



Scheme of Learning	Year 8 Latin: Term1B	
Learning outcomes	<ul style="list-style-type: none"> <li>• Knowledge and understanding of                             <ul style="list-style-type: none"> <li>◦ <b>noun declensions 1-3, adjectives 2-1-2 &amp; 3-3</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</b> as well as the historic and cultural inheritance therefrom.</li> </ul>	
Key Question	<p><b><i>How are common narrative and indicative ideas expressed in Latin in ways that are either similar to or different from English, including:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Adjective formation</i></b></li> </ul> <p><b><i>Also:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>What was life like for people living in Roman Britain and how did the Romans govern Britain?</i></b></li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• <b>Adjectives (1<sup>st</sup>/2<sup>nd</sup> Declension)</b></li> <li>• <b>Adjectives (3<sup>rd</sup> Declension)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History: Roman Britain</b></li> <li>• <b>History: British Client Kings</b></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>	
End Product 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>	
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>	



<p><b>Links to Careers</b></p>	<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>
<p><b>Diversity and Inclusion</b></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"> <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>
<p><b>Intervention support</b></p>	<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>
<p><b>Challenge</b></p>	<p>Coursebook History segments lead to end-of-term project and/or presentation, e.g.</p> <ul style="list-style-type: none"> <li>• <b>Design / describe / advertise for sale a Roman villa / palace.</b></li> </ul> <p>In class enrichment is offered, often with materials:</p> <ul style="list-style-type: none"> <li>• Wordsearches and Crosswords (for Vocabulary reinforcement)</li> <li>• Latin Quick Quizzes for contextual Knowledge</li> <li>• Ancient Graffiti for non-aristocratic/non-literary representation (and linguistic interest)</li> <li>• Historic Primary Sources in Translation</li> <li>• Latin Poetry selections and Art combined with English literary translation</li> </ul> <p>Also, and occasional:</p> <ul style="list-style-type: none"> <li>• ‘Newspaper’ articles on Ancient History</li> <li>• Latin Drama – scenes to perform / speaking competitions</li> <li>• Looking specifically at Pompeian Art and Archaeology</li> </ul>

# NHSG Key Stage 3 Unit Overview for Y8 Latin

