



Scheme of Learning	Year 7 Latin, Term 3B	
Learning outcomes	<p>In addition to prior knowledge, further knowledge and understanding of:</p> <ul style="list-style-type: none"> Verbs taking the Dative case: (give) trust (to); (give) support (to); (give) please(ure to). Dative personal pronouns (1st/2nd persons, singular/plural) Questions and question words All persons across all 3 tenses introduced. <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</u>, <u>number</u>, <u>tense</u> and translate accordingly. <p>Incidental knowledge and understanding of</p> <ul style="list-style-type: none"> Local Politics; Eruption of Vesuvius/'Preservation' and Archaeology of Pompeii. 	
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, Accusative and <u>Dative</u> cases in singular/plural (3 declensions) – incl. pronouns Subject, object and indirect object Stylish omission / inclusion of (pro)nouns. 	<ul style="list-style-type: none"> Culture: Local Politics Culture: Eruption of Vesuvius/'Preservation' and Archaeology of Pompeii.
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 only answer – instead of changing number, person Misconceptions: that one translates linearly rather than read to the end/verb and then construct. 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 or pre-existing test. 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 – but noting informal influences where recorded / implied; archaeology of women in the eruption. • Cultures: movement of peoples through military service, conquest, enslavement but opportunities for prosperity, freedom and (quasi-) citizenship – joining society and gaining power / wealth. • Heritage: imperial dissemination of positive Roman ideas: voting, law. <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> <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