

# Latin Curriculum Outline 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 13	<b>Unit Title:</b> A2 Latin  <b>Knowledge:</b> Gerunds & Gerundives   Pro Cluentio 27-30   Aeneid XII, 728-800.  <b>Skills:</b> Interpreting nuanced meaning of vocabulary to produce stylish, readable translations.	<b>Unit Title:</b> A2 Latin  <b>Knowledge:</b> Pro Cluentio 31-32   Aeneid XII, 801-870.  <b>Skills:</b> Composing Latin sentences using succinct structures.	<b>Unit Title:</b> A2 Latin  <b>Knowledge:</b> Pro Cluentio 35-37   Aeneid XII 871-952.  <b>Skills:</b> Comprehension.	<b>Unit Title:</b> Revision  <b>Knowledge:</b> A Level specification.  <b>Skills:</b> Consolidation.	<b>Unit Title:</b> Revision  <b>Knowledge:</b> A Level Specification.  <b>Skills:</b> Revision.	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<b>Unit Title:</b> Closing the Gap  <b>Knowledge:</b> Verb tenses, voices and moods   Participle phrases   Tenses of infinitives and indirect statements.  <b>Skills:</b> Close linguistic analysis to ensure accuracy in translation.	<b>Unit Title:</b> Core Language Skills  <b>Knowledge:</b> Uses of the subjunctive in subordinate and main clauses.  <b>Skills:</b> Problem solving   Time management   Analysing meaning between cultures.	<b>Unit Title:</b> Latin Literature & Unseen Translation  <b>Knowledge:</b> The context to set texts   The content of Pro Cluentio 1-5   The content of Aeneid XII, lines 1-106.  <b>Skills:</b> Literary analysis.	<b>Unit Title:</b> Latin Literature & Unseen Translation  <b>Knowledge:</b> Content of Pro Cluentio 6,7,10,11   Content of Aeneid XII, lines 614-727.  <b>Skills:</b> Extended writing evaluating the success of stylistic devices.	<b>Unit Title:</b> Revision  <b>Knowledge:</b> AS specification  <b>Skills:</b> Revision skills	<b>Unit Title:</b> Bridging Unit  <b>Knowledge:</b> Pro Cluention (English)   Aeneid XII (English)  <b>Skills:</b> Analysis   Evaluation
	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	<b>Unit Title:</b> Literature Themes  <b>Knowledge:</b> Pliny's Dream   Horace's Omens   Dipsas the Sorceress   Dido prepares a curse.  <b>Skills:</b> Using a variety of genres to make judgements about Roman attitudes to a particular theme.	<b>Unit Title:</b> GCSE Background Study  <b>Knowledge:</b> Fishbourne Palace   Country living.  <b>Skills:</b> Using primary evidence to inform understanding of culture and practises   Weighing up evidence to draw conclusions about the successes of the Romans.	<b>Unit Title:</b> Revision  <b>Knowledge:</b> The GCSE specification  <b>Skills:</b> Revision skills: sorting information, condensing information, applying knowledge to a variety of scenarios.			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 10	<p><b>Unit Title:</b> Stages 29-30</p> <p><b>Knowledge:</b> The Forum Romanum   The Romans and Jews   Roman building techniques   The passive voice in 4 tenses.</p> <p><b>Skills:</b> Analysing a story through its use of literary devices   Identifying patterns in compound verbs.</p>	<p><b>Unit Title:</b> Stages 31-32</p> <p><b>Knowledge:</b> The city of Rome   Patronage   Roman hierarchy   Philosophy   Ablative Absolutes   Deponent verbs  </p> <p><b>Skills:</b> Manipulating vocabulary to give new meaning through endings   Using stories to interpret Roman customs.</p>	<p><b>Unit Title:</b> Stages 32-33</p> <p><b>Knowledge:</b> Entertainment   More about gerundives   Future Tense (active).</p> <p><b>Skills:</b> Creating more stylised translations in subordinate clauses   Identifying further patterns between nouns and verbs.</p>	<p><b>Unit Title:</b> Stages 33-34</p> <p><b>Knowledge:</b> Freedmen   Future tense (passive)   Indirect statements.</p> <p><b>Skills:</b> Thinking critically about Roman attitudes to status and morality   Creating diminutive forms   Further patterns in compound verbs.</p>	<p><b>Unit Title:</b> GCSE Background Study*</p> <p><b>Knowledge:</b> Roman occupation of Britain   Development of Aquae Sulis   The legionary fortress   Roman roads.</p> <p><b>Skills:</b> Using primary evidence to inform understanding of culture and practises   Weighing up evidence to draw conclusions about the successes of the Romans.</p>	<p><b>Unit Title:</b> GCSE Literature Themes*</p> <p><b>Knowledge:</b> Petronius's Spooky Story   Martial's Dreams   Portents before the Death of Caesar.</p> <p><b>Skills:</b> Identifying literary devices in Latin   Interpreting the nuance of vocabulary to understand a desire effect   Analysing the effectiveness of literary devices.</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p><b>Unit Title:</b> Stages 18-20</p> <p><b>Knowledge:</b> The significance of the Nile   Superstition   Scientific discovery   Demonstrative pronouns   Imperatives   Present participles.</p> <p><b>Skills:</b> Using subordinate clauses to create a timeline of events.</p>	<p><b>Unit Title:</b> Stages 20-22</p> <p><b>Knowledge:</b> The baths at Aquae Sulis   Magic and Curses   Perfect passive participles   Perfect active participles   Partitive genitive.</p> <p><b>Skills:</b> Identifying patterns in adjectives and adverbs   Translating from English to Latin.</p>	<p><b>Unit Title:</b> Stages 22-23</p> <p><b>Knowledge:</b> Roman religion Further study of participles   Neuter nouns.</p> <p><b>Skills:</b> Identifying noun and verb patterns   Identifying adjective and adverb patterns.</p>	<p><b>Unit Title:</b> Stages 24-25</p> <p><b>Knowledge:</b> Travel in the Roman Empire   The legionary soldier   Pluperfect and imperfect subjunctive   Temporal clauses with the subjunctive   Indirect Questions.</p> <p><b>Skills:</b> Identifying modes of negation to create vocabulary opposites   Deducing gender of nouns through patterns.</p>	<p><b>Unit Title:</b> Stages 26-27</p> <p><b>Knowledge:</b> The governance of Britain   The legionary fort   Purpose clauses   Gerundives   Indirect Commands   Result clauses.</p> <p><b>Skills:</b> Identifying patterns between nouns and verbs   Identifying patterns between adjectives and nouns.</p>	<p><b>Unit Title:</b> Stage 28</p> <p><b>Knowledge:</b> Literary and archaeological evidence for Roman Britain   The ablative case   Prepositions and case usage   Time phrases with accusative and ablative.</p> <p><b>Skills:</b> Analysing a narrative   Predicting narrative   Using literary evidence to examine the Roman occupation of Britain.</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	<p><b>Unit Title:</b> Stages 10-11</p> <p><b>Knowledge:</b> Roman education   Elections   1<sup>st</sup> and 2<sup>nd</sup> person plural   verbs with a dative noun   Comparative adjectives.</p> <p><b>Skills:</b> Using evidence to put forward arguments   Comparing evidence.</p>	<p><b>Unit Title:</b> Stages 12 -13</p> <p><b>Knowledge:</b> The eruption of Vesuvius   Life in Britain under the Romans   Irregular verbs (nolo, volo, possum)   The infinitive.</p> <p><b>Skills:</b> Making predictions in narrative direction   Consolidating knowledge to apply to more lengthy and challenging stories.</p>	<p><b>Unit Title:</b> Stages 13-14</p> <p><b>Knowledge:</b> The conquest of Britain   Adjectival agreements.</p> <p><b>Skills:</b> Making story predictions using dialogue   Following patterns to recognise noun and adjective pairs.</p>	<p><b>Unit Title:</b> Stage 15</p> <p><b>Knowledge:</b> British King, Cogidubnus   Relative clauses   Imperfect tense of irregular verbs   Uses of the infinitive.</p> <p><b>Skills:</b> Comprehension.</p>	<p><b>Unit Title:</b> Stage 16</p> <p><b>Knowledge:</b> Fishbourne Palace   The pluperfect tense.</p> <p><b>Skills:</b> Using artistic evidence to support investigations into mixing cultures, Roman and Celtic.</p>	<p><b>Unit Title:</b> Stage 17 / Projects</p> <p><b>Knowledge:</b> The City of Alexandria   The Genitive Case (religion and science in Roman Egypt for those carrying out projects).</p> <p><b>Skills:</b> Research - assessing reliability of sources   Presenting.</p>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 7	<p><b>Unit Title:</b> Stages 1-3</p> <p><b>Knowledge:</b> The Roman house and household   The nominative and accusative (singular).</p> <p><b>Skills:</b> Making comparisons between ancient and modern life   Inferring linguistic information using images   making connections between Latin and English derivatives.</p>	<p><b>Unit Title:</b> Stages 3-5</p> <p><b>Knowledge:</b> The town of Pompeii   The forum   The theatre   Declensions of nouns   Present tense verb endings   Nominative plural nouns.</p> <p><b>Skills:</b> Extracting information from stories to make deductions about Roman life   Looking for patterns in the endings of nouns and verbs to apply meaning   using word order to help make sense of sentences.</p>	<p><b>Unit Title:</b> Stages 5-6</p> <p><b>Knowledge:</b> Actors   Slavery   3<sup>rd</sup> person plural verbs   Perfect and imperfect tenses in 3<sup>rd</sup> person s/pl.</p> <p><b>Skills:</b> Evaluating source evidence   Compassion for and criticism of others   Using knowledge of word stems to manipulate vocabulary   Dictionary skills.</p>	<p><b>Unit Title:</b> Stages 6-7</p> <p><b>Knowledge:</b> Manumission   Attitudes to life after death   Perfect verb stems   Sentences without a nominative.</p> <p><b>Skills:</b> Applying knowledge to create Latin sentences   Revision techniques.</p>	<p><b>Unit Title:</b> Stage 8 &amp; Revision</p> <p><b>Knowledge:</b> Gladiators   Accusative plural nouns   Superlative adjectives   connecting sentences.</p> <p><b>Skills:</b> Making “educated guesses” to support longer passages of translation   Utilising connectives to break down sentences for manageable translation.</p>	<p><b>Unit Title:</b> Stage 9</p> <p><b>Knowledge:</b> The baths   Dative nouns.</p>

<p><b>Key/Legend/Notes:</b></p> <ol style="list-style-type: none"> <li>Vocabulary knowledge is built throughout 7 years of study.</li> <li>Although it is expected that years 7-10 will have reached a certain stage by the end of each academic year, it is understood that sometimes groups will be ahead or behind the termly recommendation depending on number of lessons per term/ challenge of linguistic input / interest captured in an element of Roman life/ when exams take place.</li> <li>GCSE Literature Themes and background topics are changed by the exam board every three years. More background study may be incorporated from Year 9 dependent on whether they fit with textbook topics.</li> <li>A Level Literature Specifications change every two years. As two members of staff teach the A Level course, three units of Language, Prose Literature and Verse Literature are taught concurrently.</li> </ol>
---