



Curriculum Plan Key Stage 3

Latin

| Academic year: 2020-21 | | | Curriculum lead – Mr Dewsnip (s.dewsnip@todhigh.co.uk) | | | |
|---|--|--|--|---|--|---|
| Half-term 1 | | | | | | |
| Year 7 | | | Year 8* | | | |
| <p>Pupils will be following the Cambridge Latin Course (CLC) and in the first half-term will be introduced to Caecilius Iucundus and his household. Pupils will work through stages 1 and begin stage 2 coming across basic vocabulary, verbs and word order. In stage 2, pupils are introduced to nominative and accusative word endings and their importance in sentences.</p> <p>The focus throughout is on extending the vocabulary to explore derivatives in English, in an effort to enhance pupils working vocabulary.</p> | | | <p>Pupils will begin the year by recapping the Latin they can remember from their year 7 study. This will involve a revision of key vocab and language skills.</p> <p>Pupils will then continue with the Cambridge Latin Course started in year 7, picking up at Stage 4. Pupils will focus on differences in language between verbs in he/she/it and I. Pupils will reflect on their entire learning so far and complete an assessment of their Latin learning thus far. This assessment will, in some capacity, focus also on their understanding of derivatives and English root words; this ties directly with the schools literacy policy, expanding pupils tier 2 vocab.</p> | | | |
| Vocab | Language skill | Civilisation | Vocab | Language skill | Civilisation | |
| est pater mater filius servus coquus canis in tablino in atrio in triclinio in horto in culina in via | amicus ancilla cena cibus dominus dormit intrat laetus/laeta Laudat mercator quoque salutat | Basic word order including the use of 'est' Word order including verbs Introduction to nominative and accusative and that impact on word endings | The Roman family (meaning whole household, rather than simply biological) The Roman villa and importance of the layout Roman dining room and social nature to Roman dining | agit anulus coquit cur? e ego eheu! habet inquit iudex mendax pecunia perterritus poeta quaerit quis? reddit satis sed signum tu vocat | Conversational Latin centred around "I am" ('ego sum') Difference between I and you and the changes to word endings | Roman forum and layout of Pompeii Roman trials and criminals |
| Half-term 2 | | | | | | |
| Year 7 | | | Year 8 | | | |
| <p>Students will continue to work through the CLC deepening their understanding of Latin as the language increases in complexity. Pupils will complete stage 2 and begin stage 3. Stage 3 solidifies understanding on nominative and accusative cases and their uses in sentences. Through translations and comprehensions, pupils will practise this skill while continuing to explore Caecilius' life in Pompeii.</p> | | | <p>Pupils will continue stage 4 and begin stage 5 of the CLC. Stage 5 introduces pupils to plural nouns and verbs. Here pupils are also introduced to 'est' (is) and 'sunt' (are). Pupils then apply this knowledge to a series of passages about the Roman theatre.</p> | | | |
| Vocab | Language skill | Civilisation | Vocab | Language skill | Civilisation | |
| ad bibit circumspectat clamat ecce! et exit expectat ianua iratus/irata leo | First, second and third declension words and their endings in both nominative and accusative Using verbs with nominative and accusative | Roman forum and conducting business Slavery and trade in the Roman empire | adest/adsunt agricola ambulat audit clamor contendit currit fabula femina hodie iuenis meus multus/multi optimus petit plaudit puella senex spectat stat turba ubi? urbs venit | Introduction of plurals and the effect of that then on verbs. | Roman theatre and classic traditions in theatre. | |

| Half-term 3 | | | | | |
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| Year 7 | | | Year 8 | | |
| Students will complete stage 3 and sit their formative assessment. Stage 3 explores different jobs in ancient Pompeii and words associated with each job. | | | Students will complete stage 5 and begin stage 6 where pupils begin looking at the perfect and imperfect tense and how that affects verbs. | | |
| Vocab | Language skill | Civilisation | Vocab | Language skill | Civilisation |
| magnus navis non portat respondet ridet salve! surgit taberna videt vinum | Solidifying understanding of the nominative and accusative and applying that to comprehension of Latin texts. | Employment and professions in Pompeii. | Recap of all vocab studied so far across stages 1-6. | Present, perfect and imperfect tense using both singular and plural. | |

| Assessment | |
|---|---|
| Year 7 | Year 8 |
| <ul style="list-style-type: none"> Pupils are tested regularly via vocabulary tests. At the end of each stage, a vocab test is done and scores recorded to allow staff to revisit and adapt teaching appropriately. At the end of the course, students are given a summative assessment, which is divided into two sections: <ul style="list-style-type: none"> Vocabulary and derivatives Translation and comprehension | <ul style="list-style-type: none"> Pupils are tested regularly via vocabulary tests. At the end of each stage, a vocab test is done and scores recorded to allow staff to revisit and adapt teaching appropriately. At the end of the course, students are given a summative assessment, which is divided into two sections: <ul style="list-style-type: none"> Vocabulary and derivatives Translation and comprehension |

| Homework | |
|--|--|
| Year 7 | Year 8 |
| Homework is set in accordance with the homework timetable. Students are provided with a homework booklet with short vocabulary tasks to complete each week. Amongst the homework booklet are tasks which are aimed at exploring the civilisation aspect of Classical study. Within the homework booklets, students are given vocab lists and QR codes which are linked to helpful websites and online vocab tasks/games. | Homework is set in accordance with the homework timetable. Students are provided with a homework booklet with short vocabulary tasks to complete each week. Amongst the homework booklet are tasks which are aimed at exploring the civilisation aspect of Classical study. Within the homework booklets, students are given vocab lists and QR codes which are linked to helpful websites and online vocab tasks/games. |

| How can I help my child in Latin? | |
|--|--------|
| Year 7 | Year 8 |
| <p>We do not teach Latin at Todmorden High School so that students can speak fluently in Latin. Our aim to expose pupils to a subject that is normally the preserve of private or grammar schools. We also hope to improve our pupils spoken and written English by explicitly teaching English derivatives of Latin words and how they are used in our language still today.</p> <p>Talking to your children about the Latin words they have learnt will be invaluable to them and their understanding of the language.</p> | |

*Some year 8 students have studied an amended version of the year 7 curriculum due to lockdown and school closure from March 2020.