



Scheme of Learning	Year 8 Latin: Term1A	
Learning outcomes	<ul style="list-style-type: none"> Knowledge and understanding of <ul style="list-style-type: none"> Infinitive forms; adjectives 2-1-2 & 3-3 Capacity to relate grammatical structures (and related terms) to comparable idiomatic expression in English and other languages, including for the analysis of meaning. The ability to read and write indicative (non-modal) and active forms of Latin narrative expression. Incidental knowledge and understanding of examples of Roman Imperialism in Britain as well as the historic and cultural inheritance therefrom. 	
Key Question	<p><i>How are common narrative and indicative ideas expressed in Latin in ways that are either similar to or different from English, including:</i></p> <ul style="list-style-type: none"> Infinitive expressions; Co-ordinate clauses; Adjective formation <p><i>Also:</i></p> <ul style="list-style-type: none"> What was life like for people living in Roman Britain? 	
Knowledge	<ul style="list-style-type: none"> Infinitives (present, conjugations 1-4) -que ("and") Adjectives (1st/2nd Declension) 	<ul style="list-style-type: none"> History: Roman/Iron Age Farms, Roman Britain
Ongoing Assessment i.e. formative	<ul style="list-style-type: none"> In-class: whiteboards for word formation; hands-down questioning – tailored and targeted. 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 idiom, e.g. range of meaning of verb tenses; absence of articles; significance of agreement, esp. adjectives; word order vs word endings. Revision opportunities are in 'Practising the Language' section as well as staged passages. 	
End Product Assessment i.e. summative	<ul style="list-style-type: none"> End-of-module/chapter and end-of-year assessments requiring: vocabulary knowledge, recognition of word formation and understanding of grammar governing word order, usage and idiom: comprehension, translation from and to target language. Criteria are those of GCSE but level is simpler. Key Assessments will be formal and in school. Assessments will be of sufficient difficulty to separate students across wide range of outcomes. Data is assessed across cohorts (not just classes) to ensure accurate assessment of progress. 	
Clear sequencing of content	<ul style="list-style-type: none"> Content also moves from simpler to the more complex expression. Exercises repeatedly revisit and reinforce prior grammar and vocabulary. SoL moves inexorably towards GCSE and beyond. Vocabulary is built regularly – a list and test for each chapter. 	



Links to Careers	<ul style="list-style-type: none"> Regular wisdom from the teacher will promote the true idea that most jobs simply require people who can understand, process and report on information. Such jobs might include: Civil Servant, Lawyer, Politician, Policy Adviser, Business/Strategy Consultant, Marketing Executive, Media Specialist (from TV/Film to Comms/Social), almost any job that involves research and/or analysis. 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 and gender roles, e.g. official Roman limitations for women; real examples of greater independence. Sexual preference and gender identity, e.g. Roman perception was binary but sexuality was more fluid and role-based; (Greco-)Roman myth provides a broader range of experiences. Cultures: Rome either in conflict or in trade and diplomacy, e.g. North Africa, Persia/South Asia; also movement of peoples with army across empire, e.g. Syrians on Tyne; North African Septimius Severus as Emperor and dying in York: Consideration of imperial absorption of conquered cultures and dissemination of these ideas.
Intervention support	<ul style="list-style-type: none"> Official Website with online books and supporting activities, including vocabulary. https://www.clc.cambridgescp.com/online-activities Media files – sound files of all texts. Bookmark summarising grammar. PP Support: Focus is literate and cultural: selected lessons dedicated to English grammar and terms; activities dedicated to interaction with historical segments in the text book, incl. projects. SEND Support: Focus is on processing: personal copies / enlargements / coloured backgrounds as appropriate; extra time in assessments as required.
Challenge	<p>Coursebook History segments lead to end-of-term project and/or presentation, e.g.</p> <ul style="list-style-type: none"> Design / describe / advertise for sale a Roman villa / palace. <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

