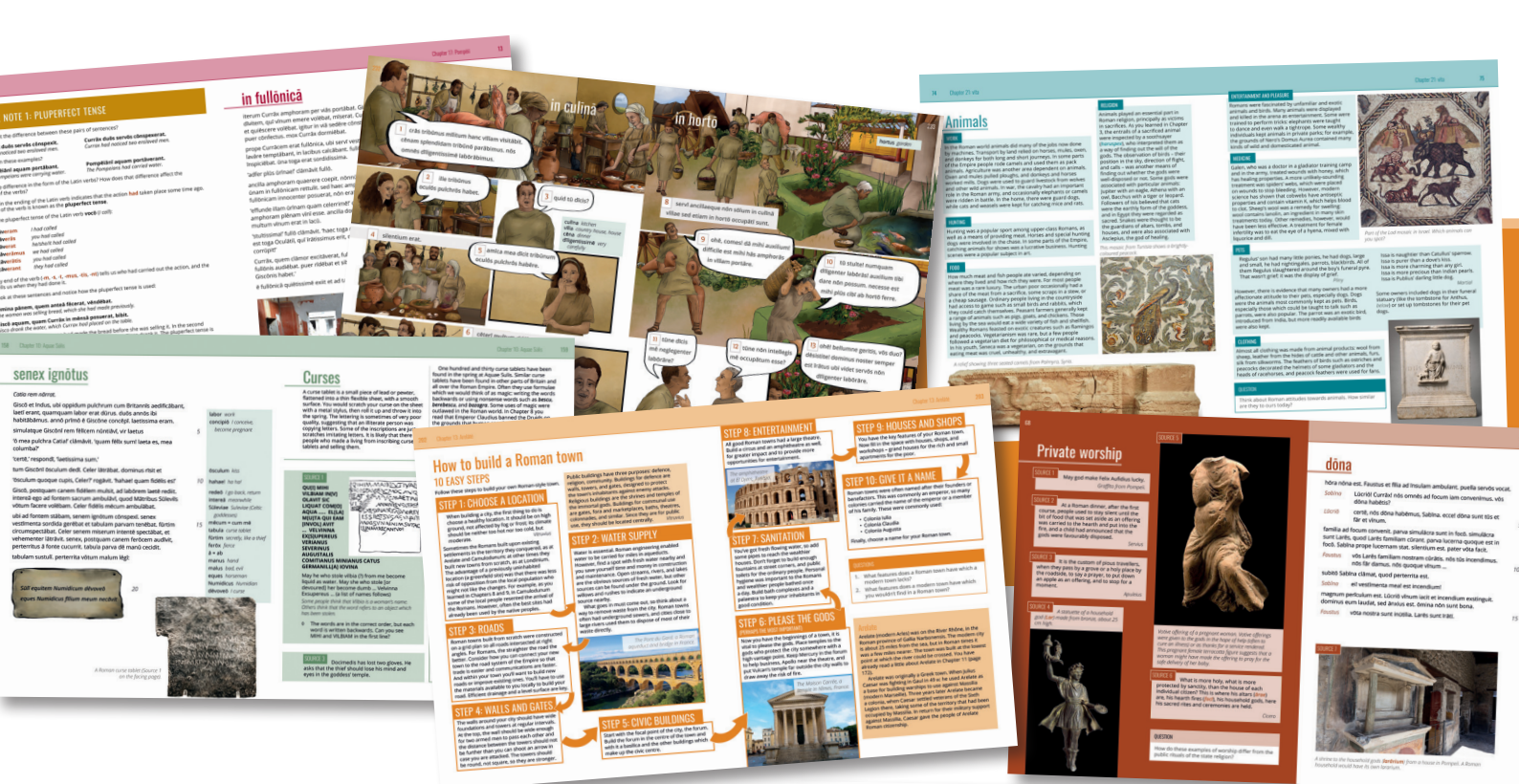
Hundreds of online resources

- further language notes
- differentiated exercises
- derivations
- comprehensions
- additional civilization, myth, and history materials
- chapter by chapter assessments
- hundreds of high-quality community resources created and shared by *Suburani* teachers across the globe
- English into Latin activities (forthcoming)

Teacher support

Extensive teacher notes are provided for each chapter.

Preparing for GCSE Latin with *Suburani*

Online training videos are available on the Hands Up website.

See more on pages 18–19.

Wherever you are in the UK, we can provide free training for you and your department.

Email us to arrange a call or a visit.

DIGITAL RESOURCES

17. POMPEII | **18. LIBERTAS** | **19. LACRIMAE** | **20. MUNERA**
21. VITA | **22. LIBERI** | **23. HONOR** | **24. ACHAEA**
25. OLYMPIA | **26. DELPHI** | **27. EPHESUS** | **28. ITINERA**
29. LEX | **30. OMINA** | **31. BELLUM** | **32. FINIS**

SUBURANI

MANAGE   SIGN OUT

17. POMPEII

CHAPTER 17 ▼

OPEN THE ACTIVEBOOK

WEBLINKS
IMAGE GALLERY
ACTIVITIES AND GAMES
MAPS
REFERENCE (inc. Vocabulary for learning)
DICTIONARY

Online edition

The online edition of *Suburani* includes all the content of the print edition, plus additional digitally-enhanced materials and teacher tools. Its responsive design adapts to the size of the user's screen, enabling students to study from home or school using smartphones, iPads and tablets, desktops and laptops.

age-appropriate weblinks for follow-up research of the culture, history, and mythology topics

hundreds of interactive resources and activities

easy access to reference materials including vocabulary for learning

image galleries enabling in-depth study of the material sources shown in the book

high-resolution maps with added interactivity

digital dictionary

audio recordings of Latin stories available online

> The online edition has been a lifesaver – especially during Covid lockdowns!
>
> State school teacher

Activebook

- the entire content of each textbook
- immediate parsing and dictionary look-up, which can be disabled by teacher
- derivations of Latin words
- designed to resize responsively to fit user's screen

Try the online edition for free at Suburani.com

SUBURANI

Sign out

STORY CONTROLS   PARSE ✓   ROOTS ✓

6 servus pānem, quem ā pistōre ēmerat, in mēnsā relīquit. aquam, quam in urnā tulerat, in pōculum effūdit. tum pōculum in mēnsā posuit.

5 tandem cellam dominī tacitē intrāvit.

taberna, tabernae shop, inn
noun: accusative feminine singular

ad tabernam meam. amphoram vīnī optimī domum Oculātiī portā. ille cēnam splendidam crās praebēbit.

7 salvē, domine. parātum tibi est ientāculum.

9 vir ientāculum, quod Currāx parāverat, cōnsūmpsit. tum dē cellā dēscendit et per hortum ad stabula ambulāvit.

10 subitō fēmina pulchra eum vocāvit.

11 salvē, Giscō! ubi est fīlius tuus?

12 salvē, Iūlia! Rūfus in cellā dormit.

dormiō, dormīre, dormīvī sleep
→ *En* dormant, dormitory
→ *Fr* dormir, dortoir
→ *Es* dormir, dormitorio
→ *Pt* dormir, adormecer

13 estne puer sōlus?

14 minimē! Celer eum libenter prōtegit.

domus dēserta: read the story (p.10)
The domus (p.12)
Language note 1: Pluperfect tense (p.14)
in fullōnicā: read the story (p.15)

Automated marking of translation exercises

Our software is able to automatically mark translations and provide immediate feedback to students, correcting errors in grammar and vocabulary. This allows students to improve sentence by sentence as they complete the activity. In this way, errors are quickly addressed and students learn from the corrections before misunderstandings are embedded.

Individualized vocabulary trainer

The *Suburani* vocabulary trainer provides each student (and their teacher) with both an overview and a detailed analysis of their vocabulary acquisition. Using spaced repetition, the software focuses on the vocabulary which the student needs to practise more, shows when they last logged in, how long they have spent on the trainer, their overall score to date, and precise word-level progress.

Interactive activities

Each chapter has additional interactive activities including grammar categorization exercises and a verb trainer.

> "
> I am so impressed by the vocab retention shown by my Year 7 Latin students. We're using *Suburani* and the vocab trainer is an excellent resource. Every lesson the speed at which they translate astounds me!
>
> State school teacher
> "

STUDENT PROGRESS TRACKING

Student progress is recorded in:

- vocabulary trainer
- sorting exercises
- auto-graded translations

Marked activities are visible to teachers, allowing you to set homework and review the students' marked responses before preparing the next lesson. This approach enables teachers to focus on preparation rather than marking, and plan lessons based on students' performance.

The software also creates an automated online mark-book for the teacher, which can be downloaded as a spreadsheet.

A DIVERSE CAST OF CHARACTERS

In *Suburani*, students meet characters from all corners of the Empire and all levels of society. This approach aims to make the study of the ancient world engaging and relevant to all of today's students.

- a focus on the lives of ordinary Romans
- representation of ethnic diversity in the population
- following the stories of women and men, young and old, enslaved and free

SABINA

A teenage girl growing up in the Subura

FAUSTUS

Sabina's father, the landlord of an insula

RUFINA

Sabina's aunt who runs a bar in the Subura

GISCO AND CATIA

A Roman veteran from North Africa and his British wife and child

QUARTILLA AND CURRAX
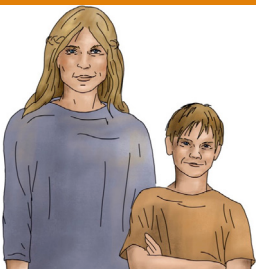
Mother and son, enslaved in the household of Faustus

LUCILIUS

A wealthy young Roman

MANIUS

An elderly beggar on the streets of Rome

JULIA FELIX

A perfume-maker and property owner in Pompeii

BARCA

An escaped gladiator in Carthage

> " Most impressive is the commitment to inclusiveness; we see a wider variety of Romans, and that is something all my students have noticed.
>
> Independent school teacher "

Suburani gives a voice to those who were marginalized in Roman society and are under-represented in archaeological and literary evidence. Alongside the study of primary sources, the characters and the storyline offer varying perspectives for the students and encourage them to question the narrative commonly found in Latin literature.

RESEARCH

Suburani takes advantage of advances in archaeology and technology, and incorporates the latest research and interpretations to present an up-to-date understanding of the Roman world.

The research behind the illustrations

The illustrations in *Suburani* are based on in-depth literary, archaeological, and demographic research to represent the Roman world accurately. A case study of the Circus Maximus is presented below.

The red granite obelisk, which was a memorial of Augustus' victory over Egypt *(Pliny NH 36.71),* now stands in the Piazza del Popolo in Rome.

Modern scholars prefer the name **euripus** (channel of water) for the central barrier, instead of **spīna**. Originally the euripi were channels of water dug in 46 BC around the perimeter of the Circus between the track and the seating areas to protect the spectators. These channels were filled in AD 63 and the space was used to provide seating areas for the equites.
(H. Dodge, 2014, and J. Humphrey, 1986.)

RECENT DISCOVERIES

The recently-published Bloomberg tablets bring to light people of different classes, trades, and nationalities, revealing the diverse make-up of newly-founded Londinium.

REAL CHARACTERS

*Our character Hermione, who is a teacher, is based on a real person, known from a mummy portrait from Egypt, which has **Hermione Grammatike** written on it in Greek.*

The seats were erected in three tiers, the lower section built of stone, and the two upper of wood.
(Dionysius of Halicarnassus, Ant. Rom. 3.68)

Emperor Claudius gilded the metae in bronze.
(Suetonius, Claudius 21.3)

Lūcriō	ecce! senātor adest. tū magnam pecūniam dēbēs …
Faustus	hercle!

Linguistic research

Digital versions of thousands of Latin texts are now available for analysis, and new and revealing word-frequency research enables us to align *Suburani*'s use of language closely with that of ancient authors, thereby smoothing the transition to reading original Latin.

magna pecūnia – found in Seneca, Cicero, Quintilian, Livy, Sallust, Varro, Tacitus (and more!)
  cf. **multa pecūnia** – not found in any extant Latin

hercle! – 847 instances in Latin authors
  cf. **mehercule!** – 442 times, **ēheu!** – 68 times

The Packard Humanities Institute Latin Texts, used to check language usage by Roman authors.

THE LANGUAGE OF
SUBURANI
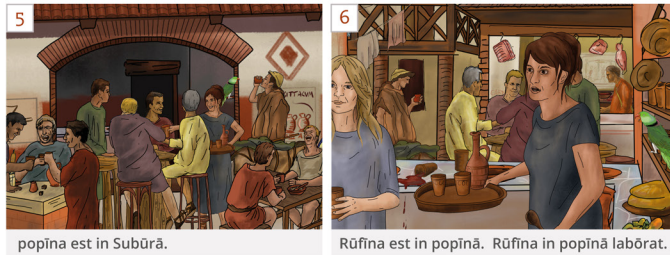
Central to *Suburani* is a reading approach.

- new language features are introduced in illustrated stories
- images aid comprehension of the Latin text
- changing forms highlight the new language feature
- illustrations in the style of a graphic novel bring the Roman world to life
- language notes then guide students through the new language feature with an inductive approach

5 popīna est in Subūrā.

6 Rūfīna est in popīnā. Rūfīna in popīnā labōrat.

7 pater meus est Faustus.

8 Rūfīna, ubi es tū? tū dormīs?
FAVSTVS EST FVR

9 salvē, frāter! ego nōn dormiō. hōra prīma est. ego sum in popīnā.
Rūfīna est amita mea.

10 tū labōrās?

11 vah! ego semper labōrō!

12 ubi est fīlia mea?

13

14 Sabīna, ubi es tū?

15 tū es in īnsulā?

16 salvē, amita! ego sum in īnsulā.
tū legis, Sabīna?

17 minimē, ego nōn legō!

18 tū in īnsulā labōrās?

LANGUAGE NOTE 1: WHO'S DOING WHAT?

1. Look at these sentences:

ego semper labōrō.	**ego in Subūrā habitō.**
tū in īnsulā labōrās?	**tū in popīnā dormīs.**
amita in popīnā labōrat.	**Sabīna in īnsulā legit.**

2. In Latin, the **ending** of the verb tells us who is carrying out the action.

-ō	e.g. **ego labōrō**	*I work, I am working*
-s	e.g. **tū dormīs**	*you sleep, you are sleeping*
-t	e.g. **pater intrat**	*the father enters, the father is entering*

3. The verb in the following sentences follows a slightly different pattern:

ego sum Sabīna.	*I am Sabina.*
tū es mendāx.	*You are a liar.*
Subūra est clāmōsa.	*The Subura is rowdy.*

4. Note that **est** can mean *is*, *it is*, or *there is*:

hōra prīma est.	*It is the first hour.*
popīna est in Subūrā.	*There is a bar in the Subura.*

Language extension

Printable additional language notes allow teachers to explore language points in more depth.

Language note 1+: Four conjugations

1. Look at the following sentences:

tū in popīnā labōr**ās**.	**tū** in cellā dorm**is**.
You work in the bar.	*You sleep in the room.*

   Both verbs mean *you* are doing something, so end **-s**. If you look more closely, you'll see that **labōrās** ends **-ās** and **dormīs** ends **-īs**. That's because they are different types of verbs which have very slightly different endings.

2. There are four main types of verbs in Latin and these four types are known as **conjugations**. Notice the difference in their endings:

	1st Conjugation	2nd Conjugation	3rd Conjugation	4th Conjugation
I	labōr**ō**	sed**eō**	leg**ō**	dorm**iō**
you (s.)	labōr**ās**	sed**ēs**	leg**is**	dorm**īs**
he, she, it	labōr**at**	sed**et**	leg**it**	dorm**it**

3. When reading Latin, the **-ō**, **-s** and **-t** endings are enough to tell us who is carrying out the action. However, when writing Latin, we need to know which conjugation the Latin verb is.

   Check ✓

   Complete the following translations:

   a. You are reading in the room.
      tū in cellā ....

   b. Manius is sitting in the street.
      Mānius in viā ....

Word order

Regular patterns of word order are sometimes altered, both for dramatic emphasis and to ensure students are correctly interpreting noun endings.

In Latin, the order of information is usually, but not always, nominative accusative verb:

Catia fīlium tenet.
tū mendīcum vidēs.
Giscō canem vocat.
mercātōrem spectat Quārtilla.

In the last example, how can you tell that it's Quartilla who is watching the merchant, rather than the merchant watching Quartilla? Why might the writer have changed the usual order of information?

Differentiation

Differentiated versions of the language exercises can be downloaded and printed to enable teachers to meet the individual needs of their students.

Further practice

To supplement the book, there's a host of online resources. For every chapter, printable resources are provided including comprehension questions on the stories, English into Latin sentences, and derivation activities. Digital subscriptions also give access to hundreds of interactive resources, such as auto-graded translation activities and grammar categorization exercises.
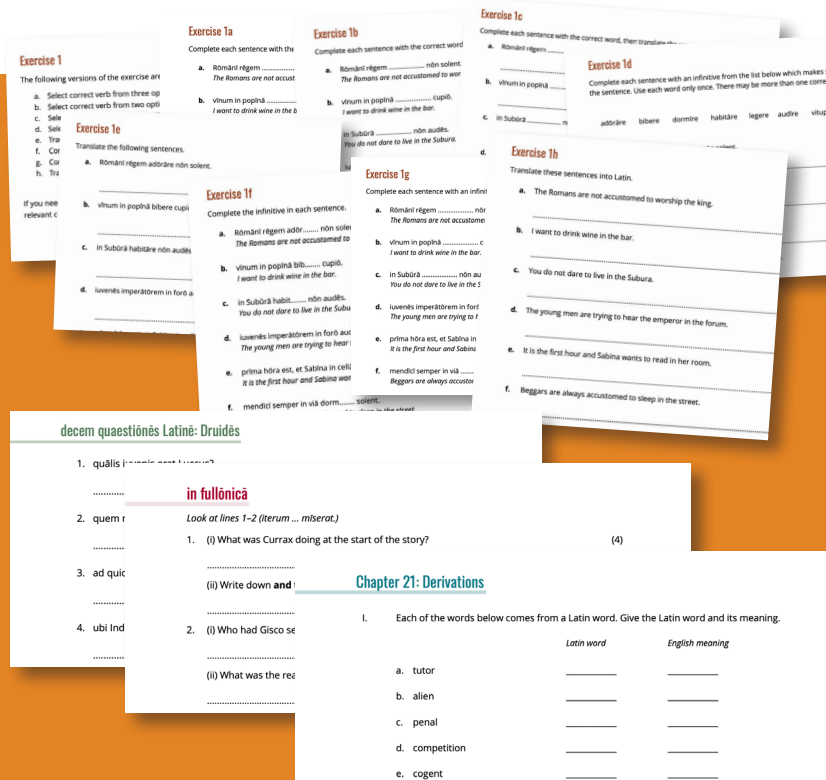
Preparation for literature

Suburani creates a smooth transition to reading authentic Latin literature. As the course progresses the stories increase in complexity and gradually develop into adaptations of original Latin texts, with some passages designed to give students practice in literary analysis.

> " The stories contain great instances of foreshadowing, motifs, literary devices, and opportunities to form opinions about characters and their actions. You can teach the stories as a literature teacher would. "
>
> Independent school teacher

Several of the stories are adapted from original texts, including Catullus' poems, the letters of Pliny, and Vergil's *Aeneid*.

solve cūrās tuās

tum ex umbrīs prōcessit uxor, oculīs fulgentibus in marītum fīxīs, et verbīs dūrīs Giscōnem adlocūta est: 'quid iuvat tantō īnsānō dolōrī indulgēre? cūr respōnsa ā mortuīs exspectās dē rēbus vīventium? tūne vītam facilem esse putāvistī? est in tē pietās et industria, summaque virtūs. nunc pelle lacrimās, solve cūrās tuās. vītam longam cum līberīs atque uxōre dūcēs. iamque valē, et fīliī servā nostrī amōrem.'

quae cum dīxisset, Giscōnem lacrimantem et multa dīcere volentem dēseruit, et in tenebrās regressa est coniūnx.

Text in green: Vergil *Aeneid* 2.775–789

flammae

postquam ad Forum Boārium advēnimus, ego et Rūfīna ad Subūram statim festīnāvimus. in aliīs partibus urbis nūllum incendium erat, sed in aliīs partibus, fūmus dēnsissimus viās implēbat. flammae maximae multās domōs dēlēbant. violentia ventī et inertia hominum incendia augēbant. aestus flammārum in viīs angustīs erat intolerābilis.   5

tandem ad Forum Rōmānum advēnimus, fessī et ānxiī. tum rem terribilem audīvī et vīdī: templum et domus virginum Vestālium ardēbant. nōnnūllae virginēs Vestālēs etiam nunc in domō erant. vigilēs, cīvēs, servī servāre temptābant virginēs. equī sīphōnēs   10 ad incendium trahēbant. ubīque clāmōrēs hominum et equōrum hinnītus aurēs nostrās implēbant.

Teaching suggestions

There are plenty of literary techniques employed in this passage, and the story can therefore be used to discuss how an author uses language. Some examples for discussion points are given below, but teachers and students may identify others.

violentia ventī et inertia hominum (line 4) This phrase is adapted from Pliny (*Letters* 10.33), writing to the Emperor Trajan about factors that led to the spread of a fire at Nicomedia.

> est autem latius sparsum, primum violentia venti, deinde inertia hominum quos satis constat otiosos et immobiles tanti mali spectatores perstitisse;

Note the contrast between the **violentia** of nature and the **inertia** of people. The same letter is quoted as a source on p. 186 (*Fighting the fire*) – see the notes in the relevant section below.

vigilēs, cīvēs, servī (line 10) The lack of conjunctions demonstrated here is common in Latin, and helps to create pace. The technique is known as *asyndeton*. Discuss possible translations (e.g. adding *and*, reflecting the force by collating with *all*: *firemen, citizens, slaves, all were ...*). It is also common in Latin to find words, phrases, or clauses in groups of three (known as *tricolon*). Can students think of similar examples in other languages? (Friends, Romans, Countrymen; Liberté, égalité, fraternité) What is it about three examples, rather than one, two, four, or more, that is appealing?

vigilēs, cīvēs, servī servāre temptābant virginēs. (line 10) **virginēs** has been withheld until the end of the sentence. Why might the author have separated the **virginēs** from the **vigilēs, cīvēs, servī**?

clāmōrēs hominum et equōrum hinnītus (lines 11-12) This symmetry of the word order (*shouts – of men – and – of horses – neighing*) can lead the reader to compare and contrast the various elements (the shouts with the neighing, and the men with the horses). This word order is known as *chiasmus*. To what extent does this word order present the men and the horses as equals, working together in the struggle to control the fire? Will the shouting and the neighing blend together in the noise and confusion, or be distinct from one another?

ROMAN CULTURE

An honest look at the ancient world

The stories and the culture sections give an honest reflection of life in the Roman Empire, for the enslaved and the poor as well as the wealthy and powerful, for the provincials and the city-dwellers, with the aim of broadening students' perceptions of the realities of life in the Empire.

An interwoven and integrated approach

The civilization notes are interspersed among the stories and language teaching materials, to encourage stories and culture topics to be approached jointly.

Engaging topics

Topics have been selected with care and in consultation with teachers. They include all the themes commonly covered at GCSE (such as daily life, entertainment, religion, the Roman army) but the culture sections also include topics such as animals in the Roman world, poisoning, the sea, and the Silk Routes, as well as STEM-related topics (e.g. bread production, water supply, mining techniques, Roman medicine).

Visual learning

Full-colour images bring the Roman world to life through:

- detailed illustrations and diagrams based on extensive research
- maps based on the latest archaeological evidence, which give a strong understanding of the geography of the Empire and the cities where the stories are set
- high-quality images of objects, sites, and art from the Roman world
- online high-resolution image gallery for each chapter
- curated weblinks for each chapter, which direct students to further images and videos

> This textbook is transformational and the supplementary material provided in the text as well as the resources online has led to some great conversations in class. I have never found it this easy to help my students immerse themselves into the world of the peoples about whom they are reading!
>
> KS3 teacher
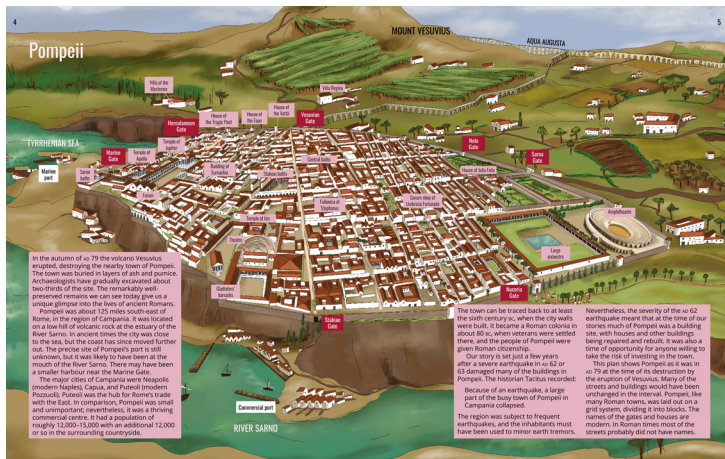
Source-based inquiry

From the first chapters, students investigate the ancient world through textual and archaeological sources, exposing them to:

- literary sources, including in Latin where accessible, introducing students to evidence from a variety of authors
- epigraphic evidence, including inscriptions and graffiti
- archaeological evidence, including art, artefacts, coins, monuments, and sites

Questions in the book allow students to evaluate and interrogate the primary evidence themselves, and draw their own conclusions.

MYTHOLOGY

Each chapter contains one page on a topic of mythology or history. These pages connect in some way to the civilization content in the chapter and to the storyline, but also sit separately from the core content.

The mythology pages do not retell the myth; instead they provide topics for discussion and relevant literary and visual sources through which the myths may be further explored. These pages provide an opportunity to study ancient and modern art and open up discussions about Roman ideas and attitudes more generally.

Myth and reality

Many myths and legends have some basis in reality and history. They are a way for humans to explore and explain natural occurences. The study of mythology offers an insight into Greek and Roman thought and ancient perceptions of the world.

Comparison with other cultures

Where appropriate, connections are drawn between myths from other cultures, and students are encouraged to think about why these stories are told in different ways around the world.

Deucalion and Pyrrha (p. 70)

The myth of Deucalion and Pyrrha offers an excellent opportunity to delve into a range of broader aspects of mythology: the extent to which common elements of a story are shared between cultures; the basis of the story that may be found in the natural world; the relationship between the divine and the mortal worlds; and what it means to be good.

Teachers will want to decide which version of the myth of Deucalion and Pyrrha they want students to read or listen to, and how much detail they go in to the backstory. In some versions of the story, Deucalion was the son of Prometheus, who features in the later Mythology section of Chapter 12.

Use the sources and the questions in the book to explore the broader context of the myth.

The myth of Deucalion and Pyrrha highlights the reciprocal relationships that the Greeks and Romans had with the gods. Students can look back over the stories and civilisation sections of this chapter to find examples of human offerings to the gods.

In Chapter 4 Roman State religion has been juxtaposed with Christianity. This Mythology section creates an opportunity to discuss the similarities between various religions and cultures. Many cultures have flood myths, although not all of them involve gods. A few examples from different cultures around the world are:

- Gilgamesh flood myth
- Namu Doryeong from Korean mythology
- Dwyfan and Dwyfach from Welsh mythology

Once the students have studied the myth and the source material in the book, they could create their own retelling of a flood myth from another culture.

Images

Source 1

Painting depicting the fish (*Matsya*) incarnation of Vishnu. From Tehri Garhwal, c. 1860-1870. Victoria and Albert Museum, London.

Source 2

Gods watch from the heavens as the Flood engulfs the terrified people of Earth. Etching. Wellcome Collection, London.

The history pages in the textbook are not organized in chronological order, but aim to cover some important moments in Roman history and to investigate concepts thematically. The topics sometimes contextualize the storyline or other cultural content within the chapter, as well as providing a background for GCSE unseens and Latin literature.

HISTORY

- topics span from the first Roman kings to the Byzantine Empire, giving a sense of the 'big picture' of Roman history
- thematic study invites comparisons and discussions
- opportunity for student-led work

Resistance

Boudica was not the only leader to resist Roman invasion. Across Europe, North Africa, and the Middle East, people fought for their freedom.

Caesar in Gaul

In 59 BC, there were two Roman Gallic provinces: Gallia Cisalpina and Gallia Transalpina. The rest of Gaul was home to free, independent peoples. They were not, however, a cohesive country, but a collection of tribes (with leaders elected for their military prowess).

In 58 BC Julius Caesar became the governor of the two provinces, and travelled there with four legions. Once there, he levied two more legions, so had about 30,000 legionaries and 4,000 auxiliary troops. Caesar began by supporting some Gallic tribes against threats from their enemies (for instance, from Germanic tribes across the Rhine, or from other Gallic tribes). He led a number of summer campaigns that allowed his legions to move north into the Gauls' territory. He increased his power by demanding taxes, food, and hostages.

Vercingetorix

However, in 52 BC resentment among the Gauls grew. They felt that they were paying far too high a price for Roman help. Gathered under a new leader, Vercingetorix, they rebelled against the Romans.

Vercingetorix tried to overcome some of the traditional problems of large Gallic armies: disorganization, lack of cohesion and discipline, and poor supplies. He started the rebellion in winter, while Caesar was away in Cisalpine Gaul and his legions were dispersed in their winter quarters. However, Caesar reacted quickly, and rapidly reassembled his army. After several defeats for the Gauls, and one at Gergovia for the Romans, Caesar's army was closing in on the Gauls.

This statue of Vercingetorix was set up in 1865 at the presumed site of Alesia.

The battle of Alesia

Vercingetorix and his 80,000 men decided to withdraw to the well-fortified hilltop town of Alesia. Caesar, calculating that a force of so many soldiers, together with the local population, would soon run out of food, decided to lay siege to Alesia. Noticing what was happening, Vercingetorix dispatched his cavalry to seek reinforcements across Gaul.

Caesar ordered three sets of ditches to completely encircling the town of Alesia. Behind these he constructed a rampart and palisades high, with defensive turrets at regular [...] the siege works were vast, stretching [...]

Then, in order to defend his [...] reinforcements Vercingetorix had ordered a second set of defenses facing the opposite direction. [...] ran for 13 miles. The Romans had [...] last about a month. They position between the two sets of fortifications.

One episode shows [...] after [...] siege: as provisions [...] increasing, Vercingetorix ordered [...] inhabitants couldn't fight (children, sick and injured [...]) refused to allow [...] area, either for [...] his power. What [...] starve in no-man [...]

Finally, the Gauls [...] battle began. Th[...] in number, and [...] but the Romans' prevailed. Vercing[...] five years later, w[...] of Rome in C[...] being p[...] resista[...] Gaul w[...]

Thematic approach

The storyline of Chapter 9 covers the rebellion of Boudica in Britannia. The history topic for the chapter provides an example of resistance from elsewhere in the Empire, allowing the students to compare the two cases and discuss Roman governance and rule more broadly.

Resistance (p. 150)

The statue of Vercingetorix can be compared with that of Boudica on page 135.

- What do the two statues have in common?
- In what ways do they represent a sense of national identity or contribute to the creation of a national myth?
- Can you think of other statues which are symbols of national identity?

Beyond the Empire

The study of ancient Rome is often highly Eurocentric, and little time is given to its neighbouring civilizations. Roman authors liked to present Rome as the most civilized and sophisticated society in the world, and for a long time archaeologists and historians followed the same narrative. Some history sections look at Roman interactions with civilizations outside of the Empire, widening students' understanding of the ancient world and acting as a springboard for further research.

The Parthians

We call them Parthians, because under their king Arshak they ousted the Seleucids from Parthia in 247 BC, but we have no idea what they called themselves. Nothing written by them survives, and our knowledge comes from Greeks and Romans (who were their enemies), from Chinese visitors, and from their coins. They were Iranian by culture and language – and probably part of the great group of Iranian peoples called 'Scythians' by the Greeks. Their empire lasted 500 years.

By 109 BC, Mehrdad II (in Greek, Mithradates) had eliminated Macedonian rule over the old Persian empire. Greek influence gradually faded, as the old Zoroastrian religion was revived, and an alternative history slowly effaced memories of the ancient Persians. The Parthian centre moved westward, into Mesopotamia, and a new capital city was built on the Tigris.

Mehrdad welcomed Zhang Qian, ambassador from the Chinese emperor Wu, who opened up the trade route between China and the west, now known as the Silk Routes. At much the same time the Parthians encountered the expanding Roman interests in Asia. It was agreed that the Euphrates would be their frontier. The Parthian Empire, having contact with both Rome and China, was now a force to be reckoned with.

Soon though, through no desire of their own, the Parthians found themselves in a confrontation with Rome. The Roman general Pompey agreed a deal with the Parthian King, then cheated on it. As a result, Rome and Parthia became enemies, and ambitious Romans saw opportunities to imitate what Alexander had done. Roman generals were tempted to seek personal glory and wealth to help build or revive their political ambitions in Rome. Parthia was never really a threat to Rome: but Rome became a real threat to Parthia.

In 55 BC Orod was the new Parthian king, helped by Suren, a young Parthian aristocrat, who had his own private army. Suren was training this army to become invincible. His personal cavalry of 10,000

archers on horseback developed into a formidable force as a result of a simple innovation: he kept 1,000 camels in the rear with a fresh supply of arrows – the horsemen fired off their quiverful of arrows, and went back to the camels to reload. They would gallop at speed at the enemy, then turn their horses round, and fire their arrows as they appeared to retreat.

In Rome, meanwhile, the general and politician Crassus was permitted to raise an army to invade Parthia. For Crassus, it was a catastrophic failure. At the battle of Carrhae, in 53 BC, Crassus and half his army were killed. The precious eagles, standards of three Roman legions, were captured. The Parthians had been outnumbered four to one – for them, it was a tremendous victory.

In the next 250 years many Romans attempted to copy the actions of Alexander by invading Parthia. Julius Caesar was assassinated before he could do so, but there were three more unsuccessful invasions (including a disastrous one by Mark Antony) before Augustus humbled himself to make peace, and the captured eagles were finally returned to Rome. When the Parthians did invade Roman territory, they themselves were defeated, but saved from conquest by an outbreak of plague. Emperor Severus' final invasion in AD 198 ended in utter failure.

However, by now the Parthian Empire was falling apart. Civil war, the independence of great families like the Suren, and reliance on these nobles to provide the army, all undermined the authority of the Parthian kings. Busy confronting Rome, and based in Iraq, they didn't notice the rise of a new power in Persia itself. The two rival Parthian kings were each soon soundly defeated by Ardashir, founder of the Sasanian dynasty.

This stone carving of two lion griffins comes from Hatra, a town on the western border of the Parthian Empire.

Africa and Rome

Africa was home to a large number of [...]ties and civilizations, many of which [...] thousands of years old. However, [...]'s Empire centred around the [...]terranean Sea and therefore [...]tact with Africa was primarily [...] the northern coast.

The Meroë head of Augustus.

Kingdom of Kush

[...] the Roman general Octavian ended a series [...] wars by defeating his rival, Mark Antony, [...] was allied with Cleopatra, queen of Egypt. As a [...] Egypt, and its great wealth, fell under Roman [...] the province of Aegyptus. The Romans soon [...] further south, intent on gaining control of [...] and other valuable resources in the area. This [...] ght them into conflict with the Kingdom of [...], which lay to the south of Egypt (in modern [...]n).

[...]e Kushites were keen not only to defend their [...]sts and maintain their independence, but [...] conquer territory from the Romans. Under [...] leader, Queen Amanirenas, they sent a force [...] into Egypt, taking advantage of the fact that [...]oman governor of Egypt was away on an [...]dition to Arabia. The Romans hurried back [...]el the attack, and although the Romans were [...]ly successful, the Kushites launched a series of [...]aigns over the following years. They captured [...]ber of Roman forts and towns, and carried off [...]ure. Eventually, in 20 BC, the two sides signed [...]ce treaty, and a neutral buffer zone, which [...] Romans and Kushites were able to enter, was established between them. Both sides benefited financially from an improved trade deal.

Among the trophies which the Kushites took from the Romans were statues of Emperor Augustus. The Kushites buried the head of one of these statues under the steps of the Temple of Victory in their capital, Meroë. Their message was clear: visitors to the temple would be trampling on the head of the Roman emperor.

A votive plaque from Meroë. The inscriptions are in Meroitic script.

Although ancient Kushite inscriptions exist, the language is not well understood, and we cannot easily read them. The danger of relying solely on Roman texts is illustrated by the fact that Roman historians recorded this queen's name incorrectly. Although Kushite inscriptions show her name was Amanirenas, Pliny the Elder and Strabo referred to her as 'Kandake', mistaking her title (Kandake means Queen) for her name.

Numidia

As far back as the ninth century BC, the Numidians lived in small urban settlements, in what is now northern Algeria. When the neighbouring civilization, the Carthaginians, went to war with the Romans, the Numidians provided some of the elite cavalry troops in Hannibal's army. At different times the Numidian kings used these troops to support either the Carthaginians or the Romans, in an attempt to maintain their own independence from both major powers.

Coin of Masinissa, King of Numidia.

After the defeat of Carthage, the Numidians remained independent for 100 years, until 46 BC, when much of the area became a Roman province. However, in AD 17 Tacfarinas, a Numidian who may have been an auxiliary in the Roman army, led a rebellion against Roman rule. He organized local men into a Roman-style army, and engaged the Romans in guerrilla warfare and open battle for the best part of seven years, before finally being defeated.

An African imperial dynasty

By AD 200, at the peak of the imperial period, Roman control in North Africa had expanded to five provinces: Aegyptus, Cyrenaica, Africa Proconsularis, Mauretania Caesariensis, and Mauretania Tingitana. Furthermore, Septimius Severus, from Lepcis Magna in Africa Proconsularis, was emperor. The Severan dynasty which he founded ruled the Roman Empire for over forty years, until AD 235.

RESEARCH

- The female leaders Cleopatra and Amanirenas.
- An African civilization that the Romans came into contact with: for example, the Numidians, Garamantes, Gaetuli.
- Septimius Severus.

PREPARATION FOR GCSE

Suburani is the first reading course to be developed since the 2016 Eduqas and OCR GCSE specifications were released. As a result, we have been able to design the course to target precisely the language requirements of the latest specifications.

- ✓ All Eduqas and OCR GCSE defined vocabulary
- ✓ Eduqas language content covered by Chapter 26
- ✓ OCR language content covered by Chapter 32
- ✓ Preparation for Literature and Roman Civilization

Vocabulary

In each chapter, 20 words are set for learning.

BOOK 1

- **all** the vocabulary set for learning in Book 1 appears in the Defined Vocabulary Lists for **both** Eduqas and OCR GCSE
- over 75% of each Defined Vocabulary List is learnt by the end of Book 1

BOOK 2

- remaining OCR and Eduqas specific vocabulary is identified in the learning lists
- to prepare students for literature, high-frequency vocabulary is included as the defined vocabulary is completed

◆ Eduqas learning word   ● OCR learning word

Grammar

- accessible **language notes** on every GCSE language topic
- **Eduqas** language covered by Chapter 26
- **OCR** language covered by Chapter 32
- additional differentiated **language practice** exercises online
- see pages 16–17 for detailed language map

Translation and comprehension

- the reading approach provides extensive preparation for **translation and comprehension**
- **story length controlled** to facilitate classroom use
- passages **gradually develop** in difficulty throughout course
- **comprehensions** give students regular practice in exam-style questions

To find out more and order your school's FREE inspection copy go to Suburani.com
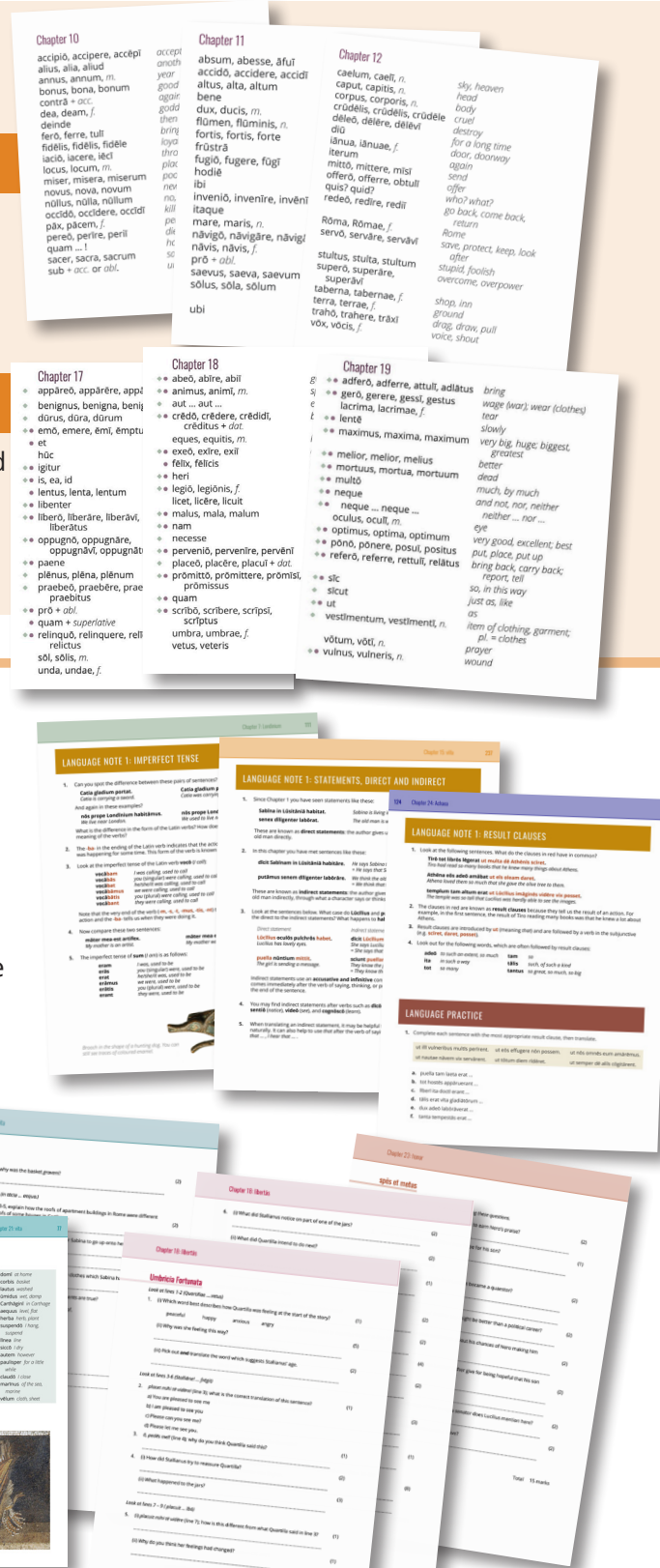
Culture

- students **analyse and respond** to primary sources from the outset
- **Eduqas**: extensive new material on Daily Life, Roman Britain, Entertainment and Leisure, and Roman Religion
- **OCR**: detailed primary and secondary sources on Entertainment, Myths and Beliefs, and The Romans in Britain

Literature

- *Suburani* prepares students to read **original literature**
- **linguistic research** used to accurately reflect language use, vocabulary, and word order of Roman authors
- stories designed to give students practice in **literary analysis**
- final chapters move towards **adapted literature**

ultima hōra

interȳā, comitibus hortantibus ut quam prīmum impendentia perīcula fugeret, Nerō sepulcrum fierī imperābat, lacrimāns atque identidem dīcēns 'quālis artifex pereō!'

tunc nūntius Giscō advēnit, epistulam tenēns. Nerō eam rapuit lēgitque sē hostem ā senātū iūdicātum esse et quaerī; senātum eum mōre maiōrum pūnītūrum esse. ille rogāvit quālis esset is modus poenae; et cum cognōvisset caput nūdī hominis furcā retinērī et corpus usque ad mortem verberārī, multō magis perterritus erat quam anteā. eōdem tamen clāmante nōndum adesse suam ultimam hōram, Giscō Indō gladium trādidit.

ac modo Nerō aliōs hortābātur ut lāmentārī inciperent, modo ōrābat ut aliquis exemplō sē iuvāret ad mortem petendam. eōdem tempore equitēs appropinquābant, quibus imperātum erat ut vīvum eum extraherent. quod ut Nerō sēnsit, Indus eī gladium obtulit. iuvante Epaphrodītō gladium iugulō adēgit prīnceps. centuriōnī irrumpentī et simulantī in auxilium sē vēnisse nōn aliud respondit quam 'sērō' et 'haec est fidēs'. atque in eā vōce mortuus est, exstantibus oculīs usque ad horrōrem metumque videntium. sīc periit Nerō.

Text in green taken from Suetonius *Nero* 49, recounting the death of Nero.

ASSESSMENTS

- GCSE-style **language assessments** after every 2–3 chapters
- assessments contain **new stories** written to the level of the chapter; non-DVL vocabulary is glossed
- **Section A**: 50 marks on comprehension and translation
- **Section B**: 10 marks on 'spot the grammar'
- **mark schemes** also provided
- **culture** and **English-Latin** assessments in preparation
- assessments forthcoming for **every** chapter, enabling chapter-by-chapter progress checking
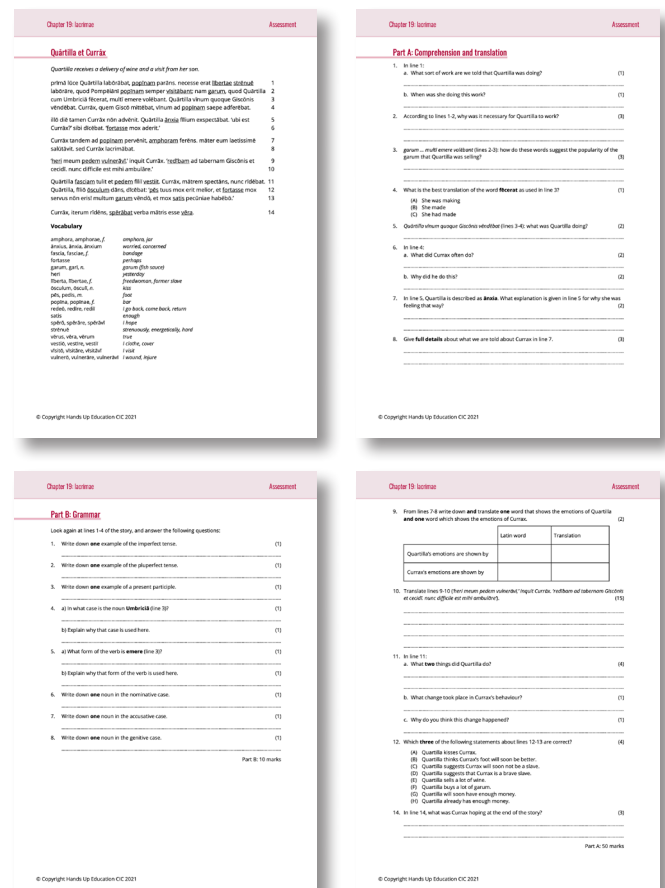
> **"**
> It is superb! The illustrations are first-class, the storylines interesting and the grammatical accumulation very effective.
> **"**
>
> GCSE examiner

BOOK 1

Chapter	Language	Culture	History/Mythology
Roma – life in the city			
1: Subūra	• 1st, 2nd and 3rd pers. sg., present tense • Reading Latin	Life in the city Subura; Population of city of Rome; Women at work; Living in an insula	History: Rome in AD 64
2: Rōma	• Nominative and accusative sg. • Declensions • Gender	Building Rome Geography and growth of Rome; Public buildings and spaces of Rome; Forum Romanum	Mythology: Romulus and Remus
3: lūdī	• Nominative and accusative pl. • 3rd pers. pl., present tense	Entertainment Public festivals; Chariot-racing; Charioteers	History: Three phases of ruling
4: deī	• Neuter nouns • 1st and 2nd pers. pl., present tense	Religion Christianity; State religion; Homes of the gods; Sacrifice; Private worship	Mythology: Deucalion and Pyrrha
5: aqua	• Present infinitive • **possum**, **volō**, and **nōlō**	Public health Baths; Public toilets; Water supply; Sanitation	History: Rome under attack!
6: servitium	• Ablative case • Prepositions + acc./+ abl. • Time	Slavery How were people enslaved? Life of a slave; Seeking freedom; Manumission	Mythology: Theseus and the Minotaur
Britannia – establishing a province			
7: Londīnium	• Imperfect tense • Perfect tense (-v- stems)	London Londinium; Made in Londinium; Food	History: Romans invading
8: Britannia	• Perfect tense (all stems) • Superlative adjectives	Britain Britannia; Camulodunum; Resist or accept? The Druids	Mythology: The Amazons
9: rebelliō	• Dative case • Verbs with dative	Rebellion – hard power Chain of command; Competing forces; Women and war; Why join the army?	History: Resistance
10: Aquae Sūlis	• 1st and 2nd decl. adjectives • 3rd decl. adjectives	Aquae Sulis – soft power Aquae Sulis; Different gods; Curses; Military life; People of Roman Britain	Mythology: The Gorgons
Gaul and Lusitania – life in a province			
11: mare	• Genitive case • Enclitics -**ne** and -**que**	The sea Romans and the sea; Underwater archaeology; Navigation and maps; Dangers at sea	History: Pirates in the Mediterranean Sea
12: incendium	• Imperatives (inc. **nōlī/nōlīte** + infinitive) • Vocative case	Great fire of Rome Fighting the fire; Vesta and Vulcan; Fuel and fire; After the fire; Finding a scapegoat; Domus Aurea; What caused the Great Fire of Rome?	Mythology: Prometheus
13: Arelātē	• Relative clauses • Relative pronouns	Arelate – a provincial town How to build a Roman town; Theatre; Making bread	Mythology: Pyramus and Thisbe

14: artifex	• Future tense (1st and 2nd conj.)
	• Comparative adjectives
		Mosaics
		    Creating mosaics; Mosaic pattern books.
		Mining
		    Mining at Las Medulas; Mining techniques
			History: Women

15: vīlla	• Ind. statement (pres. + pres. infin.) • Ind. statement (perf. + pres. infin.) • Ind. statement: **se** vs. **eum**	Country villas Country estates; Gardens; Dinner Parties; Menus	History: Civil war
16: nūptiae	• **hic** and **ille** • **is**, **ea**, **id**	Marriage Wool and weaving; Marriage; Husbands and wives; The ceremony	Mythology: Arachne

Chapter	Language	Culture	History/Mythology
Pompeii – daily life in a town			
17: Pompēiī	• Pluperfect tense • Adverbs • Conjugations	Life in Pompeii The domus; Making perfume; Shops and businesses; Cleaning clothes	History: Archaeology of Pompeii
18: lībertās	• Future tense (3rd and 4th conjugations) • **necesse** and **placet** • **eō** and its compounds	Freedom and business Patrons and clients; Becoming a citizen; Daily routine; Garum; Wine	Mythology: Bacchus
19: lacrimae	• Present participles • **ferō** and its compounds • Use of present participles	Death in the Roman world Death and funerals; Isis; Ideas of the afterlife	Mythology: Orpheus and Eurydice
Africa – family and spectacle			
20: mūnera	• Present passive • Imperfect passive • Ablative with passive verbs	Entertainment Amphitheatres; Gladiators; Watching the games; Animals in the arena	History: Hannibal
21: vīta	• Perfect passive participles • Perfect passive tense • Pluperfect passive tense	Animals and fashion Animals; Adorning the body; Fashion; Cosmetics	History: Kingdom of Kush, Meroë, Kandace Amanirenas
22: līberī	• Deponent verbs • Present passive infinitive (+ dep.)	Growing up Birth, children, and childhood; Education	Mythology: Dido and Aeneas
Roma – managing the Empire			
23: honor	• **cum** + pluperfect subjunctive • **cum** + imperfect subjunctive	Politics cursus honōrum; Managing an empire; Imperial freedmen; Poison	History: Octavian and the establishment of the Principate
Achaea – philosophy and the arts			
24: Achaea	• Result clauses • Compounds and prefixes • 4th declension	Greek architecture and thought The Acropolis and Parthenon; Rhetoric and oratory; Philosophy	History: Greece and Rome
25: Olympia	• Indirect commands • Indirect questions • 5th declension	Sport and the body Sport and exercise; The body in art; The Olympic Games	Mythology: Echo and Narcissus
26: Delphī	• Purpose clauses • **dum** + pres. indic.	Music Music; Poetry; Recitations	Mythology: Marsyas
Ephesus – truth and learning			
27: Ephesus	• Ablative absolute • **ipse**	Medicine Doctors; Surgery; Drugs and medicines	History: East and West
28: itinera	• Imp. and plup. passive subjunctive • Connecting relatives • Comparative adverbs	Ephesus Temple of Artemis; Palmyra and the Silk Routes; Travel and communication	History: The Parthians
29: lēx	• Perfect active and passive infinitives • Indirect statements (cont.)	Control Emperor worship; Imperial propaganda; Law	Mythology: Actaeon
Roma – war and omens			
30: ōmina	• Future passive tense • Future participles and infinitives • Indirect statements (cont.)	Omens and magic Augurs and augury; Magic; Ghosts	Mythology: Circe
31: bellum	• Verbs of fearing • Ablative of comparison • **mālō**	War and the military Legions; A career in the army; Loyalty and leadership; Military engineering	History: Succession
32: fīnis	• **ad** + gerundive • **idem**	After Nero Guarding the emperor; Reception of Nero; Future of the city of Rome	Mythology: Homecoming

Eduqas language content is completed by end of Chapter 26, OCR completed by end of Chapter 32.

SUPPORT FOR TEACHERS

Teacher notes

Each chapter of *Suburani* is supported by extensive teaching notes, available online as pdfs to teachers with a digital account.

Detailed notes on cultural material, with information on all sources and images included in the textbook.

For each story:

- **Synopsis** – quick overview of the plot
- **Aims** – key points on which to focus teaching
- **Teaching suggestions** – ideas for discussion, and cultural, linguistic, and literary elements to bring out
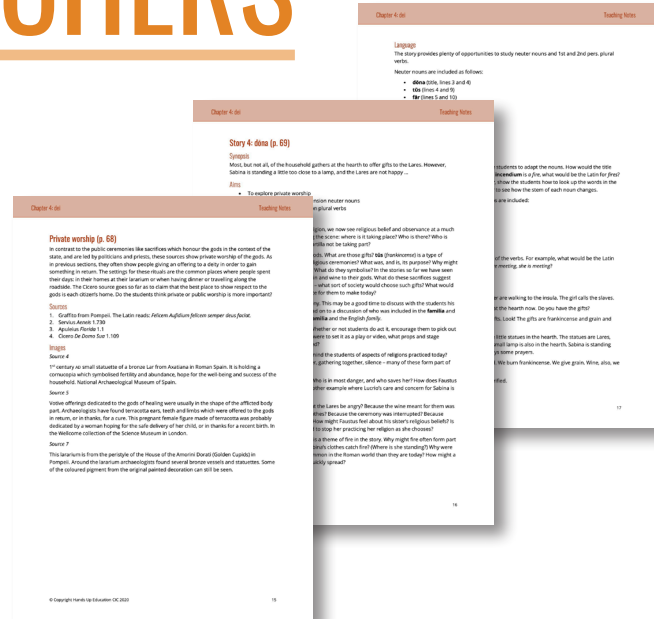- **Sample translation**

There are also ideas for further activities and research.

Community

There is an active international community of *Suburani* teachers who share their experiences and resources online. The Hands Up Community Resources forum hosts a wealth of activities, worksheets, lesson plans and assessments created by *Suburani* teachers, managed by the Hands Up team. A dedicated Facebook group allows teachers to share experiences and ideas and to ask questions.

Support from the Hands Up team

We provide free training online (via Skype, Teams, Zoom, Google Meet, etc.), or we can come come to your school (you'll just need to pay our travel costs). You can also schedule a chat with one of the team at any time on our website or send us an email to contact@hands-up-education.org.

> " I love how we're all creating resources as a community; this allows us to expose our students to so many styles.
>
> Independent school teacher "

**Wherever you are in the UK, we can provide free training for you and your department.**

Email us to arrange a call or a visit.

Online training vides

The Hands Up Education website hosts a wealth of freely accessible training videos on a range of topics related to *Suburani*, including:

- introductions to the digital resources
- the storyline
- the course's approach to language teaching
- how to use *Suburani* to prepare students for GCSE
- teacher experiences
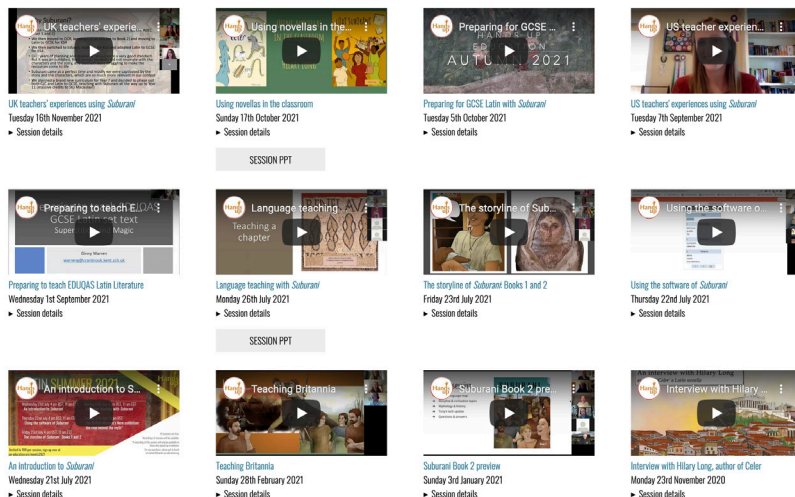
Conferences

Hands Up Education organizes regular training days and conferences across the UK, delivering training for both new and established teachers of *Suburani*.

This summer we will be running **two full-day** Hands Up conferences in London and York for teachers of Latin and Classics. These conferences will be suitable for specialists and non-specialists.

> 11 June 2022
>
> London, Museum of London EC2Y 5HN

> 2 July 2022
>
> York, location to be confirmed

To find out more and book your place go to

hands-up-education.org

Both conferences will run from 10 am to 4 pm and cost **£49** (**£25** for PGCE students). Bursaries available.

There will be sessions from academics, *Suburani* authors, and experienced teachers on topics including:

- Introduction to *Suburani*
- *Suburani* Book 3 – approaches to reading literature
- Ideas for language teaching at KS3 and KS4
- Best practice for teaching GCSE literature
- Filling the Gap – identifying and addressing individual students' needs
- Introduction to the *Primary Latin Course*
- Next steps with the *Primary Latin Course*
- Museum object handling
- Broadening the attainment range: teaching Latin to all
- Integrating myth and history into a Latin course
- Developing GCSE Classical Civilisation
- Classical Greek in schools – ideas and proposals
- Using Latin novellas in the classroom

TEACHER EXPERIENCES

Teacher: Otti Olivero

School: Rooks Heath School, London

Rooks Heath School is a non-selective 11–18 state comprehensive school in South Harrow. It has an 8-form entry and about 200 students in each year group at KS3 and KS4. All students in Year 7 study Latin and about 125 out of 200 choose to continue to Year 8.

Otti says: 'We were captivated by the story and the characters, which are so relevant in our context. Sabina is a girl who lives with her father in a block of flats. She doesn't have a mum. So many of our students can identify with that situation.

'The website has been an essential tool for our students' engagement and for our tracking their progress – it has been great! As a Head of Department, I can track all the Latin classes' progress and I can reward them. The students really like it and compete against each other. It helps even the lower ability students make progress in their vocabulary.'

Pacing*:

- Year 7: Chapters 1 to 5
- Year 8: Chapters 6 to 10
- Aim to get to the end of Book 2 by the end of Year 10

Teacher: Sana Van Dal

School: Trinity School, Croydon

Trinity School is an independent boys' secondary school, with a co-ed Sixth Form, in Croydon. Students start Latin in Year 7 and have two 35-minute lessons per week in Years 7 and 8. Teaching time is similar in Year 9, then increases at GCSE.

Sana says: '*Suburani* feels fresh, and we like the fact that it's set in the Subura. If you open any page of the textbook, students from Croydon can see people who look like them. There's a higher profile of strong, female characters, and that's good for us in a boys' school.

'The storylines are so engaging! Writing the schemes of work over the last few years I have genuinely wanted to know what happens next. And we really love the digital resources – there is so much to use, including grammar exercises for every chapter, the vocabulary trainer, loads of worksheets, and efficient sharing from other teachers.'

Pacing*:

Together with other activities and projects (such as a Greek taster), students study:

- Year 7: Chapters 1 to 7
- Year 8: Chapters 8 to 14
- Year 9: Chapters 15 to 22
- Years 10 and 11: normally use *Latin to GCSE*, but now assessing options

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Teacher: Sara Aguilar

School: Freman College, Hertfordshire

Freman College is a non-selective 13–18 state upper school in Hertfordshire. It has an 8-form entry with about 220 students in each of Years 9 to 11. A quarter of students start Latin (in Year 9) with 2 hours per week, and of these about 20–25 continue to Eduqas GCSE.

Sara says: 'I wanted to refresh both my teaching and the content I teach. *Suburani* is so much more up to date and has come at such a fantastic moment. It reflects much better what we now know about the Romans. It's perfect for all sorts of discussions about society and the students thoroughly engage with the characters.

'I really love the course. The stories are so good! The book is beautiful and preparing new materials has helped me to revitalize my teaching. The team at Hands Up is completely geared towards helping us deliver what we want to deliver.'

Pacing*:

- Year 9: Chapters 1 to 14
- Year 10: Chapters 17 to 26 (Eduqas syllabus completed by Chapter 26)
- Year 11: Exam literature and extracts from final chapters

*Note that pacing in all schools may have been affected by the pandemic.

To hear more about Otti, Sana, and Sara's experiences of using *Suburani*, head to the Teacher Support section of Suburani.com.

MORE FROM HANDS UP

Latin novellas

Two Latin novellas have been written to accompany *Suburani* by teacher Hilary Long. These short books with a light-hearted plot are designed to be read by students, either independently or as a class. A fun storyline, word order that matches English, highly repetitive language using high-frequency vocabulary, and supportive illustrations make the text as accessible as possible for students in their first year of Latin. For sale for £3 each on Suburani.com.

Celer

In *Celer*, the friendly dog visits his animal friends on the seven hills of Rome. Suitable for beginner students, who might be in Chapters 1–3 of *Suburani*.

ludi Suburani

In *ludi Suburani*, Sabina and her friends entertain themselves with games on a public holiday. Suitable for advanced beginners, who might be coming up to Chapter 9 of *Suburani*.

Latin games

Catena

Fast-paced and highly addictive, this free online Latin version of Boggle can be a quick lesson starter, or a game that keeps your students up late into the night to see if they can beat their friends' high scores.
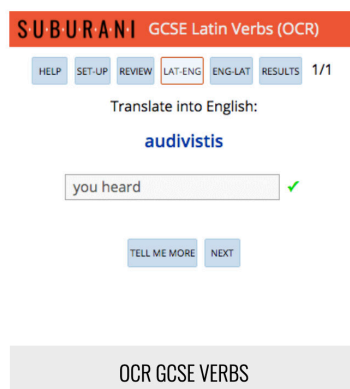
Arepo

For fans of Wordle who prefer to challenge their brains in Latin, this word-guessing game is based on GCSE defined vocabulary. Freely accessible at the Hands Up website, and with no limit to the number of goes you can have …

CATENA

AREPO

EDUQAS GCSE VERBS

OCR GCSE VERBS
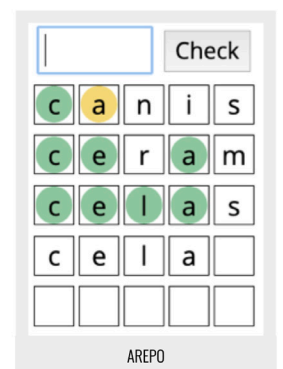
Latin verb trainer

The GCSE Latin verb trainer allows students to review and practise verb forms for the OCR or Eduqas exam. The programme can be configured to allow students to practise forms of their choosing:

- three modes: English-Latin, Latin-English, or 'review' mode
- test parsing or translation
- selection of regular and irregular verbs
- tense and voice
- also includes subjunctives, infinitives, imperatives, participles

Primary Latin Course - primarylatin.com

This free, online course has been designed with UK primary teachers to help schools deliver Latin and Roman civilization – without the need for a background in Latin. It provides a gentle introduction for students in Years 3–6, aiming to establish reading fluency of simple sentences through a one-year course.

Six chapters introduce students to a range of inhabitants of ancient Herculaneum, including the freedman Dama and his children, a schoolteacher, a fish-seller, a merchant, a wealthy couple, and the wandering cat Ulysses. Vivid illustrations and light-hearted stories gradually introduce simple sentence patterns using nominative and accusative singular and plural, and establish a core vocabulary.

The archaeologists Peter and Lucia tell the children about Herculaneum and aspects of Roman culture, such as children's schooling, Roman food and bathing practices, the theatre, and the layout and decoration of houses.

All materials are online and are available for free. There are Latin stories with clickable vocabulary and embedded audio, interactive reconstructions, online games, and downloadable print worksheets. The course is supported by teacher's guides and sample lesson plans.

The Persians – the world's first superpower

The Persians is a 58-page textbook for use at Key Stage 3 onwards. Each double-page spread (there are 26 in total) focuses on a particular topic and provides a mini area of study for one or two lessons. Topics include:

- the geography of Iran
- our sources of knowledge about the Persians
- Cyrus' empire
- Persepolis
- the Ionian revolt
- Xerxes' invasion of Greece
- Alexander the Great
- the Parthians
- Darius as king

The book includes questions for discussion and further research activities, designed to encourage classroom debate and independent investigation. The supporting Teacher's Handbook is an entirely free online website, designed for specialist and non-specialist teachers.

INVESTIGATING CIVILISATIONS

The Persians

THE WORLD'S FIRST SUPERPOWER
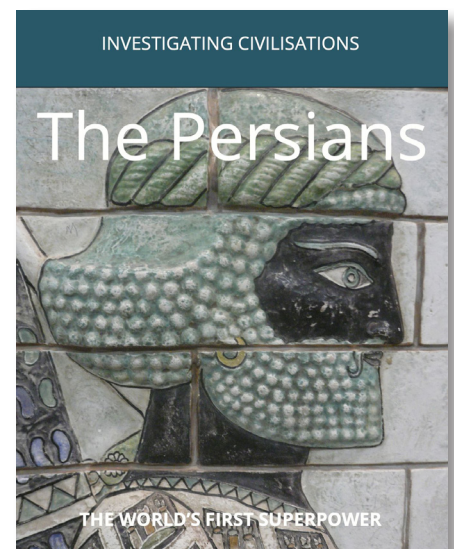
On sale for £6 at
hands-up-education.org

Classical Greek resources

The Hands Up website hosts freely available activities for Classical Greek, including the addictive and fiendishly hard principle parts tester, which tests principle parts of common irregular verbs. Head to hands-up-education.org/greek to find out about a proposed one-year introductory Greek course for KS3.

Show verb list		Score: 4 / 6				

Present	Future	Aorist	Perfect	Perf Pass	Aor Pass	Fut P
αἰσθάνομαι	αἰσθήσομαι	ᾐσθόμην	-	ᾔσθημαι	-	

α A	β D	γ G	δ D	ε E	ζ Z	η H		Clear
θ Q	ι I	κ K	λ L	μ M	ν N	ξ C		Delete
ο O	π P	ρ R	σ S	τ T	υ U	φ F		
χ X	ψ Y	ω W	'	ι 1	' 2	' 3		Next

You can type Greek with the English letters shown on the keys above.

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ABOUT HANDS UP EDUCATION

We established Hands Up Education, a non-profit community interest company, in 2017 in recognition of the need for materials that reflect the priorities of today's students and teachers. Our core team are all classicists and we have long worked together to support Classics teaching. Between us we have many years' experience of classroom teaching, curriculum design, software development, teacher training, Classics education research, illustration, and design. Hands Up has also created the entirely free online *Primary Latin Course* and published *The Persians*, the first in a series of Classical Civilization books for use at KS3. The proceeds of all our materials are used to support and develop Classics in schools.

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ABOUT THE COMMUNITY

Suburani has been developed and trialled in collaboration with hundreds of teachers who continue to be part of a growing community, sharing expertise and creating shared resources. We invite you to get involved – order a free inspection copy for your school and review the first two chapters online today.

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