

## Key Stage 3 Latin: Curriculum Outline

The curriculum is specifically for state sector students with no prior Latin, designed to be both accessible to and challenging for everyone. It is a **grammar-translation** course founded on the principle that the best experience of Latin occurs when **cultural interest** is combined with **grammatical and linguistic precision**. It upholds the central tenets of the grammar-translation method: grammar and vocabulary are taught discretely prior to translation; passages are to be **translated** (no gap-fill, no comprehension). However, it differs from other grammar-translation courses in **four** ways:

- i. **Story:** The course has a story and characters. At the end of the emperor Commodus' reign (December AD 192), nine animals, trapped in the *vivarium* (zoo or holding pen) at Rome, await the mad, gladiator-emperor's imminent show at the Colosseum. Will they escape? If they do return to their homelands, what will await them? The course focuses on animals not only as a way to engage with young people, but, more importantly, explores the Greco-Roman metaphorical and allegorical use of animals when thinking about 'Otherness', e.g. enslaved people in Aesop's fables, women in the *Odyssey*, nationality and imperialism in visual media (the Egyptian crocodile, the Mesopotamian lion, the African and Indian elephant).
- ii. **Progression model: Exposition** is delivered in very small and easily retrievable chunks; a third of curriculum time is devoted to **consolidation**. This ensures that all students build knowledge and make progress.
- iii. **Cultural literacy:** Many stories are based on original Classical texts; adaptation is as close as possible so that students experience the unique literary style of Classical authors.
- iv. **Functional literacy:** Explicit links are made to English grammar for the sake of improving functional literacy.

Book	Theme	Chapter/Short-term 1	Chapter/Short-term 2	Chapter/Short-term 3	Chapter/Short-term 4	Chapter/Short-term 5	Chapter/Short-term 6
1	Roman everyday life (and its dark sides)	Nouns (1 <sup>st</sup> -3 <sup>rd</sup> declension, without neuters); nominative and accusative; adjectives	Regular verb person endings; the infinitive; the imperative	Prepositions with the accusative case; plurals	Perfect and imperfect tenses	Prepositions with the ablative case	Irregular verbs <i>sum, eram, possum, poteram</i>
		<i>Gladiators and the Amphitheatre</i>	<i>Roman Education</i>	<i>Fables and Slavery</i>	<i>Roman Theatre</i>	<i>Roman Dinner Parties</i>	<i>Cleopatra and Augustus</i>
2	Home(coming) and identity	Revision of Book 1; neuter nouns; comparison of adjectives and adverbs	1 <sup>st</sup> -2 <sup>nd</sup> person pronouns; the vocative; possessive adjectives; reflexive pronoun	3 <sup>rd</sup> person pronouns ( <i>is, ea, id; ille, illa, illud</i> )	Irregular comparison of adjectives; relative pronouns	Future and pluperfect tenses	Demonstratives ( <i>hic</i> and <i>ille</i> )
		<i>Ulysses' Wanderings (Italy)</i>	<i>Dido and Aeneas (Carthage)</i>	<i>Roman Urbanisation (Leptis Magna)</i>	<i>Roman Egypt</i>	<i>Rome Beyond Egypt</i>	<i>Ulysses' Homecoming</i>
3	War: imperialism and revolt	Revision of Book 2; irregular verbs <i>volo, nolo</i> and <i>eo</i> ; compound verbs	Genitive, dative and ablative 1 (nouns)	<i>ut</i> clauses: purpose, result and indirect command	Genitive, dative, ablative 2 (pronouns)	Indirect question and <i>cum</i> clauses	Consolidation
		<i>The Jewish Revolt</i>	<i>The Iliad</i>	<i>The Roman Military (Parthia)</i>	<i>Alexander the Great 1 (Persia)</i>	<i>Alexander the Great 2 (Hyrcania, Bactria and Scythia)</i>	<i>Rome and India; the Death of Alexander</i>

## Chapter Structure

The course is designed for a timetable of **two lessons or one lesson per week**. At the start of a sequence, students are **pre-taught** upcoming vocabulary and Roman civilisation content. For the next four to eight lessons, lessons alternate between **grammar** and **translation**. In their weekly grammar lesson, students learn either a discrete grammar point or a sub-section of a grammar point. In their next lesson, students translate a passage: The pre-teaching of vocabulary, civilisation and grammar reduces the cognitive load when translating, meaning students of all levels of prior attainment are able not only to access the passages but think about and enjoy them. Over this sequence, the grammar points learnt cumulate cohesively. There are then **two lessons** of adapted **consolidation** for grammar and Roman civilisation learning.

### Roman Civilisation: Inter-leaving and Accumulation

Civilisation topics are ordered according to **geographical location**. Book 1 is set entirely in Rome. From Book 2, the characters travel eastwards across the Mediterranean and beyond. Topics are categorised according to **four threads** which can be revisited every time a new topic on that thread is introduced.

- **Roman everyday life:** gladiators, slavery, education, theatre, dinner parties, urban life (forum, baths, politics), military
- **Roman interaction with neighbouring civilisations:** Roman Africa (Leptis Magna), Egypt, ancient Aethiopia, Judaea, Parthia, Bactria, Scythia, India
- **Ancient History:** Cleopatra, Caesar, Mark Antony and Augustus; Commodus and Septimius Severus; the Jewish Revolt; Alexander the Great, the Persian Empire; ancient Indian history
- **Myth, epic and stories from ancient literature:** Orpheus and Eurydice, Homer, Virgil, fables (Greco-Roman and Indian)

The four threads are not unconnected as many topics overlap. Mythical and socio-historical content are not taught in discrete strands, as such a division may preclude interesting enquires, e.g. the links between the Carthaginian attitude to Rome in Virgil and primary sources from ancient Africa; the relationship between the attitudes to warfare of Homeric heroes, Alexander the Great and Septimius Severus.

## Key Stage 4 Classics: Curriculum Outline

Book	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 10</b>	Revision: Grammar (Verb Person and Tense); Revision: Grammar (1 <sup>st</sup> -3 <sup>rd</sup> Person Pronouns); Revision: Grammar (Relative Clause); The Genitive Case; The Dative Case; The Ablative Case Revisited; Purpose Clauses	Indirect Commands; Result Clauses; Genitive and Dative (1 <sup>st</sup> -2 <sup>nd</sup> person pronouns); Genitive and Dative (3 <sup>rd</sup> person pronouns)	<i>cum</i> Clauses; Indirect Questions  Foundation Myths; Location and Growth of the City; The Great Fire of AD 64; Different Areas of the City; The Port of Ostia;	Multi-clause Sentences 2; Genitive and Dative (relative pronoun); Irregular Comparison of Adjectives;  Houses, Insulae and the Domus Aurea; Houses, Food and Water Supply; The Inhabitants' Experience; Arches, Aqueducts and the Cloaca Maxima;	Indirect Statements Present Participles; Passives; PPPs; Perfect Passives;  The Pantheon and the Circus Maximus; The Fora;	Indirect Statements;  Language review; Translation Practice
<b>YEAR 11</b>	Verbs revision; Irregular comps.; Multi-clause sentences 2; Numbers and time <i>Cuius</i> ; Present parts Passives; Ind. Statements;	Deponents;  Martial 1.62;	4ths and 5ths	Literature and Language Revision	Literature and Language Revision	Exams

## Key Stage 4 Classics: Curriculum Outline

	Pictures; Lit intro; Epitaph to Claudia; Pliny 6.24; Pliny 4.19	Catullus 5; Seneca; Catullus 8	Horace; <i>fero</i> ; Ovid; Cicero; Martial and Catullus;			
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YEAR		Component 2	Component 3
<b>10</b>	<p style="text-align: center;"><b>Latin Language</b></p> <p>Students begin Year 10 having covered most of the core grammar content required for their GCSE. Over the course of Year 10, students will learn all remaining prescribed grammar and vocabulary. They begin with irregular verbs, allowing for revision of the basics of sentence structure. Students are then introduced to the genitive, dative and ablative cases, at which point they also review pronouns. From Term 3 onwards, students are introduced to the more complicated features of Latin grammar, including participles, passive verbs and subordinate clauses. Throughout the course of the year, students are given the opportunity to consolidate their knowledge through regular long-form translation practice.</p>		<p style="text-align: center;"><b>Roman Civilisation: The City of Rome</b></p> <p>Students are introduced to the theme of The City of Rome early on in Year 10. They gain knowledge of this aspect of Roman civilisation through detailed study of the following areas: The Beginnings of the City, A City of Contrasts, Life in the City of Rome, Buildings and Monuments, The Fora. Students are taught to analyse and respond to ancient source material and to evaluate evidence from across the whole theme to respond to extended evaluative questions. Students will continue to revisit the themes and topics of this paper across the course of the year in order to consolidate their knowledge and skills.</p>
<b>11</b>	<p>Year 11 cohort will have covered most of the grammar and vocabulary required for their GCSE. Y11 will learn how to recognise and translate the Deponent verbs, 4ths and 5ths, <i>fero</i>. From Term 2</p>	<p style="text-align: center;"><b>Latin Literature and Sources: Love and Marriage</b></p> <p>Students are introduced to the study of Latin literature at the start of Year 11. Students this year are studying a selection of extracts from</p>	<p style="text-align: center;"><b>Roman Civilisation: The City of Rome</b></p> <p>Students in Year 11 will continue to revisit regularly the topics taught in Year 10. There</p>

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	onwards, students will focus on revision of both vocabulary and grammar through regular quizzing and translation tasks.	Roman authors with a focus on the topic of love and marriage. They will translate and analyse extracts from the authors Pliny, Martial, Catullus, Seneca, Horace, Ovid, Cicero. They will learn to conduct close literary analysis of these texts, while also engaging with the theme more broadly to consider Roman attitudes towards love and marriage. Once familiar with all texts, students will begin to look at the anthology as a whole, making links between texts, in order to present robust, convincing arguments on what these texts can reveal about love and marriage.	will be a particular focus on development of the essay-writing skills needed for the GCSE.
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