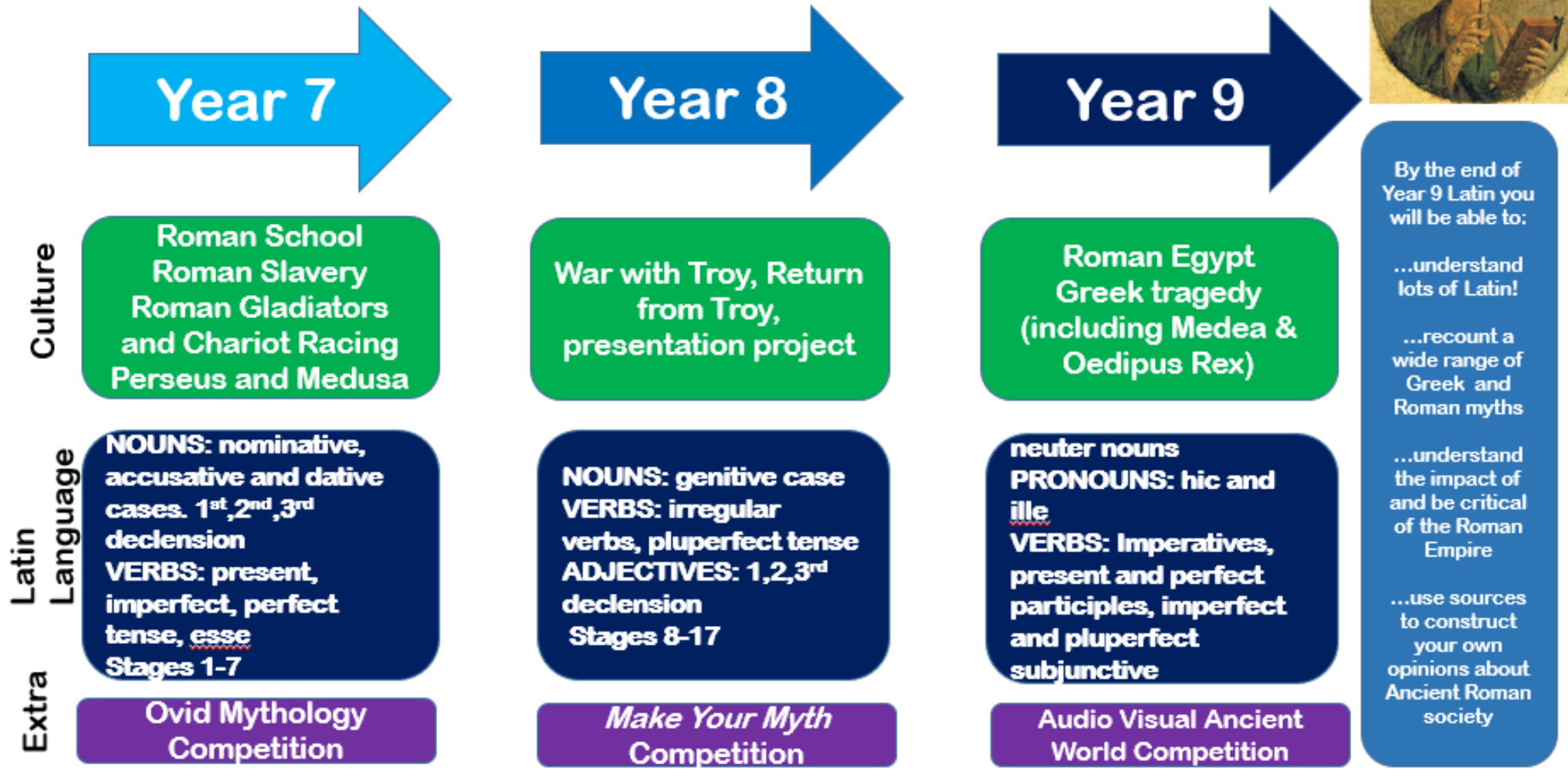


KS3 Latin at Chesterton



Intent	What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?	
By the end of KS3 students are able to...		Year 7	Year 8	Year 9	
<p>... read a passage of Latin (of the appropriate level) and gain understanding of it within its context. To do this they have to have a good knowledge of vocabulary, accidence and syntax. They have developed skills to skim read and closely read Latin texts.</p> <p>... use ancient sources as evidence to construct convincing arguments about ancient history.</p> <p>...have a broad ranging knowledge of the social history of Ancient Pompeii, Alexandria and Roman Britain.</p> <p>.. through their study of the Romans in Egypt and Britain, to understand the impact of the Roman</p>	<p>Autumn</p>	<p>Civilisation: -How did Caecilius' family live? (Roman houses and family roles) -What was life like for a child my age in Pompeii? (Roman Schools) -What was life like in a Roman town? (The Town of Pompeii) Language: Stages 1-3 CLC – nominative and accusative singular, present tense 3rd person singular verbs</p>	<p>Civilisation: - The War with Troy:</p> <ul style="list-style-type: none"> • What caused the war • The relationship between gods and men • Can the Trojan War be justified? • Revenge and mercy in warfare <p>Language: CLC Stage 10-12 - verbs that take the dative case, recap all tenses and person endings</p>	<p>Civilisation: -Roman influence in Egypt -Goddess Isis -Roman medicine -Roman processions How do the Roman manage a multicultural city? Language: CLC Stage 18-19 – gender, hic & ille, Imperatives, vocatives</p>	<p>There is no National Curriculum for Latin.</p> <p>Students are given a balance of language and culture, in order to enable them to make reasoned judgements and assumptions about the ancient world; this later aids those students who take Latin to GCSE (e.g. in the civilisation component 3B) or Classical Civilisation GCSE (e.g. in Roman City Life and Myth & Religion)</p> <p>All students are offered a trip to Pompeii/Rome by the end of KS3. This helps them appreciate the material culture of the subject which they are studying. In some cases, there are specific links; for example, we visit Pompeii, which links directly to the learning of Y7/8s.</p> <p>Students also participate in lots of competitions, including artistic, drama and creative writing competitions – we have several recent winners of national competitions.</p>
	<p>Spring</p>	<p>Civilisation: - How did slavery work? How did it impact the Roman empire? - How did the Romans entertain themselves at home? (Roman dinner parties/recitations) Language: Stage 4-6 – nominative and accusative plural, 1st, 2nd, 3rd person verbs, present tense, esse</p>	<p>Civilisation: -The Return from Troy</p> <ul style="list-style-type: none"> • The adventures of Odysseus • Is Odysseus a hero? • Treatment of the poor in the ancient world • Revenge and mercy in '<i>nostos</i>' <p>Language: CLC Stage 13-15 - Infinitives, -que, adjectival agreement, imperfect tense of sum, relative clauses, possum</p>	<p>Civilisation: -Greek Tragedy: The story of Oedipus, Medea and Persians</p> <ul style="list-style-type: none"> • Parallel themes regarding fate/destiny • The role of women in the ancient world • 'Barbarians' in the ancient mind <p>Language: CLC Stage 20-23 – present participles, eum, eam, perfect passive participles, adverbs, neuter nouns</p>	
	<p>Summer</p>	<p>Civilisation: - How did the Romans entertain themselves in the public sphere? (Gladiatorial combat, Chariot Racing) Language: Stage 7-9 – nominative, accusative, dative s and pl.</p>	<p>Civilisation: - Roman Britain: The Roman palace at Fishbourne, King Cogidubnus, Hadrian's wall How did the Romans rule Britain successfully? Why do we build walls? Language: CLC Stage 16-17 - Pluperfect tense, genitives</p>	<p>Civilisation: - Mythology Presentations (heroes: Bellerephon, Theseus, Perseus, Atalanta, Jason) - Roman Religion: sacrifices Language: CLC Stage 24-26 – introduction to the subjunctive</p>	

<p>Empire on the Ancient world at large as it came into contact with other civilisations.</p> <p>...have a sound understanding of the foundational myths which underpin the Roman worldview and how this impacts our knowledge of Roman religion and morality.</p>	<p>Rationale for this sequence</p>	<p>We roughly follow the order in which the Cambridge Latin Course introduces language material. This is partly because students enjoy learning through the medium of a real Pompeiian family, but also partly because it allows for a slow build-up of grammatical and vocabulary items to avoid cognitive overload. Civilisation topics centre on everyday life for Romans in a Roman town. Pompeii is a great and well-preserved example of this, so most of the civilisation-learning that we do is based on evidence from Pompeii. We build up from the daily routine of Roman people which is very similar to modern life. From there, we progress towards events that might mark the calendar of Roman life, such as gladiators and visits to the bath houses, but are very different from modern day entertainment. As students become increasingly aware of the ancient world, we also discuss more delicate topics such as slavery in the ancient world.</p>	<p>We roughly follow the order in which the Cambridge Latin Course introduces language material. This is partly because students enjoy the continuation of stories and characters from the CLC which are broadly entertaining, but also partly because it allows for a slow build-up of grammatical and vocabulary items to avoid cognitive overload.</p> <p>We introduce more mythological content now that the students have a sound understanding of the contextual framework within which these myths were being told. We look in depth at the two epics of Homer, the Iliad and the Odyssey, in the first two terms and use the Classics Tales resources available from CSCP.</p> <p>In the summer term, our focus turns to Roman Britain and the physical evidence of the Romans in the UK. We do this partly to balance out the Roman-Hellenic coverage of our civilisation curriculum, but also to ensure students can make significant progress in Year 9, when students study Roman Egypt. We provide opportunity to develop the students' oracy and presentation skills.</p>	<p>We roughly follow the order in which the Cambridge Latin Course introduces language material. This is partly because students enjoy the continuation of stories and characters from the CLC which are broadly entertaining, but also partly because it allows for a slow build-up of grammatical and vocabulary items to avoid cognitive overload.</p> <p>Based off of their learning about Roman imperialism in Y8, students learn about Roman Egypt. They are encouraged to be critical of the impact of the Roman empire in Egypt and engage in this confluence of cultures.</p> <p>Beyond this, students get the opportunity to study some Greek tragedy. The rationale for this is that not only do these pieces of literature inform all of Roman writing (e.g. Seneca, the Roman tragedian and philosopher, features on the prescribed sources for both GCSE Latin and Classics), but the introduction of tragedy also helps keep a balance of Greek-Roman material. While the topics dealt with in the tragedy unit are very sensitive, we feel that students are prepared by their prior learning (e.g. slavery in Y7, revenge and war in Y8, empire in Y8/9) to deal with such topics.</p>	
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Latin is a new subject to the vast majority of students. In KS2 most students have studied the Romans or Greeks in some capacity. We work to situate this learning within a more concrete contextual framework and encourage students to think more critically about Roman influence on society.</p> <p>Asking students to think about the Latin language demands a fresh approach to syntax and grammar in English, highlighting how sentences fit together. Though this is now taught more in primary schools, it is still new to most students.</p> <p>The breadth of Greek and Roman mythology challenges most adults with its complexity, and introducing various threads of different myths to incorporate a cross-section of ancient stories is a challenge which most students relish. In KS3 most students know some standalone myths, we expand this knowledge to link in with other epic/mythic cycles and encourage them to think about the significance of these myths in society.</p> <p>Overall, we seek to create enthusiasm for all aspects of the ancient world from art and archaeology, to complex grammar, to literature, history, philosophy and linguistics.</p>			