



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>Using the subjunctive for Indirect (Reported) Questions</b></li> <li><b>What was life like for Roman Legionaries?</b></li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li><b>Stage 24: cum + Subjunctive</b></li> <li><b>Stage 24: Noun / Adjective / Verb opposites</b></li> <li><b>Stage 25: Indirect questions;</b></li> <li><b>Stage 25: Forming Subjunctive</b></li> <li><b>Stage 25: Actor nouns – masculine / feminine</b></li> </ul>	<ul style="list-style-type: none"> <li><b>History: Legionary Soldiers</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>	
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.</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> </ul>	



	<ul style="list-style-type: none"> <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>
Additional 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>Write a speech by a Briton for or against Roman occupation.</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> </ul>

## NHSG Key Stage 3 Unit Overview for Y9 Latin



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