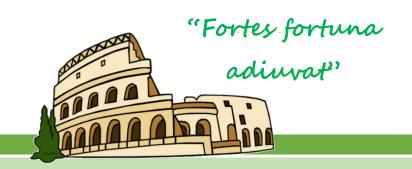# Latin

"Fortes fortuna adiuvat"

Ancient Language – Latin

Subject Intent at a glance

- ❖ Latin is the bedrock of our language – children learn to appreciate and 'see it' in their everyday lives.
- ❖ Latin is a logical step after phonics – once children can decode, they are ready to understand the structure and patterns of over half of the English language
- ❖ Latin is a key vehicle for the teaching of root words – extended by prefixes and suffixes
- ❖ Latin teaches children to be curious readers – cracking the code of unfamiliar words through a knowledge of Latin root words
- ❖ A deep knowledge of the English language serves to provide significant cultural capital for later life, including in studying other Latinate languages at KS3

Substantive Dimension	Disciplinary Dimension	Connecting Themes
❖ The three pillars of phonics, vocabulary and grammar	❖ The pursuit of understanding the history, use and development of our language in order to understand it today	❖ Units of work are connected by the three language pillars of Phonics, Vocabulary and Grammar ❖ Word 'detection' using what children know from previous learning to work out what they are unfamiliar with. ❖ Continually looking at words across the curriculum

Key Subject Teaching Approaches

- ❖ Discrete Latin lessons take place across KS2, using the Maximus Classics scheme of learning. The school works closely with the Classics for All charity in order to implement the intended Latin curriculum.
- ❖ A structured approach to the study of Lain vocabulary – always placed back in to modern day derivatives and examples
- ❖ The use of classical stories to engage and set the hinterland for study and understanding appreciation of classical civilisation
- ❖ Year 2 children begin their Latin journey with 'pre-Latin word roots' sessions, to open the door to looking at the English language differently and in preparation for KS2 study

Latin – Curriculum Rationale and Design

Latin at Cambrai is an important part of both our academic and personal development curriculum. It has been a considered choice for our school community, as we believe that the teaching of Latin best meets the needs of our children, when choosing a Language to teach at Key Stage 2 and to meet the National Curriculum Requirements. We firmly believe that teaching Latin as our 'Language' facilitates children to develop a linguistic foundation for reading comprehension and an appreciation of classical civilization: our children have as much right to a strong Classics Education as any. Children will learn the context in which language is rooted, be it English or any other Latinate language going forward.

Key points to exemplify our rationale are:

Transience, Transition and Transference
Children can arrive at and leave our school at any given point. Being a school based on a garrison means that few children will complete their full school experience within the Cambrai family. We are resolute that the time that children spend with us will leave them with skills, knowledge and experience which they can use and apply in new settings from day 1. Latin provides this assurance. As we cannot guarantee which languages children have experience of, or will go on to study in their next school, learning Latin provides no lost learning time – and a firm foundation for study of most languages at KS2 or KS3. The Language Trends Survey highlighted that only 4% of secondary schools have all Year 7's start their KS3 curriculum with a congruent language been taught at Key Stage 3. We have a clear understanding and documentation of how the teaching of Latin supports the national curriculum expectations for Languages, but also the links to the English Curriculum (Grammar and Spelling in particular) and the explicit links to French – which are a useful aid for receiving schools who teach French as their KS2 or KS3 chosen language. Weak transition was highlighted in the OFTED Research Review into Languages as key issue for Language teaching. We are keen to share our curriculum, assessment outcomes and rationale for the teaching of Latin with any schools which our children may progress to.

In order to prepare our KS2 children for the new subject, children in Year 2 complete a 'Word Roots' course in the summer term of Year 2. This ignites children's curiosity and begins to develop an early schema as to the design and origins of our language. The content of this is carefully planned in to our Latin curriculum overview to ensure appropriate progression – and opportunity for overlearning and reinforcement of this 'new' subject learning.

Staff Expertise and Pedagogy
The OFSTED Research Review into Languages in English schools highlighted that low staff experience, confidence and subject knowledge were key stumbling blocks for many schools in providing an effective language curriculum and education. Latin implementation is guided carefully in our school, through a strong partnership with the 'Classics for All' charity. The CPD curriculum for teachers is progressive, and delivered before the point of teaching – so that learning is relevant and recent for the implementation of the planned curriculum. Importantly, we also have a network of schools within our Trust who deliver the Latin curriculum – networking, induction and ongoing peer support are key factors of in the success of the development of Latin across our school. The research review also highlighted that poorly designed language curricula also can impede successful language learning at Key Stage 2. As such, our Latin curriculum has been designed by the national experts in Latin education – based at the Classics for All charity. The clear and progressive planning, aligned with detailed resourcing allows teachers to deliver the programme with confidence and fidelity.

Motivation and Perception
We know that a significant demotivating factor for children learning a second language is fear of mis-pronunciation and the importance of accent. Latin diminishes these issues. Approximately 60% of English words have a Latinate roots, giving children a significant 'head start' in the learning of Latin. Latin is

different, exciting and most parents at our school have no or limited experience of Latin in their own education. As such, we are primed to set the tone and perception of the subject – and to support parents to understand and value its importance too. Our website contains key information for parents – and all Year 3 parents are invited to a taster session to introduce the new subject to them as their child embarks on it! Year 3 children also kick of their formal study of Latin with a trip to Vindolanda! The home of the Romans in the north!

Cultural Development

The teaching of the Latin curriculum has carefully planned stories and cultural sessions interwoven and embedded throughout the programme in order to ignite an interest in an appreciation of classical civilisation. We believe that the historical language, knowledge understanding from these sessions is vital to develop our children's cultural capital beyond our history curriculum. Children develop a rich bank of knowledge linked to fables, myths and significant classical people and events. This important part of our classics education provides our children with a depth of classical knowledge and confidence and 'hinterland' that many children in primary schools do not develop.

The Three Pillars of Language Teaching

We recognise that a strong language curriculum is developed by carefully considering 'The Three Pillars' of Language development – alongside an understanding of the application of these to the modalities of speaking, listening, reading and writing.

Phonics and Word Reading Skills	Vocabulary Development	Grammar Development
Following a strong early reading offer at Key Stage 1, children are able to apply their sound English phonological skills and understanding of the English sound-spelling system to the unknown Latin words which they encounter. 60% of English words have a Latinate basis, so children are able to use their strong phonics knowledge to read the words presented to them. The National Curriculum requirements related to pronunciation and intonation are dissapplied when an ancient language is chosen – but children still require a strong phonics understanding to read the Latin words presented. All teachers in our school are trained teachers of early reading – as such, they are able to apply the previously taught knowledge and rules adeptly throughout the planned curriculum. Transient children joining the programme part way through do not have a pronunciation deficit due to these reasons.	Our curriculum is clear about the target vocabulary that children should know and remember for each unit undertaken. Learning Latin provides a more limited range, but deeper understanding of key vocabulary throughout the course of study. The curriculum's spaced retrieval design helps this vocabulary to become well embedded over time. The vocabulary is planned to be used across the range of modalities, so children can essentially 'do more, with less'. Importantly, we recognise that a wide vocabulary equates to ongoing academic success. Latin study exposes children to vocabulary and develops an understanding that can be used and applied beyond the 'Latin Lesson' – and across their wider curriculum *(for example, scientific words, geographical words etc)* and in their reading.	Without a strong understanding of the grammar of Latin, children would be unable to generate their own communication by manipulating the core vocabulary taught; they would simply not be able to move beyond simple 'stock phrases'. The programme builds carefully to allow the re-using of features and deepening grammar understanding of key themes such as: • Verbs and adverbs • Tense • Subject and object nouns • Adjectives • Prepositions • Declension • Possession • Negation • Conjunctions • Sentence types The scheme develops a strong verb lexicon to facilitate this confident language manipulation.

Teaching

"Explicit teaching works best for novice learners." (Kaluga)

The teaching materials embedded within the programme are explicit teaching materials. Clear lesson objectives, vocabulary and grammar content are interwoven to provide a comprehensive teaching session, which can be delivered by non-Latin speaking staff, following the appropriate CPD.

Children make errors when learning a language – it is how they develop and begin to understand how the language 'works'. Depending on the situation – and child, we employ three key 'correcting strategies' when supporting children to address their language learning mistakes:

- Recasting – restating and correcting for the child
- Prompting – so the child can correct themselves (say it again, but better)
- Explaining – breaking down the error so the child understands the issue

Assessment

Assessment is at the heart of our Latin curriculum. Assessment is built in to each teaching unit, with a clear 'revisit' session at the beginning of each unit – priming children ready for the new content – as well as a review and assess session at the end of each unit. Assessments carefully assess the vocabulary and grammar pillars, as well as the reading and writing modalities. This assessment information feeds in to summative assessments at the end of each year, but more importantly in to the curriculum adaptations for future learning, to address weaker aspects of the taught curriculum moving forwards. These aspects may be fed in to the next unit 'revisit' session, or to the class 'Key of Knowledge time' – where key knowledge is revisited on a regular basis as part of the school's approach to spaced retrieval.

KS2 Latin Curriculum Overview

Y3	**Unit 1** *The origins of language* Achilles	**Unit 2** *Present tense verbs* Gods, Orpheus	**Unit 3** *Verbs & adverbs* Mosaics, Midas	**Unit 4** *Subject & object nouns* Roman Army, Boudicca
Y4	**Unit 5** *Simple sentences in Latin* Food, Town Mouse & Country Mouse	**Unit 6** *Numerals & 'to be'* Olympics, Hercules	**Unit 7** *Adjectives & agreement* Homer & epic, The Trojan Horse	**Unit 8** *Prepositions* Millefiori, Hannibal
Y5	**Unit 9** *Past continuous tense* Aristotle, astronomy, Narcissus & Echo	**Unit 10** *Third group nouns* Letters & numbers, Romulus & Remus	**Unit 11** *Possessive noun endings* Pythagoras, Nature Myths, Persephone	**Unit 12** *Negatives, commands & conjunctions* Epigraphy, Cleopatra
Y6	**Unit 13** *Simple past tense* Music, Aristophanes	**Unit 14** *Questions & answers* Plato, Democracy	**Unit 15** *Auxiliary verbs* The Odyssey	**Unit 16** *KS2-3 transfer* Unsung heroes

KS2 Latin Curriculum Detail

unit/sub-unit	Learning Objectives / Grammar Pillar	NC MFL reqs	Vocabulary Pillar	Vocab count	English Curriculum Links
1. Setting the context for language learning					
1.1 The origins of English	LO: To understand the diverse origins of the modern English language	RSP, VOC	vacca, femina, aqua, magnus, optimus, Victoria	6	**Y3/4 Word Reading** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)
1.2 Ancient roots in English	LO: To recognise Ancient Greek roots in English words	RSP, VOC			
1.3 Classical culture in modern times	LO: To understand Ancient Greek and Roman influences in our lives today	VOC			Children learn the term 'root word' for the first time in year 1
1.4 Inventing a product	LO: To see how Latin roots are used to name modern products, and to invent and name a product of our own	PTT, UND, VOC			
1.5 Word order vs. word ending	LO: To understand how English creates meaning through use of word order, and how Latin is different	UND, VOC, RSP			
1.6 Story	O: To make a mini dictionary and to use our Latin vocabulary knowledge to read and illustrate the Myth of Achilles	VOC, STO, UND			
1.7 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 1	UND, VOC, RSP			
2. Verbs (1)					
2.1 Verbs orientation	LO: To understand what a verb is	RSP, VOC, UND, GRM		12	

2.2 Verb 'codes' and how they work	LO: To see how Latin shows who is doing the verb by using codes	RSP, VOC, UND, GRM, PTT	Amare, videre, ridere, laborare, habitare, cantare		**Y2 VGP Expectations** Children are expected to know and use the terms 'verb' and 'compound word' from year 2
2.3 Verb endings practice	LO: To rehearse Latin verb endings and translate various Latin verbs	RSP, VOC, UND, GRM, PTT			
2.4 Greek roots monsters	LO: To understand the meaning or Greek roots in English compound words and use them to make our own monsters	RSP, STO, VOC, UND			
2.5 more verb endings practice	LO: To rehearse Latin verb endings and translate various Latin verbs	RSP, VOC, UND, GRM, PTT			
2.5a Greek gods	LO: To learn about some major Greek gods and to make a Greek gods card game	STO			
2.6 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Orpheus	VOC, STO, UND			
2.7 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 2	UND, VOC, RSP			
3. Verbs (2) & adverbs					
3.1 Verb endings practice	LO: To rehearse Latin verb endings and translate various Latin verbs	RSP, VOC, GRM	curare, dare, bene, male, optime, laete, irate, celeriter, fortiter, facile	22	**Y2 VGP Expectations** Children are expected to know and use the terms 'verb' and 'adverb' from year 2
3.1a Mosaics	LO: To make our own Roman mosaic of our name	VOC			
3.2 Adverbs	LO: To understand the role of adverbs in English and Latin	RSP, VOC, UND, GRM			
3.3 Adverbs & curse tablets	LO: To make a replica Latin curse (or blessing) tablet	RSP, STO, VOC, UND, GRM			
3.4 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Midas	VOC, STO, UND			
3.5 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 3	UND, VOC, RSP			

4. Subject & object nouns

4.1 Nouns in English	LO: To revisit the noun word class and to sort nouns by gender	RSP, VOC	maga, rota, villa, stella, regina, medicus, equus, porcus, magus, gladius, ventus, sonus, digitus	35	**Y1 VGP Expectations** Children are expected to know and use the terms 'noun' from year 1
4.2 subject and object recap	LO: To revisit the ideas of subject and object nouns	RSP, STO, VOC, UND, GRM			
4.2a Roman board games	LO: To make and play an authentic Roman board game	RSP, VOC			
4.3 'A' nouns	LO: To extend our knowledge of Latin nouns that end in '-a'	RSP, STO, VOC, UND, GRM			
4.3a The Roman army	LO: To discover what made the Roman army so effective and to make a mini onager	RSP, VOC			
4.4 'US' nouns	LO: To extend our knowledge of Latin nouns that end in '-us'	RSP, STO, VOC, UND, GRM			
4.5 Story translation	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Boudica	VOC, STO, UND			
4.6 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 4	UND, VOC, RSP			

5. Simple sentences

5.1 How to read a Latin sentence	LO: To learn the verb-subject-object approach to translation	RSP, STO, VOC, UND, GRM	taberna, hortus, consumere, salutare, numerare, audire	41	**Y6 VGP Expectations** Children are expected to know and use the terms 'subject' and 'object' from year 6 – *this is after this unit will be taught*
5.2 Sentence practice	LO: To rehearse the verb-subject-object approach to translation	RSP, STO, VOC, UND, GRM			
5.3 Sentence practice	LO: To further practice the verb-subject-object approach to translation	RSP, STO, VOC, UND, GRM			

5.3a Roman Food	LO: To discover ingredients and recipes available to the Romans	VOC			
5.4 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the story of the Town Mouse and the Country Mouse	RSP, STO, VOC, UND, GRM			
5.5 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 5	UND, VOC, RSP			
6. Numerals & 'to be'					
6.1 Recap of work so far	LO: To revisit and practice the grammar and vocabulary we've learned so far	RSP, VOC, UND, GRM	unus, duo, tres, quattuor, quinque, sex, septem, octo, novem, decem, centum, mille, ita vero, minime, et, esse	57	**Y2 VGP Expectations** Children are expected to know and use the terms 'verb'
6.2 Latin numbers	LO: To learn about Latin number words	RSP, VOC, UND, GRM			
6.2a Greek numbers	LO: To learn about Ancient Greek number words	VOC			
6.3 'To be'	LO: To read, translate and use the Latin verb 'to be'	RSP, VOC, UND, GRM			
6.4 More 'to be'	LO: To further read, translate and use the Latin verb 'to be'	RSP, VOC, UND, GRM			
6.4a Dinosaur compounds	LO: To use Ancient Greek-derived compound word parts to create a 'new' dinosaur	VOC			
6.5 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Hercules	RSP, STO, VOC, UND, GRM			
6.6 ASSESSMENT	LO: to recap and demonstrate what we've learned in Unit 6	UND, VOC, RSP			
6.6a The Ancient Olympics	LO: to discover the similarities and differences between the Modern and Ancient Olympics	VOC			

7. Adjectives

7.1 Self descriptions	LO: To use adjectives in describing ourselves in Latin	RSP, VOC, UND, GRM	habere, legere, dormire, currere, tacere(?), scribere, in, quis, quid, primus, secundus, Tertius, mirus, bonus, malus, iratus, frigidus, sordidus	75	**Y2 VGP Expectations** Children are expected to know and use the terms 'adjective'
7.2 Guess Who	LO: To listen to and translate descriptions of our classmates	RSP, VOC, UND, GRM			**Y1 VGP Expectations** Children are expected to know and use the terms 'noun' from year 1
7.2a Scientific Classification	LO: To learn about the Latin binomial classification system	VOC, RSP			
7.3 Adjectival agreement in gender	LO: To see how Latin matches adjectives with the nouns being described	RSP, VOC, UND, GRM			**Y5/6 Writing Expectations** Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register – *this is after this unit will be taught*
7.3a Homeric epic background, story & Top Trumps	LO: To encounter stories from Homer's Iliad and Odyssey and to make a card game based on the characters in these stories	STO			
7.4 Adjectival agreement in number	LO: To see how Latin matches adjectives with the nouns being described depending on whether the nouns are singular or plural	RSP, VOC, UND, GRM			
7.5 Adjectival agreement in case	LO: To see how Latin matches adjectives with the nouns being described depending on whether the nouns are subject or object	RSP, VOC, UND, GRM			
7.6 Adjectives practice	LO: To practice matching and translating Latin adjectives	RSP, VOC, UND, GRM			
7.7 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of the Trojan Horse	RSP, VOC, UND, GRM, STO			
7.8 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 7	UND, VOC, RSP			

8. Prepositions

8.1 recap of work so far	LO: To use new vocabulary to recap the grammar we've learned so far		dicere manere ducere stare totus	93	

8.2 prepositions roots in English	LO: To learn some Latin prepositions and see how they're used in sentences		insula campus. Deus dea. e/ex, trans, per super, sub, ad, ante, post, circum	**Y3 VGP Expectations** Children are expected to know and use the terms preposition' from year 3
8.3 prepositions in Latin	LO: To discover Latin preposition roots in English and use them as a key to understand English words			
8.4 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Hannibal			
8.5 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 8			
8.5a Millefiori pots	LO: To make a replica Roman millefiori pot			

9. Past continuous tense

9.1 tenses in English	LO: To explore how time of action is expressed in English verbs	RSP, VOC, UND, GRM	Ambulare, vexare, invenre, animus, terra, luna, amicus/amica, novus	102	**Y2 VGP Expectations** Children are expected to know and use the terms 'tense (past and present) from year 2
9.2 past continuous in Latin	LO: To see how Latin expresses the past continuous tense then to sort and translate examples of it	RSP, VOC, UND, GRM, PTT			
9.2a Aristotle & the Golden Mean	LO: To discover and debate Aristotle's ideas on being a good person				
9.3 More past continuous	LO: To translate examples the past continuous tense in Latin	RSP, STO, VOC, UND, PTT			
9.4 past continuous in sentences	LO: To distinguish the past continuous from the present tense and to translate both tenses in Latin sentences	RSP, VOC, UND, GRM, PTT			
9.4a constellation myths	LO: To discover the myths associated with star constellations				
9.5 Story	LO: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Echo & Narcissus	VOC, STO, UND			

9.6 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 8	UND, VOC, RSP			
10. Third declension & glossing					
10.1 A new kind of noun	LO: To encounter a new group of nouns and their singular subject endings	RSP, VOC	**Pater**, **mater**, **infans**, frater, soror, **rex**, miles, canis, feles, pastor, **urbs**, familia, clamare, **ponere**, **delere**, sperare, verus/, mortuus, **vivus** (19) (8 this lesson) frater, soror, miles, canis, feles, pastor, sperare, clamare, verus, mortuus, familia (11)	121	**Y2 VGP Expectations** Children are expected to know and use the term 'noun phrase' from year 2 **Y1 VGP Expectations** Children are expected to know and use the term 'plural' from year ***Roman Numerals*** Read Roman Numbers to 100 is a Year 4 mathematics objective. To 1000 (and dates) is a Year 5 objective
10.2 Third declension - object	LO: To encounter more third group nouns and their singular object endings	RSP, VOC, UND, GRM, PTT			
10.3 Roman numerals	LO: To understand how to decode Roman numerals, including year dates	VOC			
10.4 Third declension - plural	LO: To learn about third group nouns and their plural endings	RSP, STO, VOC, UND, PTT			
10.4a Greek writing	LO: To learn about the Ancient Greek alphabet and to write our names using it	RSP, VOC, UND, GRM, PTT			
10.5 Glossing	LO: To incorporate the technique of glossing into our translating work	UND, VOC			
10.6 Story	LO: To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Romulus and Remus	VOC, STO, UND			
10.7 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 10	UND, VOC, RSP			
11. Possessive noun endings					

11.1 Possessives in English	LO: To recap how English shows possession and to see how Latin does this	RSP, VOC, UND, GRM	sol, nox, locus, mons, flos, silva, surgere, tacere, vistare, sentire, rogare, quaerere, descendere, ascendere, lacrimare, validus,, solus, [16]	137	**Y4 VGP Expectations** Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
11.2 Possessive nouns in Latin	LO: To learn how singular Latin nouns show possession	RSP, VOC, UND, GRM, PTT			
11.2a Pythagoras & triangles	LO: To investigate Pythagoras' theorem				
11.3 Possessive nouns	LO: To learn how plural Latin nouns show possession	RSP, STO, VOC, UND, PTT			
11.4 Possessive nouns in sentences	LO: To translate Latin sentences containing possessive nouns	RSP, VOC, UND, GRM, PTT			
11.4a Behind the myth	LO: To learn about different ways of interpreting mythology and to write our own myth				
11.5 Story	LO: To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Proserpina	VOC, STO, UND			
11.6 Assessment	LO: To recap and demonstrate what we've learned in Unit 11	UND, VOC, RSP			

12. Negatives, conjunctions & commands

12.1 Negatives	LO: To discover how to use and how to translate negatives in Latin sentences	RSP, VOC, UND, GRM	Nemo, non, numquam (7 in WRC - **pugnare**, **regere**, **finire**, **pax**, **dux**, **populus**, **lingua**) cautus, quietus, probus, gratus, **victus**, **paratus**, (also use validus) (6 in WRC)	157	**Y3 VGP Expectations** Children are expected to know and use the terms 'conjunction' and 'prefix' from year 3 (suffix from Y2) **Y2 Writing Expectations** Use sentences with different forms: statement, question, exclamation, command **Y6 VGP Expectations**
12.2 Negative prefixes	LO: To discover how Latin makes opposite adjectives (antonyms) using prefixes and to translate these adjectives using a variety of English words	RSP, VOC, UND, GRM, PTT			
12.3 Latin negative roots in English	LO: To explore Latin-derived English words and ways of making their antonyms	RSP, VOC, UND, GRM, PTT			

12.4 Commands	LO: To find out about and translate Latin commands and prohibitions (imperatives)	RSP, STO, VOC, UND	noli(te)		Children are expected to know and use the term 'antonym' from year 6 – *this is after this unit will be taught*
12.4a inscriptions	LO: To encounter different forms of ancient lettering and to use these alphabets to write our own names on various media		Sed, (et), itaque, quod		
12.5 Conjunctions & longer sentences	LO: To encounter and translate Latin conjunctions	RSP, VOC, UND, GRM, PTT	cautus, quietus, probus, gratus, **victus**, **paratus**, noli(te), **pugnare**, **regere**, **finire**, **pax**, **dux**, **populus**, **lingua**, **non**, nemo, numquam, **sed**, **quod**, **itaque**,		
12.6 Story	LO: To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the history of Cleopatra	VOC, STO, UND			
12.7 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 12	UND, VOC, RSP			

13. Perfect

13.1 recap of work so far	LO: To discover how to use and how to translate negatives in Latin sentences	RSP, VOC, UND, GRM, PTT	**celare, iuvenis, senex, fabula, narrare, portare, via** servare, clarus, sedere, spectare, unda, monstrare, navis	171	**Y2 VGP Expectations** Children are expected to know and use the terms 'tense (past and present) from year 2
13.2 Perfect vs imperfect tense	LO: To understand different ways of expressing action in the past in English	RSP, VOC, UND, GRM, PTT			**Y3 VGP Expectations** Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
13.3 Perfect tense in Latin	LO: To encounter how Latin shows the simple past by changing parts of the verb	RSP, VOC, UND, GRM, PTT			

13.4 Translating the perfect tense	LO: To identify the two past tenses we now know and to look at the differences in translating them into English	RSP, VOC, UND, GRM, PTT			
13.4a Music in the Ancient World	GAP				
13.5 Simple perfect - the next level	LO: To encounter Latin verbs that act slightly differently to verbs we've already seen in the simple past tense	RSP, VOC, UND, GRM, PTT			
13.6 Past continuous - the next level	LO: To encounter Latin verbs that act slightly differently to verbs we've already seen in the simple past tense	RSP, VOC, UND, GRM, PTT			
13.7 Story	LO: To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate a fact sheet about Greek plays	VOC, STO, UND			
13.8 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 13	UND, VOC, RSP			
14. Questions and relative clauses					
14.1 Recap	LO: To revisit vocabulary and grammar we've learned so far	RSP, VOC, UND, GRM, PTT	multus, maximus, annus, vita, scire, nescire	188	**Y2 Writing Expectations** Use sentences with different forms: statement, question, exclamation, command
14.2 Questions	LO: To look at various ways of asking questions in Latin	RSP, VOC, UND, GRM, PTT	(1) vetare, ignis, nihil, doctus, aequus, (2) quomodo, cur, quando, quis, quid, ubi, quando		**Y2 VGP Expectations** Children are expected to know and use the terms 'suffix' from year 2
14.3 More questions	LO: To learn how the suffix '-ne' turns a statement into a question in Latin	RSP, VOC, UND, GRM, PTT	-ne		**Y4 VGP Expectations** Children are expected to know and use the terms 'pronoun' from year 4
14.4 Relative clauses	LO: To recognise relative pronouns in masculine/feminine, singular/plural subject form	RSP, VOC, UND, GRM, PTT	qui/quae		**Y5 VGP Expectations** Children are expected to know and use the terms 'relative clause' from year 5
14.4a Democracy	GAP		polis, kratos, archos, demos, polus,		**Y5/6 Writing** Ensuring correct subject and verb agreement

			strategos, tyrannos, philos, sophos		when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
14.5 More relative clauses	LO: To recognise relative pronouns in masculine/feminine, singular/plural object form in Latin relative clauses	RSP, VOC, UND, GRM, PTT			
14.5a Plato & virtue	GAP				
14.6 Story	LO: To record more vocabulary in our mini dictionaries and to translate a fact sheet about Roman leaders	VOC, STO, UND			
14.7 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 14	UND, VOC, RSP			
15. Verb-infinitive pairs					
15.1 Recap	LO: To revisit vocabulary and grammar we've learned so far	RSP, VOC, UND, GRM, PTT	velle, construere, navigare, capere, umbra, salvus/salva rogare, respondere, mutare, panis, fortuna, posse	**200**	**Y2 VGP Expectations** Children are expected to know and use the terms 'tense (past and present) from year 2
15.2 Posse	LO: To look at the verb 'posse' ('to be able') and see how it pairs with the infinitive in Latin	RSP, VOC, UND, GRM, PTT			
15.3 More posse	LO: To look at the verb 'posse' ('to be able') in the past continuous and simple past tenses	RSP, VOC, UND, GRM, PTT			
15.4 Story Part 1 - Odyssey I	LO: To recap the verb 'posse' ('to be able') in three tenses and to translate the first part of our Odyssey story	VOC, STO, UND	velle, posse, rogare, respondere, mutare, construere, navigare, capere, panis, fortuna, umbra, salvus/salva		
15.5 Velle	LO: To look at the verb 'velle' ('to want') and see how it pairs with the infinitive in Latin	RSP, VOC, UND, GRM, PTT			
15.6 More velle	LO: To look at the verb 'velle' ('to want') in the past continuous and simple past tenses	RSP, VOC, UND, GRM, PTT			
15.7 Story Part 2 - Odyssey II	LO: To recap the verb 'velle' ('to want') in three tenses and to translate the first part of our Odyssey story	VOC, STO, UND			

15.8 Story Part 3 - Odyssey III	LO: To record more vocabulary in our mini dictionaries and to translate the final part of our Odyssey story	VOC, STO, UND		
15.9 ASSESSMENT	LO: To recap and demonstrate what we've learned in Unit 15	UND, VOC, RSP		

16. Reading Latin

16.1 History - Hypatia			useful science roots	
16.2 History - Science			useful science roots	
16.3 HIstory - Caesar in Gaul			useful french roots	
16.4 History - influences in Shakespeare			Shakespeare/English writers & classical influences	
16.5 History - law & society			links to KS3 citizenship	
16.6 Art - story - Pygmalion				
16.6 story - the geese of Rome				
16.6a Body parts				
16.7 ASSESSMENT				

National Curriculum | Key stage 2: Foreign language Requirements

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- **[RSP]** listen attentively to spoken language and show understanding by joining in and responding
- **[PTT]** explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- **[SPK]** speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- **[UND]** read carefully and show understanding of words, phrases and simple writing
- **[STO]** appreciate stories, songs, poems and rhymes in the language
- **[VOC]** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **[MEM]** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **[DSC]** describe people, places, things and actions orally* and in writing
- **[GRM]** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.

The above lessons highlighted green are specifically linked to the appreciation of classical civilisation.

KS1 Latin Foundations | Pre-Latin Word Roots Course

Lesson	Focus	Objective
1	Foundation lesson 1: **The origins of English**	To understand the diverse origins of the English language, including its Latina and Ancient Greek roots.
2	Foundation lesson 2: **Ancient Roots in the English Language**	To recognise Ancient Greek roots in English words.
3	Classical Culture in Modern Times	To understand Ancient Greek and Roman influences in our lives today.
4	Inventing a Product	To see how Latin roots are used to name modern products, abs to invent and name a product of our own.
5	Latin Numbers	To learn about Latin Number Words
6	Under / below	To understand the word root 'sub' (Latin)
7	Above / over	To understand the word root 'super' (Latin)
8	From a distance	To understand the word root 'tele' (Greek)
9	One	To understand the word root 'uni' (Latin)
10	Write / Draw	To understand the word root 'gram / graph' (Greek)
11	Write	To understand the word root 'scrib / script' (Latin)
12	Feet	To understand the word root 'ped / pod' (Latin)