



Scheme of Learning	Year 7 Latin, Term 2B	
Learning outcomes	<p>In addition to prior knowledge, further knowledge and understanding of:</p> <ul style="list-style-type: none"> no requirement for an expressed subject – subject-in-the-verb (because of inflection) irregular perfect tense stems (2-5 conjugation) plural accusative case (object) forms (declensions 1-3) irregular imperfect tense of the verb ‘to be’. <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, <u>number</u>, <u>tense</u> and translate accordingly. <p>Incidental knowledge and understanding of</p> <ul style="list-style-type: none"> Roman Beliefs about Life after Death; Amphitheatre: Violence as Entertainment. 	
Key Question	<i>How do you accurately identify all information contained in a verb and correctly relate it to its subject?</i>	
Knowledge	<ul style="list-style-type: none"> Verbs, Conjugations 1-4, Present, Imperfect and Perfect Tenses including irregular – 3rd singular and plural Nominative and Accusative cases in singular and plural (3 declensions) Subject and object – and no expressed subject? 	<ul style="list-style-type: none"> Culture: Roman Beliefs about Life after Death. Culture: Amphitheatre: Violence as Entertainment.
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: that the dictionary entry is the answer – instead of changing number Misconceptions: the need to differentiate between completed and incomplete past actions 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 ‘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. 	

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	<ul style="list-style-type: none"> • 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; noting inscription / epistolary evidence of affection in families. • Cultures: movement of peoples through military service, conquest, enslavement – including gladiatorial combat, death but opportunities for prosperity, freedom and (quasi-) citizenship. • Environment! Effect on animal and plant life around Mediterranean. • Heritage: consideration of imperial dissemination / imposition of Roman ideas of entertainment. <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 ...; female gladiators!
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"> • Word searches 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

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- Latin Drama – scenes to perform / speaking competitions
- Looking specifically at Pompeian Art and Archaeology