



Scheme of Learning	Year 7 Latin, Term 1A	
Learning outcomes	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • typical sentence structure: Subject – Object – Verb [SOV] • typical complementary sentence structure: Subject – Verb (to be) – Complement [SVC] • inflection of nouns from Nominative (Subject) to Accusative (Object) • inflection of verbs – ending in -t = he, she, it (3rd person singular) <p>Skill set:</p> <ul style="list-style-type: none"> • To understand the meaning and to translate the above into idiomatic English <p>Incidental knowledge and understanding of</p> <ul style="list-style-type: none"> • characters’ authenticity; home life; house design; daily life. 	
Key Question	<i>What are two kinds of typical sentences, how are they structured in Latin and how may they be translated into English?</i>	
Knowledge	<ul style="list-style-type: none"> • Verbs, Conjugations 1-4, Present Tense, 3rd Person Singular • Verb: ‘to be’, Present Tense, 3rd Person Singular • Noun Declensions, 1, 2 and 3 Nominative and Accusative (cases / inflections) singular only • Subject and object 	<ul style="list-style-type: none"> • Culture: home life; house design; daily life.
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: 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’) • 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. • 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. 	

NHSG Key Stage 3 Unit Overview for Y7 Latin



	<ul style="list-style-type: none"> • 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.
<p>Links to Careers</p>	<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.
<p>Diversity and Inclusion</p>	<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. <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.
<p>Support</p>	<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.
<p>Challenge</p>	<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