



Scheme of Learning	Year 9 Latin	
Learning outcomes	<ul style="list-style-type: none"> <li>• Knowledge and understanding of <b>Grammar headings (see Knowledge below)</b></li> <li>• Capacity to relate grammatical structures (and related terms) to comparable expression in English and other languages, including for the analysis of meaning.</li> <li>• The ability to read and write indicative and modal forms of Latin expression including subjunctive clauses relating ideas and intentions.</li> <li>• Incidental knowledge and understanding of the broad structure of Romano-British history and cultural inheritance.</li> </ul>	
Key Question	<p><i>How are narratives and ideas expressed in Latin in ways that are either similar to or different from English?</i></p> <ul style="list-style-type: none"> <li>• <b><i>Using genitive-case based idioms of value, quality, etc. and participle sub-clauses?</i></b></li> <li>• <b><i>What was life like for believers in the supernatural including worshippers in Celtic and Roman pagan religion?</i></b></li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• <b>Stage 22: Genitive of Quantity (more of, etc.)</b></li> <li>• <b>Stage 22: Forming Adverbs from 3<sup>rd</sup> Declension</b></li> <li>• <b>Stage 23: Consolidating Participle Sub-clauses</b></li> <li>• <b>Stage 23: Forming Neuter Plural Nouns</b></li> <li>• <b>Stage 23: Actor Nouns from Action Verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History: Roman Bath(s); Magic &amp; Curses</b></li> <li>• <b>History: Official Religion</b></li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• In-class: whiteboards for word formation; hands-down checking; arbitrary student selection.</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, e.g. range of meaning of verb tenses; absence of articles; significance of agreement; word order vs word ending.</li> <li>• Homework – weekly.</li> <li>• Revision checklists – are in course textbook.</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.</li> <li>• Assessments can be formal out of class or in class as preferred by school.</li> <li>• Assessments will be of sufficient difficulty to separate students across wide range of outcomes.</li> <li>• Data will be assessed across cohorts (not just classes) to ensure accurate picking up of difficulty and success.</li> </ul>	



Clear sequencing of content	<ul style="list-style-type: none"> <li>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.</li> <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 of 8 chapters.</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, e.g. official Roman limitations for women; actual examples of independence.</li> <li>Gender Roles, e.g. express roles for men and women but dovetailing indicated in trade illustrations.</li> <li>Sexual identity, e.g. limited scope within Roman world but sexuality was more fluid and role-based.</li> <li>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. Syrians on Tyne; Septimius Severus as Emperor.</li> <li>Heritage: consideration of imperial absorption of conquered cultures and dissemination of ideas.</li> </ul>
Support	<ul style="list-style-type: none"> <li>Official Website with online books and supporting activities, including vocabulary. <ul style="list-style-type: none"> <li><a href="https://www.clc.cambridgescp.com/online-activities">https://www.clc.cambridgescp.com/online-activities</a></li> </ul> </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	<p>Coursebook History segments lead to end-of-term project and/or presentation, e.g.</p> <ul style="list-style-type: none"> <li><b>Create and authentic Roman/Latin curse tablet.</b></li> </ul>

## NHSG Key Stage 3 Unit Overview for Y9 Latin



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