

Latin – KS4 curriculum

Intent	What new knowledge/content do we introduce?				
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> <li>Translate complex unseen passages of adapted Latin, with little to no grammatical or vocabulary support</li> <li>Answer grammatical questions about an excerpt of Latin</li> <li>Translate original Latin from the specified Component 2 topic.</li> <li>Identify literary techniques in original Latin, such as tricolon, alliteration, asyndeton.</li> <li>Comment of the literary choices of Latin authors and analyse/compare the effectiveness of</li> </ul>	Autumn	<p>In the first half of the Autumn term, students are introduced to an intensive curriculum focussing on language. Particularly, students look at the various subjunctive clauses, including indirect questions, indirect commands, result clauses, purpose clauses and fearing clauses. Weekly vocabulary testing is used to embed the vocabulary content of the GCSE.</p>	<p>In the first half of the Autumn term, students are re-introduced to the authors prescribed in Component 2. In 2022, this is the Magic &amp; Superstition authors, Martial, Ovid, Juvenal, Pliny, Horace, Petronius, and Suetonius. Students read and learn to comment on literary features of original Latin poetry and prose. They practise short, exam-style questions. Alongside reading the original texts of the prescribed authors, students keep up regular translation work as homework and weekly vocabulary testing.</p>	<p>In both Y10 and Y11, the language paper (component 1) is compulsory. For Component 3B, we choose to learn some background information in English rather than additional literary sources; we deem this a more accessible route into Latin and avoids literature overload.</p>	<p>There is no National Curriculum for Latin.</p> <p>Given our limited curriculum time, we do not go beyond the curriculum in Y10 but instead attempt mastery of the GCSE specification.</p> <p>In Y11, students may be introduced to a variety of stimuli beyond the GCSE specification, in the attempt to build their confidence in approaching and talking about unfamiliar source materials.</p> <p>Students are offered a trip to Pompeii/Rome in Y10 or Y11. This helps them appreciate the material culture of the subject which they are studying. In some cases, there are specific links; for example, prescribed sources – such as altars in the Magic and Superstition module – can be seen in real life.</p>
		<p>In the second half of the Autumn term, students continue to consolidate their linguistic skills. They polish off the final few grammatical features that they are yet to learn for Component 1, including deponent/passive verbs and the future tense. Students simultaneously apply this new knowledge and consolidate prior learning through translation practice. We continue to use weekly vocabulary testing continues to embed the vocabulary content of the GCSE.</p>	<p>In the second half of the term, students finish off the remaining authors from component 2 (Martial, Ovid, Juvenal, Pliny, Horace, Petronius, and Suetonius). As their knowledge becomes deeper, students practise longer exam-style questions, including 12 mark essay questions. Alongside reading the original texts of the prescribed authors, students keep up regular translation work as homework and weekly vocabulary testing. For the November mock series, students sit a full language paper and an adapted mock paper on component 2.</p>	<p>In Y10, we have chosen Roman Family Life for Component 3B for several reasons. One is that it is more accessible than the alternative module, the City of Rome, which has a heavy focus on archaeology. Another reason is that it complements the other module we studying for Component 2, Love &amp; Marriage, and will provide useful background information to the literary and pictures sources prescribed in Component 2. For those who also study Classical Civilisation GCSE, both the topics for Component 3B and 2 will also be able to draw from the Roman City Life module.</p>	
	Spring	<p>The spring term runs 2 parallel curricula. Students spend one lesson a week learning the content for the Component 3B element of the GCSE specification (background information on the Roman world, Roman Family Life). In the other lesson, students continue in their study of the language, with revision of key topics, practice of translation skills and weekly vocabulary testing.</p>	<p>From January, students undergo intensive revision of both language, vocabulary, civilisation topics (Daily Life in a Roman Town in 2023) and literary questions. Students are introduced to a variety of increasingly sophisticated stimuli as a springboard for discussion/written exercises; this can include ancient archaeological sources, prescribed sources or complementary literary sources. Students continue weekly vocabulary testing.</p>	<p>Regarding component 2, we have selected Love &amp; Marriage partly for the reasons set out above and partly because the alternative (Romans in the Countryside) doesn't seem appealing to students in a school in an urban area. In addition, for those who intend to study Classical Civilisation A-Level, the Love &amp; Marriage topic for Component 2 also feeds into the Love &amp; Relationships module at A Level.</p>	
		<p>The second half of the spring term runs similarly to the first half term. Students finish off the Roman Family Life topic in one of their weekly lessons and complete an assessment in this topic at the end of term. In the other weekly lesson, students continue in their weekly vocabulary testing, translation and revision of language topics.</p>	<p>Students sit a full Component 2 (literature) and Component 1 (language) mock in February / March of Y11. A significant emphasis is put on the feedback from these mocks, ironing out any persisting misconceptions. Students continue in their intensive revision schedule and their weekly vocabulary testing.</p>		
	Summer	<p>Students continue to practise their translation and vocabulary, with weekly low-stakes testing. Students are introduced to the Component 2 topic, Love &amp; Marriage literature. Students work through the prescribed picture sources, as well as introductory lessons on the following prescribed authors: Cicero, Catullus, Ovid, Pliny, Martial, Seneca.</p>	<p>Students continue in their intensive revision schedule, focussing more on extended answers; in component 1, this is translation, for component 2 and 3B it is essay-writing. Students also keep up their weekly vocabulary testing.</p>	<p>In Y11, we have chosen Daily Life in a Roman Town for Component 3B for several reasons. One is that it is more accessible than the alternative module, Roman Britain, which has a heavy focus on archaeology and is outside of the expertise of the department. For those who also study Classical Civilisation GCSE,</p>	
		<p>Students complete a full GCSE language paper as well as a Component 3B paper in the mock. In the run up to this, students revise for both papers in their lesson. After the mock period, students get assessment feedback.</p>	<p>N/A</p>		

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<p>these literary decisions</p> <ul style="list-style-type: none"> <li>• Use ancient sources to support reasoned theories about the ancient world in the component 3B paper.</li> </ul>	<p><b>Rationale for this sequence</b></p>	<p>Throughout the year, students are given weekly vocabulary testing to avoid cognitive overload. This also allows us to cover all the vocabulary in the GCSE specification twice and maintains the principle that 'little and often' is better than cramming all vocabulary at the end. The same emphasis on 'little and often' recall is applied to grammatical features too. Students finish off the GCSE Component 1 features by Christmas in Year 10. This allows us plenty of time to recap all grammatical features from Y7-10 in advance of the Y10 mocks and to focus on GCSE level translation/comprehension.</p> <p>Alongside this constant revision, we introduce two new verb concepts in the Autumn term; in the first half, students become experts on the imperfect/pluperfect subjunctive and its uses, while in the second they focus on passive/deponent verbs. This allows students to situate both grammatical features in their full context and subsequently become experts in the subjunctive and passive/deponent.</p> <p>Component 3B is introduced in the Spring term, as it can easily be studied alongside language lessons. It is also useful to have this background information in advance of studying the literature required in Component 2, which is a complementary topic (Family Life (component 3B) and Love &amp; marriage (component 2)).</p> <p>Students are introduced to the authors for Component 2 in the summer term so that they have a firm basis for reading the literature in depth in Y11.</p>	<p>Students are introduced to the original works of the authors to whom they were introduced in Y10 at the beginning of the year. The rationale is that this allows students to recall the information from Y10. It also allows students to study the authors of the original Latin at a steady pace, avoiding cognitive overload. Students build up to longer exam-style questions as their knowledge builds; this is so that they have as broad a range of examples as possible to deploy in longer written answers. The order in which the authors are studied is left up to the teacher's discretion.</p> <p>Students continue weekly vocabulary testing throughout the year, as in Y10. This also allows us to re-cover all the vocabulary in the GCSE specification twice and maintains the principle that 'little and often' is better than cramming all vocabulary at the end.</p> <p>From January, students should have finished the content required for the GCSE. They are then put on a revision schedule which aims to recap all grammatical features, vocabulary and topics from Component 2 and 3B before the Easter holidays.</p>	<p>both the topics for Component 3B will also be able to draw from the Roman City Life module.</p> <p>Regarding component 2, we have selected Magic and Superstition partly because the alternative (Travel by Land and Sea) doesn't seem as innately interesting as magic/superstition. In addition, for those who study Classical Civilisation at GCSE, this topic feeds into the Myth &amp; Religion content.</p>	
	<p><b>How does the KS4 Curriculum build on previous learning at KS3?</b></p>	<p>In KS3, students are introduced to grammatical concepts which form the foundation of the more advanced texts of KS4; this includes not only vocabulary items, but also the nominative, accusative, genitive, dative and ablative cases, tenses, participles and declensions. These features are constantly revised in Y10 and Y11 Latin, which uses these foundations as a basis for the more complex grammatical features and the more difficult translation exercises required at KS4.</p> <p>Students have undergone a basis in classics in KS3 Latin, as well as in the more linguistic features of the subject. This basis allows them a good grasp on the ancient world, particularly the role and lives of women, which is useful for the more cultural-focussed elements of the course (Component 2 and 3B). The lives of women is a common topic in both the Y11 modules (Daily Life in a Roman Town and Magic &amp; Superstition) as well as the Y10 modules (Roman Family Life and Love &amp; Marriage).</p>			

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**YEAR 10:**

**YEAR 11:**

