

# NHSG Key Stage 3 Unit Overview for Y9 Latin



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 subordinating participles</b></li> <li>• <b>What was life like for Britons and Romans in the established province of Britannia?</b></li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• <b>Stage 21: Perfect Passive Participles + Agent</b></li> <li>• <b>Stage 21: Forming Adverbs fm 2-1-2 Declension</b></li> <li>• <b>Stage 22: Perfect Active Participles + Object</b></li> <li>• <b>Stage 22: Genitive of Quantity (more of, etc.)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History: Roman Bath(s); Magic &amp; Curses</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>	



<b>Links to Careers</b>	<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>
<b>Diversity and Inclusion</b>	<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 greater 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>
<b>Support</b>	<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>
<b>Challenge</b>	<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> <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>

