



Scheme of Learning	Year 7 Latin, Term 3A	
Learning outcomes	<p>In addition to prior knowledge, further knowledge and understanding of:</p> <ul style="list-style-type: none"> • New case: 'Dative' – meaning 'to' or 'for' – aka 'Indirect Object'. Singular and plural, Declensions 1-3. • Verb persons: 1st and 2nd person <u>plural</u> ('we', 'you') – now all persons known. • Comparative adjectives: <u>-ior</u> suffix. (Not dealt with generally in any detail.) <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 inflections and to assign role and connection, including <u>person, number, tense</u> and translate accordingly. <p>Incidental knowledge and understanding of</p> <ul style="list-style-type: none"> • Public Baths; Education. 	
Key Question	<p><i>How do you accurately identify all information contained in a verb and correctly relate it to its subject?</i></p> <p><i>How do you spot comparison and contrast?</i></p>	
Knowledge	<ul style="list-style-type: none"> • Verbs, Conjugations 1-4, Present, Imperfect and Perfect Tenses including irregular – <u>all persons</u>. • Nominative and Accusative cases in singular and plural (3 declensions) • Subject and object – and no expressed subject? • Use of pronouns and comparative adjectives to suggest contrast – emphasis. 	<ul style="list-style-type: none"> • Culture: Public Baths; Education.
Ongoing Assessment i.e. formative	<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: that the dictionary entry is the only answer – instead of changing number, person • Misconceptions: the need to differentiate between completed and incomplete past actions • Homework – weekly • Revision vocab checklists 	
End Product Assessment i.e. summative	<ul style="list-style-type: none"> • Exam conditions – timed / closed book* - test based on passage in textbook: most likely 'pastor 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 – exclusion, depiction, placement in theatre – changes in social rules; education / expectations of boys and girls. • Cultures: movement of peoples through military service, conquest, enslavement but opportunities for prosperity, freedom and (quasi-) citizenship – joining society. • Heritage: imperial dissemination positive Roman ideas: hygiene and education (Greek influenced!). <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 ...
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>

NHSG Key Stage 3 Unit Overview for Y7 Latin



- 'Newspaper' articles on Ancient History
- Latin Drama – scenes to perform / speaking competitions
- Looking specifically at Pompeian Art and Archaeology