



Scheme of Learning		Year 9 Latin	
Learning Outcomes	<ul style="list-style-type: none">Knowledge and understanding of<ul style="list-style-type: none">Grammar headings (see Knowledge below)Capacity to relate grammatical structures (and related terms) to comparable expression in English and other languages, including for the analysis of meaning.The ability to read and write indicative and modal forms of Latin expression including subjunctive clauses relating ideas and intentions.Incidental knowledge and understanding of the broad structure of Romano-British history and cultural inheritance.		
Key Question	<i>How are narratives and ideas expressed in Latin in ways that are either similar to or different from English?</i> <ul style="list-style-type: none">Expressing purposes, others’ expectations and results – how is subjunctive modal?What was life like for Senior Roman Army Officers?		
Knowledge	<ul style="list-style-type: none">Stage 26: Purpose Clauses (ut + subjunctive)Stage 26: Gerundive “-ndum est” of compulsionStage 26: Abstract Nouns from Verbs, -or, m.Stage 27: Indirect commands; Result ClausesStage 27: Abstract Nouns from Verbs, -do, f.	<ul style="list-style-type: none">History: Officers & Agricola	
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: Differences from English, e.g. range of meaning of verb tenses; absence of articles; significance of agreement; word order vs word ending.Homework – weekly.Revision checklists – are in course textbook.		
Key Assessment	<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.Assessments can be formal out of class or in class as preferred by school.Assessments will be of sufficient difficulty to separate students across wide range of outcomes.Data will be assessed across cohorts (not just classes) to ensure accurate picking up of difficulty and success.		
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.Exercises repeatedly revisit and reinforce prior grammar and vocabulary.		



	<ul style="list-style-type: none"> • SoL moves inexorably towards GCSE and beyond. • Vocabulary is built regularly – a list and test for each of 8 chapters.
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, e.g. official Roman limitations for women; actual examples of independence. • Gender Roles, e.g. express roles for men and women but dovetailing indicated in trade illustrations. • Sexual identity, e.g. limited scope within Roman world but sexuality was more fluid and role-based. • 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. • Heritage: consideration of imperial absorption of conquered cultures and dissemination of ideas.
Additional Support	<ul style="list-style-type: none"> • Official Website with online books and supporting activities, including vocabulary. <ul style="list-style-type: none"> ◦ 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"> • Explore or create and present on a Roman(-style) artefact / inscription. <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

NHSG Key Stage 3 Unit Overview for Y9 Latin



- Latin Drama – scenes to perform / speaking competitions
- Looking specifically at Pompeian Art and Archaeology