

KS3 Curriculum Intent - Latin

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 Rome.</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>	Autumn	<p>Civilisation: The Olympian Gods</p> <ul style="list-style-type: none"> - Their powers and responsibilities - The relationship between gods and men - Perspectives of Roman writers and art <p>Language: de Romanis Ch 1</p> <ul style="list-style-type: none"> - Parts of speech - Declensions, stems and genders of nouns - Nominative and accusative endings - Noun/adjective agreement 	<p>Civilisation: Favour and Punishment</p> <ul style="list-style-type: none"> - Temples, priests and priestesses - Sacrifice and offerings - Curses - The Underworld - Perspectives of Roman writers and evaluating evidence of artefacts <p>Language: de Romanis Ch 4</p> <ul style="list-style-type: none"> - Imperfect tense of sum, possum, fero, volo, nolo - Direct questions - Genitive and dative cases - Finding noun and adjective stems 	<p>Civilisation: History of Rome – Kings and the Republic</p> <ul style="list-style-type: none"> - History or myth? - The kings of Rome - The Roman Republic - Dictators - Forms of power - Perspectives of Roman authors, art and artefacts <p>Language: de Romanis Ch 7</p> <ul style="list-style-type: none"> - Subordinate clauses - Pronouns is, ea, id - Time and place phrases - hic & ille, qui, quae, quod - Interrogative pronouns 	<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>Students are offered a trip to Italy by the end of KS3. This helps them appreciate the material culture of the subject which they are studying.</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>
	Spring	<p>Civilisation: Roman heroes</p> <ul style="list-style-type: none"> - Hercules and Cacus - Aeneas - Romulus and Remus - Heroes of the early Republic - Perspectives of Roman writers and art <p>Language: de Romanis Ch 2</p> <ul style="list-style-type: none"> - 3 genders of nouns and adjectives - Prepositions - Adjectives without nouns - Perfect tense verb endings 	<p>Civilisation: Festivals, Games and Shows</p> <ul style="list-style-type: none"> - Religious ceremonies and festivals - Saturnalia & Lupercalia - Chariot racing - Gladiatorial shows - Perspectives of Roman writers and art <p>Language: de Romanis Ch 5</p> <ul style="list-style-type: none"> - Present tense of regular and irregular verbs - Recognising verb conjugations - Present participles 	<p>Civilisation: Oratory and Cicero</p> <ul style="list-style-type: none"> - Cursus honorum - Oratory in Rome - Biography of Cicero - Perspectives of Roman authors, art and artefacts - <p>Language: de Romanis Ch 8</p> <ul style="list-style-type: none"> - Pronouns and reflexives - Further notes on word order - Further notes on eo - Comparative & Superlative adjectives and adverbs - Pluperfect tense 	
	Summer	<p>Civilisation: Roman Gods</p> <ul style="list-style-type: none"> - Roman understanding of Olympians - Household gods 	<p>Civilisation: Prophecy</p> <ul style="list-style-type: none"> - Concept of fate - Omens 	<p>Civilisation: The Army and Julius Caesar</p> <ul style="list-style-type: none"> - The Roman army - Marius' reforms - Julius Caesar 	

		<ul style="list-style-type: none"> - Personified deities - Men becoming gods - Perspective of Roman writers and artefacts <p>Language: de Romanis Ch 3</p> <ul style="list-style-type: none"> - Ablative case - Conjugations and principal parts - Infinitives - Irregular verbs, sum, eo, possum - Adverbs - Imperfect tense 	<ul style="list-style-type: none"> - Auspices and auguries - Oracles - Perspectives of Roman writers and art <p>Language: de Romanis Ch 6</p> <ul style="list-style-type: none"> - Possessive adjectives - Imperatives - Numbers - Time phrases - Future tense 	<ul style="list-style-type: none"> - Civil War - Assassination and Aftermath - Perspectives of Roman authors, art and artefacts - <p>Language: de Romanis Ch 9</p> <ul style="list-style-type: none"> - Revision present participle - Passives - Perfect passive participles - Intransitive verbs - Agent and instrument - Pluperfect passives 	
	<p>Rationale for this sequence</p>	<p>We follow the order in which de Romanis introduces language material. The course is based on placing the highest value on vocabulary acquisition; using a small set of vocabulary, students are given ample opportunities to practice and review grammatical concepts which build up slowly. Concepts of Roman civilisation are built into each chapter, including authentic Roman voices, and are reinforced through graduated readings.</p> <p>The initial chapter gives time for students to develop an understanding of how Latin is different from other foreign language learning and there is a focus on the interplay between English and Latin. Latin demands precision, and the pacing of language work in further chapters is arranged to support this.</p> <p>The choice of introducing gods and heroes makes the most of students' prior knowledge and sparks a high level of interest. It is also an engaging way to introduce Roman history, society and beliefs.</p>	<p>We follow the order in which de Romanis introduces language material. Year 8 builds on the vocabulary and foundations in grammar and syntax which were laid in Year 7.</p> <p>The topics for civilisation are aimed at what will interest the students and they are encouraged to begin thinking more critically about the use (and abuse) of evidence, evaluating bias in sources and honing their skills in interrogating visual and archaeological evidence. They are given further opportunities to read Roman authors in translation and become more familiar with the major authors of Roman literature while developing an understanding of Roman beliefs and society through authentic voices.</p>	<p>We follow the order in which de Romanis introduces language material. Year 9 continues to develop the vocabulary and foundations in grammar and syntax which were laid in Year 7 & 8.</p> <p>The topics for civilisation shift from mythology and Roman beliefs to Roman history from the kings through to end of the Republic. Major political revolutions and the impact of Rome's growing power, as well as the countries which it conquered, are discussed.</p> <p>As we move into the aspects of history which are more widely attested in literature, students are exposed to the viewpoints of authors who were eyewitnesses to history. This is fertile ground for exploring types of power and the role of politics and the military in Roman history.</p>	
	<p>How does the KS3 Curriculum build on</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>			

	previous learning at KS2?	<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>	
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