



Scheme of Learning	Year 7 Latin, Term 1B	
Learning outcomes	<p>In addition to prior knowledge, further knowledge and understanding of:</p> <ul style="list-style-type: none"> • sentence structures: SOV and SVC • categorisation of noun inflections (Nominative (Subject) and Accusative (Object)) into 'Declensions' • inflection of verbs (present tense) – all persons singular: -o, -s, -t <p>Skill set:</p> <ul style="list-style-type: none"> • To understand the meaning and to translate the above into idiomatic English, esp. to notice the change in endings (inflections) of nouns and verbs and to assign role and translation accordingly. <p>Incidental knowledge and understanding of</p> <ul style="list-style-type: none"> • geography and archaeology of Pompeii; layout and functions of the Forum. 	
Key Question	How does Latin differ from English in the ways that its word forms – especially its endings – convey meaning?	
Knowledge	<ul style="list-style-type: none"> • Verbs, Conjugations 1-4, Present Tense, All (1, 2, 3) Persons Singular • Noun Declensions identified: 1st, 2nd and 3rd • Nominative and Accusative (cases / inflections) singular only • Subject and object 	<ul style="list-style-type: none"> • Culture: geography and archaeology of Pompeii. • Culture: layout and functions of the Forum.
Ongoing Assessment	<ul style="list-style-type: none"> • In-class: whiteboards for word formation; hands-down checking; arbitrary student selection. • Weekly Assessment: On-going short homeworks; self-reviewed; peer-marked; in-class teacher monitoring; • Monthly/Half-Termly: vocabulary tests; teacher marking incl. intermediate assessments. • Misconceptions: Differences from English, e.g. range of meaning of verb tenses, e.g. 1 Latin 'present' = 3 English present: simple ('x's'), progressive/continuous ('is x'ing'), emphatic ('does x') • Misconceptions: Avoid translating one verb (e.g. is working) as 1½ or 2: '<u>is</u> in the garden <u>working</u>' • Homework – weekly • Revision vocab checklists 	
End Product Assessment	<ul style="list-style-type: none"> • Exam conditions – timed / closed book* - test based on passage in textbook: most likely 'Grumio et leo' • This will test: vocabulary knowledge, recognition of word formation and understanding of grammar governing word order, usage and idiom • format will combine comprehension and translation from target language. • Marking criteria are those of GCSE. • Assessments will be of sufficient difficulty to separate students across wide range of outcomes. • Data will be assessed across cohorts (not just classes) to improve identification of levels of attainment. 	



Clear sequencing of content	<ul style="list-style-type: none"> • Content moves naturally from the most common and clearest in terms of patterning and familiarity to the least common and most unusual from an English language perspective. • Content also moves from simpler to the more complex expression. • Texts are supported by running vocabulary / idiom explainers. • Exercises repeatedly revisit and reinforce prior grammar and vocabulary. • SoL moves steadily towards increased fluency and sophistication of understanding. • Vocabulary is built regularly – a list and test for each of 12 chapters in the text book; prior learning is revisited.
Links to Careers	<ul style="list-style-type: none"> • Not obviously because this is not how careers work for the most part. • Regular wisdom from the teacher will promote the true idea that most jobs simply require people who can understand, process and report on information. • It will then be pointed out that Latin is especially good at developing one's intellectual, analytical, logical and expressive skills.
Diversity and Inclusion	<p>Periodic reference is made and contrasts / comparisons drawn with other cultures globally and historically in relation to:</p> <ul style="list-style-type: none"> • Female agency, e.g. official Roman limitations for women; real examples of greater independence, e.g. Eumachia • Cultures: Rome in conflict or trade and diplomacy, e.g. North Africa, Persia/South Asia; also movement of peoples with army across empire, e.g. ethnic diversity in central Mediterranean port. • Heritage: consideration of imperial absorption of conquered cultures and dissemination of these ideas; comparison – similarity with modern experiences, e.g. town commerce. <p>The following topics are likely to be dealt with less in Y7 than in Y8/Y9</p> <ul style="list-style-type: none"> • Gender Roles, e.g. express roles for men and women but dovetailing indicated in trade illustrations.
Support	<ul style="list-style-type: none"> • Official online support available from https://clc.cambridgescp.com • Coursebook • Bookmark summarising grammar. • Frog has been used quite fully but materials need to move to SharePoint.
Challenge	<p>In class enrichment is offered, often with materials:</p> <ul style="list-style-type: none"> • Wordsearches and Crosswords (for Vocabulary reinforcement) • Latin Quick Quizzes for contextual Knowledge • Ancient Graffiti for non-aristocratic/non-literary representation (and linguistic interest) • Historic Primary Sources in Translation • Latin Poetry selections and Art combined with English literary translation <p>Also, and occasional:</p> <ul style="list-style-type: none"> • 'Newspaper' articles on Ancient History • Latin Drama – scenes to perform / speaking competitions



- Looking specifically at Pompeian Art and Archaeology