



Scheme of Learning	Year 8 Latin: Term2B	
End Product i.e. the learning outcome.	<ul style="list-style-type: none"> <li>Knowledge and understanding of                             <ul style="list-style-type: none"> <li><b>genitive case</b></li> <li><b>verb conjugations 1-5 (all tenses, active voice only) incl. irregular</b></li> <li><b>prolative infinitive expressions</b></li> </ul> </li> <li>Capacity to relate grammatical structures (and related terms) to comparable idiomatic expression in English and other languages, including for the analysis of meaning.</li> <li>The ability to read and write indicative (non-modal) and active forms of Latin narrative expression.</li> <li>Incidental knowledge and understanding of examples of Roman Imperialism <b>in Britain and Egypt</b> as well as the historic and cultural inheritance therefrom.</li> </ul>	
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"> <li><b>Infinitive expressions;</b></li> <li><b>Imperfect verbs of being able (to) / wishing (to); Pluperfect tense</b></li> <li><b>Possession</b></li> </ul> <p><i>Also:</i></p> <ul style="list-style-type: none"> <li><b>What was life like for a range of people living in Alexandria/Roman Egypt?</b></li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>Imperfect of <i>possum, volo, nolo, malo</i> (+ infins)</li> <li>Pluperfect Tense (conjugations 1-4)</li> <li>Genitive Case - Possession</li> </ul>	<ul style="list-style-type: none"> <li>History: Fishbourne Palace</li> <li>History: Egypt: Alexandria</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>In-class: whiteboards for word formation; hands-down questioning – tailored and targeted.</li> <li>Weekly Assessment: On-going short homeworks; self-reviewed; peer-marked; in-class teacher monitoring;</li> <li>Monthly/Half-Termly: vocabulary tests; teacher marking incl. intermediate assessments.</li> <li>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.</li> <li>Revision opportunities are in ‘Practising the Language’ section as well as staged passages.</li> </ul>	
Key Assessment	<ul style="list-style-type: none"> <li>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.</li> <li>Key Assessments will be formal and in school.</li> <li>Assessments will be of sufficient difficulty to separate students across wide range of outcomes.</li> <li>Data is assessed across cohorts (not just classes) to ensure accurate assessment of progress.</li> </ul>	

## NHSG Key Stage 3 Unit Overview for Y8 Latin



Clear sequencing of content	<ul style="list-style-type: none"> <li>• Content also moves from simpler to the more complex expression.</li> <li>• Exercises repeatedly revisit and reinforce prior grammar and vocabulary.</li> <li>• SoL moves inexorably towards GCSE and beyond.</li> <li>• Vocabulary is built regularly – a list and test for each chapter.</li> </ul>
Links to Careers	<ul style="list-style-type: none"> <li>• Regular wisdom from the teacher will promote the true idea that most jobs simply require people who can understand, process and report on information.</li> <li>• 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.</li> <li>• It will then be pointed out that Latin is especially good at developing one's intellectual, analytical, logical and expressive skills.</li> </ul>
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"> <li>• Female agency and gender roles, e.g. official Roman limitations for women; real examples of greater independence.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Intervention support	<ul style="list-style-type: none"> <li>• Official Website with online books and supporting activities, including vocabulary.</li> <li>• <a href="https://www.clc.cambridgescp.com/online-activities">https://www.clc.cambridgescp.com/online-activities</a></li> <li>• Media files – sound files of all texts.</li> <li>• Bookmark summarising grammar.</li> <li>• 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.</li> <li>• SEND Support: Focus is on processing: personal copies / enlargements / coloured backgrounds as appropriate; extra time in assessments as required.</li> </ul>



## Challenge

Coursebook History segments lead to end-of-term project and/or presentation, e.g.

- **Describe Quintus' land-and-sea journey from Pompeii to Alexandria to Chichester.**

In class enrichment is offered, often with materials:

- 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

Also, and occasional:

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