

*Studying Classical Civilisation in Britain:
Recording the Past and Fostering the Future*

Research Proposal Submitted to AHRC: Selected Paragraphs

Summary

Far too few British children are educated about the ancient Greeks and Romans at secondary level. Studying ancient Greek and Roman civilisation, history, thought, literature, art and archaeology is not only exciting and instructive, but confers profound advantages: it hones analytical and critical skills, trains minds in the comparative use of different types of evidence, introduces young people to the finest oratory and skills in argumentation and communication, enhances cultural literacy, refines consciousness of cultural difference and relativism, fosters awareness of a three-millennia long past, along with models and ideals of democracy, and develops identities founded in citizenship on the national, European and cosmopolitan, global level.

Unfortunately, qualifications at GCSE and 'A' or A/S Level in Latin and Ancient Greek languages are hardly available outside the private education sector. There is, however, a financially feasible solution for state sector students: the introduction of courses leading up to qualifications in Classical Civilisation or Ancient History. Between three and four thousand teenagers currently sit 'A' Level in the State sector in these subjects, but these numbers could be substantially increased since both Classical Civilisation and Ancient History can be taught by any teacher, of any subject, currently employed in a school or 6th-form college and in possession of qualified teacher status, enthusiasm to teach the ancient world, and sufficient support.

These subjects prove extremely popular and successful wherever they are introduced. But they are poorly understood even by academic classicists, let alone the general public. There is no available study of their history; the canonical account of classical education in British schools ends its survey in 1960, which was almost exactly the moment when Classical Civilisation began to be introduced in a relatively large number of schools. The proposed research will remedy the absence of an authoritative history of the teaching of these subjects in schools and 6th-form colleges, and of a description of what they entail, by producing as its major output a 60,000-word book, available freely online, jointly written by the Fellow (an expert in Classics in Britain beyond the elite) and Postdoctoral Researcher (an expert in contemporary Classical pedagogy). The fundamental evidence they will examine consists of all the printed documentation relating to qualifications in these subjects issued historically by Examination boards, and the results of a Questionnaire distributed to as many individuals as possible who have experience of Classical Civilisation or Ancient History courses at secondary level at any time now or in the past.

But the research results will also be disseminated via a website, publicity films, 2 academic articles, features published in both national and local newspapers and broadcast in both national and local tv/radio news channels. Most importantly, the Fellow and PDR will engage directly

with teachers, schools and the public in a series of public events designed to maximise dialogue that will feed into the research and public impact across the British Isles - in Scotland, Wales and Northern Ireland as well as in eight English regional centres. The goals are to introduce or support the teaching of Classical subjects in at least 12 additional new schools or 6th-form colleges, to raise their public profile and initiate a public debate about their value and sustainability, and to influence educational policy, especially by getting Classical Civilisation accepted alongside Ancient History as a core Humanities subject on the incoming English Baccalaureate.

Objectives

To conduct unprecedented research into the achievements in teaching of the civilisation and history of ancient Greece and Rome through English translations in British schools/6th-form colleges since the 1960s.

2. To identify and define the intellectual skills which studying ancient Greek and Roman source materials in English translation confer on students.

3. To write a simultaneously printed and open-access 60,000-word monograph presenting the results of this research to teachers and the public, in order to increase awareness of (i) the benefits of studying classical civilisation and ancient history for intellectual development and understanding of citizenship and (ii) the potential for achieving a mainstream presence for them in secondary education.

4. To foster the future of such teaching across the UK state education sector by advocating and supporting the introduction of GCSE and 'A' Level qualifications in Classical Civilisation or Ancient History in at least 10 schools/6th-form colleges, one or more near each of our official Partner Institutions (HEIs in St Andrews, Glasgow, Belfast, Swansea, Liverpool, Durham, Leeds, Warwick, Kent, Reading, Milton Keynes and Exeter).

5. To raise the profile of Classical Civilisation and Ancient History qualifications across the UK by holding public events on the advantages of studying the Greeks and Romans in each of our Partner Institutions' regions. Each event will feature (i) a talk by an invited 'celebrity classicist', whose appearance will maximise publicity in local news media; (ii) a 'Question Time'-type panel debate including local teachers and pupils answering questions put by the public; (iii) discussion led by the PDR of the subject-specific and transferable skills and intellectual value of such studies; (iv) an illustrated presentation by the Fellow illustrating how people have been inspired by classical culture locally, using historical examples since the 18th century (evidence here can be drawn from her research into regional classical education, entertainment, art, architecture already amassed in the course of her AHRC-funded project *Classics & Class in Britain 1789-1917*, now completed). These events will be hosted by each of our 12 partner institutions, after an initial launch event at King's College London.

6. To lobby, and encourage the public to lobby via their MPs, the Department of Education (i) to recognise Classical Civilisation as equivalent to Geography, History and Ancient History as a core Humanities subject for the English Baccalaureate, and (ii) to provide funding to support the teaching of the subject equivalent to that already provided to support the teaching of Latin.

7. To create a permanent hub, through the project's website, for discussion, sharing and dissemination of news, information, ideas and resources which further the project's objectives amongst stakeholders. These include not only official Project Partners, but teachers in schools, sixth-form colleges and other universities, related charities, study groups and subject associations.

8. An important objective would therefore be the augmentation of Hall's skills in research and intellectual leadership through collaboration and responsive engagement with three new constituencies: (i) transdisciplinary collaboration with the proposed PDR, who is primarily trained in Classics education rather than classical philology; (ii) practitioners in secondary education, including teachers across the nation and especially Mr Hunt and Dr Khan-Evans, the programme directors in the Classical Subjects PGCE at Cambridge and KCL; (iii) non-academic agents including charity administrators, civil servants and local government officers.

Research Questions

The Research Element of the project addresses two fundamental questions: it asks (1) what is the history of the study of CC and AH at secondary level in British schools? and (2) what are the skills and intellectual competencies conferred upon students who take such courses?

(1) What is the *history* of those secondary-level educational qualifications in Britain which explore ancient Greece and Rome through translated sources? It is often assumed, even in Classics-aware pedagogical circles in the UK, that CC qualifications were first introduced in the 1970s after both London University's 1967 *Report of the Working Party on the Future of Classics* and the 'Cambridge School Classics Project' (1966-1970). The latter, in addition to its central goal of reforming Latin teaching, had piloted teaching materials on Greek and Roman civilisation [Forrest 1996]. But initial investigations into Exam Board archives have shown that regional initiatives had begun in 1950s. Sub-questions to this historical part of the research include:

(i) Is there a connection between the emergence of these qualifications post-war and the 19th-century British tradition of studying classical topics through translations in Departments of Extra-Mural Studies, Workers' Libraries, the Workers' Educational Association etc.? [Documented in Hall and Stead (2017)]

(ii) Which of the more than 25 Examination Boards which have functioned since the 1950s (e.g. Associated Lancashire Schools Examining Board [ALSEB]), many of which are now defunct, introduced what kind of qualification (CSE, GCE, 'O' Level, 'A' Level, GCSE, Higher etc.) in what CC/AH subject, when and why? They seem to have been popular, early on, in East Anglia, for example, but rigorous research is needed to firm up the empirical data.

(iii) What terminology was used to label them (for example, the term 'Classical Studies' rather than 'Classical Civilisation' was initially widespread)?

(iv) Why were they introduced? (less plausible reasons suggested by contemporary commentators included increased foreign travel to Europe by package holiday!)

(v) Who was involved in conceiving the plan to introduce them and evolving the syllabus?

(vi) By whose initiative were they introduced into specific schools and who taught them?

(vii) How many students took them and with what results?

(viii) When did what universities begin to accept students for classical courses with qualifications in these subject but no knowledge of Greek and Latin?

- (ix) How have the courses evolved between their original formulation and the shape in which they are taught today?
 - (x) What are the regional differences in uptake for these courses and what explains them?
 - (xi) In the 1960s and 1970s local resources (museums, architecture, history) were used to support teaching of CC/AH? Why has this exciting element seemingly disappeared?
- (2) What is the content and *nature* of secondary qualifications in CC/AH? What are the skills, intellectual competencies and knowledge areas which they confer? Sub-questions here include:
- (i) What texts, authors and subjects are on the contemporary syllabuses and why?
 - (ii) Who has been involved in determining these syllabuses? What criteria have they used?
 - (iii) What textbooks and additional reading are recommended?
 - (iv) How do the examination boards offering these courses define the skills and intellectual competencies (e.g. critical, analytical, communicative, creative) they are designed to promote?
 - (v) How have teachers and students responded to each topic/module on the syllabuses?
 - (vi) What are the main problems teachers and students of CC/AH courses experience?
 - (vii) What are the teachers and students' impressions of the main advantages of CC/AH courses and the skills and intellectual competencies they confer?
 - (viii) How much dialogue has existed between the designers and deliverers of Classics courses in UK universities and Subject Associations (Council of University Classics Departments, the Classical Association, the Greek and Roman Societies) on the content and objectives of CC/AH courses in skills? How could the level and quality of the dialogue be improved?
 - (ix) How far if at all have teachers recently used local resources and assets (e.g. local history, museums, architecture, public art) to help them teach and promote the teaching of CC/AH? How could this concept be developed?

c) RESEARCH CONTEXT

Several thousand British teenagers every year study what the ancient Greeks and Romans achieved, thought, said, built, and wrote, at GCSE and 'A' Level. By far the majority of them do so through qualifications in CC/AH. In 2013 (the last year for which verified figures are available), 3,580 state-sector candidates took 'A' Levels in CC/AH.

Some of these teenagers progress to university to study classical subjects, including the ancient languages, literature, philosophy, history and material culture; some go on to study allied arts and humanities subjects, their understanding of more recent history, literature or philosophy immeasurably enriched by the long temporal and wider European/global perspectives with which their ancient world encounters have endowed them. Others enter vocational training courses such as the law, their capacities to compare conflicting sources, analyse complex data and communicate with non-specialists already honed by grappling with classical authors.

Yet this valuable access route to classical civilisation and history suffers from a low public profile and, rather than being celebrated, remains little understood. No scholarly account of the history and nature of these qualifications exists, according to our proposed Advisory Board member Dr Chris Stray. He is the author of the canonical history of classical education in Britain [Stray 1998], the historical scope of which ends in 1960, at around the precise moment when CC qualifications were first widely introduced (the history of AH is longer and more associated with private schools).

Worse than a low public profile is the poor reputation especially of CC qualifications, which is a result of the apartheid currently blighting Classics in Britain and of their widespread association with ‘inferior’ state-sector education as opposed to the elite curriculum including Latin and Greek languages (sometimes supplemented by AH) in independent schools.

The teaching of ancient Greek has all but disappeared from the state sector, although it is still much taught in independent schools; the situation with Latin is only a little better. In 2013, of the 1305 young Britons who took Latin at ‘A’ Level, no fewer than 940 attended independent schools. Only a depressingly small number—365—of ‘A’ Levels in Latin were taken by state school pupils. This means that access to qualifications in classical languages, warmly welcomed by courses at the most elite universities, is almost monopolised by the mere 7% of our teenagers who attend independent schools. The independent sector and elite universities thus have a vested interest in maintaining the perception that CC/AH qualifications are inferior to those in the ancient languages. But this perception can and should be challenged.

The obstacles facing state schools which wish to maintain or introduce the teaching of Latin are enormous. (1) They need to fund hiring a teacher with a Classics-specific PGCE when numbers of students who wish to take the subject may be small. (2) Very few teachers holding a Classics-specific PGCE are produced since (despite high demand and levels of personal commitment amongst would-be Classics teachers [Khan-Evans 2013; Hunt 2013]), there are today only four institutions which teach this PGCE; (3) the higher salaries available in independent schools attract many of the limited number of Classics-PGCE-holders away from state schools.

The current research project concept has been born from the Fellow’s conviction that the deplorable effective exclusion of by far the majority of British teenagers from opportunities to study ancient Greece and Rome can be changed. Leading a research project dedicated to CC/AH, engaging a wide community of stake-holders, with astutely formulated strategies for achieving maximal impact nationwide, could make measurable improvements to the status and availability of classical subject-matter in all our schools.

For there is an affordable and practicable solution to the low level of availability of CC/AH in the state sector. They can be introduced *wherever there is an enthusiastic teacher with a PGCE in any subject (English, Drama, Philosophy, Religion and History are the most common, although Physics and Sport are exemplified), and the support of her or his institution.* The aim of this proposed research project is to provide a concrete research output which demonstrates the longstanding status, intellectual quality and pedagogical potential of CC/AH qualifications through documenting their historical development and disseminating this information via a high-profile national campaign.

Hall has personally been involved in the introduction of CC over the last few years at all three campuses of Christ the King Sixth Form College in Lewisham, a strategy led by Philosophy teacher Eddie Barnett, who had been impressed by his pupils’ responses to Plato. Hall encouraged him to take a relevant evening course at Birkbeck and apply for financial support to fund it from Classics for All (who are endorsing this application to the AHRC). Hall met the Principal of the College and organised talks there by several KCL Classics colleagues. She has already supported similar initiatives in individual schools in Worcester and Kent. If the AHRC funds this proposal, the initiative could be exponentially enlarged and reach, potentially, dozens more schools and sixth-form colleges across the British Isles.

Little other research has been or is being conducted in this area, although there are important ongoing accounts of attempts to introduce the classical languages in state schools supported by the Classics in Communities initiative [Holmes-Henderson, Hunt & Musié, forthcoming]. The research proposed here delves deeper into the history of classical civilisation and ancient history in Britain in earlier periods, one topic of Hall's AHRC-funded research project *Classics & Class in Britain* (completed June 2016) and covered in its major outputs [Stead & Hall 2015, Hall & Stead 2018, and the website <http://www.classicsandclass.info/>.] The proposed research also builds on the proposed PDR's doctoral thesis [Holmes-Henderson 2013] on classical rhetoric in education.

The project will improve public understanding and appreciation of the role of CC/AH in schools and in HEIs; the research outcomes will be of particular interest to the entire secondary education community, teenagers choosing their GCSE and 'A'-Level courses and their parents, LEAs, other academics, especially but not exclusively those in Departments of Classics, History, Philosophy and Archaeology, to journalists reporting on educational matters and to the 200,000+ individuals who have listened on Youtube to Hall's 2013 lecture to the Manchester Lit. & Phil. '[Is Classics Elitist?](#)' or read her manifesto '[Classics for the People](#)', outlining the need for this research project, published as the article in the *Guardian Review* on Saturday 20th June 2015.

d) RESEARCH METHODS

This project addresses **(1)** the *history* and **(2)** the *nature* of the teaching of ancient Greece and Rome as CC/AH in UK secondary education.

As Fellow, Hall would be primarily responsible for **(1)**; she has much experience of researching the history of classical studies beyond the environments of elite universities through previous research projects she has led and collaborative volumes which ensued from them [Hall & Vasunia 2010, Hall, Alston & McConnell 2011, Stead & Hall 2015, Wyles & Hall 2016, Hall & Stead 2018].

The PDR will be primarily responsible for **(2)**; she is not only a Classics graduate and a qualified and award-winning teacher, with experience of direct liaison with educational policy makers and examination boards, but her 2013 PhD is a defence of the teaching of classical rhetoric in Scottish schools. It involved extensive engagement with educational theory and practice as well as the analysis of cross-curricular skills and abilities which studying the ancient world can confer and which are particularly advantageous for fostering responsible citizenship.

Both branches of our research will address similar research materials, necessitating constant dialogue between us to produce the jointly authored volume and two articles. The twin prongs of our primary, empirical research strategy will be **(a)** consulting printed materials relating to the teaching of CC/AH in Britain, analysing/collating the results, and supplementing them with other relevant bibliography; and **(b)** seeking 'oral history': personal testimony, history, memories and reactions of individuals who have been involved in teaching or studying CC/AH since the early 1960s. Both categories of evidence will inform and mutually illuminate the book in its entirety.

(a) The printed materials comprise the curricula, exam papers, exam reports, statistics, marking descriptors, and any other publications and records of all the numerous (mostly now defunct) examination boards which have taught CC/AH in and since the 1960s, not just the boards

currently operating such courses (AQA, Eduqas, IB, OCR and SQA). This will require consulting a wider range of bibliography [e.g. Sharwood Smith 1977, Morwood 2003, Lister 2007, Ross 2008], much of it consisting of publications by the Joint Association of Classical Teachers, founded in 1963 [e.g. the JACT pamphlets and journal *Hesperiam* (1978-1983); the *JACT Bulletin* and *Review* (now merged to form the *Journal of Classical Teaching*)]. In 2015 JACT merged with the Classical Association, which has officially endorsed our proposal. The original records of the important LACTOR series of the London Association of Classical Teachers are held at the Fellow's own institution, KCL.

Most documents relating to England, Wales and JACT are held in the Institute of Education Library at UCL, London; for Scotland and Northern Ireland, additional research visits will be necessary to consult the SQA archives in Glasgow and the Council for the Curriculum, Examinations & Assessment (CCEA) respectively. These two research visits will take place in May-June 2017, before the official launch of the website and the Events Programme in September 2017.

The initial questions we will be addressing to these printed records of CC/AH exams are partly empirical, as outlined above under Research Questions, but the aim is to analyse the results, identify patterns of change and regional differences in the syllabus and conceptual approach, and set these patterns in the context of the altering educational, social and political map of Britain in the fifty years during which CC/AH has maintained a presence and evolved.

(b) We intend to access the 'Oral History' of CC/AH by a two-stage process of face-to-face dialogue and a Questionnaire. The process is closely integrated with our **Project Community**, which consists of, besides some illustrious patrons, (1) our Advisory Board; (2) our official Project Partners in twelve UK HEIs; (3) our Teacher-and-Student Network across the country; and (4) members of the public who studied for CC/AH qualifications and who will share their memories via our Questionnaire. This will ask questions about the individual respondent's experience of CC/AH study and qualifications, eliciting both factual data and subjective impressions; as a draft template it will be circulated to our Advisory Board and Project Partners before its content is finalised; it will then be distributed via as many outlets amongst our Project Community as possible and the results collated and analysed for inclusion in the book. Building our Project Community has already begun. On November 27th 2015 and 2nd July 2016 Hall organised two pilot events at KCL for interested people in the first three categories, and already has a large emailing list including both them and members of the public who responded to her *Guardian* article (2015) directly, asking to be included in any future initiative.

(1) Role and Constitution of the Advisory Board:

The Advisory Board will attend the opening meeting at KCL on 1st July 2017 to respond to the research strategy document and bibliographies the Project Researchers will prepare over the first two months to present to them. They will be on hand to advise by email at all stages of the project. They will assist in the dissemination of the Questionnaire to appropriate constituencies. They will use their home organisations' profile and social media to help maximise publicity and impact.

(2) Role of our Project Partners

Twelve HEIs have submitted letters attached to this application in its support. Their representatives will attend the opening meeting at KCL on 8th July 2017. They have each

offered to host and fund a public event in their region, to foster CC/AH teaching in at least one new school or sixth-form college, to distribute our Questionnaire to appropriate constituencies including their own students and to foster publicity for the project.

(3) Teacher-School Network

This part of our community consists of an informal network, connected by email and word-of-mouth, of teachers and schools either teaching CC/AH already or interested in doing so. Teachers of History will be invited to join at the conferences attended by the Fellow and PDR (see Pathways to Impact [7]). Our Advisers from Classics for All and the CA will be crucial in helping us enlarge this network, which will help us to identify initiatives which need support, in disseminating the Questionnaire and the model letter for MPs, and in publicising and attending the regional events.

(4) Former Students and Public Supporters of CC/AH

This is an additional mailing list of individuals who have previously been in contact and asked to be added to the mailing list. They will be able to assist in disseminating the Questionnaire and in publicising or attending the regional events.

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Pathways to Impact

The idea for the research into the history and nature of secondary-level qualifications in Classical Civilisation and Ancient History (CC/AH) has been born of a desire to change the current situation in British schools and sixth form colleges: that is, to make a direct and measurable impact. The book which will result from the proposed research is intended to be

instrumental in increasing access to CC/AH qualifications by providing teachers at all levels, including those in HEIs, (1) with an authoritative account of a little understood topic in historical pedagogy which is of direct relevance to current curriculum content, and (2) with a resource which can be used in public advocacy activities promoting a greater presence for CC/AH subjects in secondary-level education.

The whole project has therefore been designed *from the outset* with the goal of achieving maximum impact across the nation. Impact is its primary *raison d'être*. Some of our 8 pathways to impact have already been developed for and tested in specific initiatives during the preparation of this application, especially journalism and social media.

1. Project Website

This will be the digital hub providing basic information about the project, with pages besides the Home Page, headed 'Event Schedule', 'Research: Recording the Past', 'Research: Reasons to Study CC/AH', 'Advocates of CC/AH', 'How to Get CC/AH into secondary education', and 'How You Can Help the Campaign'. This will include links to all appropriate Project Partners and organisations which have written in support of this application, especially Classics for All, the charity which offers financial support to schools wanting to introduce or consolidate teaching in all classical subjects. The website will also include the Questionnaire asking about individuals' experience of CC/AH and a model letter which can be sent to Members of Parliament asking them to lobby for the inclusion of CC alongside AH on the EBacc.

2. Project Blog

From the 1st September 2017 the proposed PDR will write a fortnightly blog reporting on activities, featuring especially the content and outcomes of discussions at Regional Events. We will sometimes invite Project Partners, teachers or pupils to provide a guest blog instead. The proposed Fellow's personal blog, the *Edithorial*, read by 2,000+ weekly, will also be a useful conduit for disseminating information.

3. Social Media

The Project will have its own Twitter account (coordinated by the PDR) and Facebook Page and Group (coordinated by the Fellow); all its activities can also be promoted through the Facebook groups 'Classics International' which the proposed Fellow set up (originally under a different name) in 2011 and which has more than 8,000 members.

4. Project Promotional Films

Two 10-15-minute films will be used to advocate the policy goals of the project. The first, to be made early in the project, will stream from the Home Page of the website and feature the Researchers, two of the teachers on the Advisory Board and some of their students, who will explain the project's aims. The second will record episodes from the launch event at KCL and one of the Regional Events featuring an illustrious Celebrity Classicist in order to maximise publicity. It will also be posted on the website, on youtube.edu and the KCL Classics web pages.

5. Journalism

The feasibility and necessity of the project became clear to the proposed Fellow after the enthusiastic response to her article 'Classics for the People' in the *Guardian Review* for June

20th 2015. This has received nearly 200,000 hits; it makes the argument for the need to ensure that access to the Greeks and Romans is available to *all* our young people. There was a remarkable response via mail and email, with more than 300 enquiries about how to find schools which taught CC/AH, enquiries from teachers who would like to introduce them, and offers of diverse forms of support. The proposed Fellow would hope to write another article for the *Guardian* to launch the campaign, or persuade Senior Arts Editor Charlotte Higgins to do so. The proposed Fellow can also secure exposure through existing contacts in all the following national media: *Times*, *Telegraph*, *New Statesman*, *Independent*, *TES*, *THES* and the BBC, the BBC World Service *Weekend* programme, on which she is a regular news commentator, and the Flagship Radio 3 *Freethinking* programme. On a local level, her experience in 2014-15 visiting schools in Dorchester and Worcester (see attachment VisEv_2), and encouraging the school students and teachers to contact local newspapers and radio channels about their activities, has produced features in local news channels which have informed the public in those districts about the potential for introducing CC/AH qualifications in schools.

6. Regional Events

The most important element in creating impact will be the twelve regional events hosted and organised by the Project Partners, to which local journalists and radio/TV companies will be invited. These will all feature (i) a talk by an invited ‘celebrity classicist’, whose appearance will maximise publicity in local news media; (ii) a ‘Question Time’-type panel debate including local teachers and pupils answering questions put by the public; (iii) discussion led by the PDR of the subject-specific and transferable skills and intellectual value of classical studies and distribution of the Questionnaire; (iv) an illustrated presentation by the Fellow illustrating how people have been inspired by classical culture locally, using home-grown current and historical examples since the 18th century (including evidence amassed in the course of her AHRC-funded project *Classics & Class in Britain 1789-1917*, now completed). By devolving so much of the impact-directed activity on this research to regional hubs where our Project Partners can ‘cascade’ all our publicity through their own networks (to individuals, organisations, schools, colleges, and others) we can increase the project’s quantitative impact across the nation exponentially.

7. Direct engagement with teachers

By attending the Historical Association’s conference and the Schools History Project conference, we will establish direct channels of communication with existing teachers of History in primary and secondary schools. As all children learn about the Greeks and Romans in the Key Stage 2 History Curriculum, this project is well-placed to support and improve continuity of learning across transitional phases. These events will provide an ideal forum in which we can share information about the syllabus content and assessment criteria of CC/AH courses, and answer any questions History teachers may have.

8. Open Access Publication of Research Results

In order to maximise the extent of access to our research results by both academic beneficiaries and the general public, we have arranged to publish both our book and our two proposed academic articles in gold Open Access form (see under **h) Dissemination** in our CfS).