

Latin – KS5 Curriculum

Intent	What new knowledge/content do we introduce?				
By the end of KS5 students are able to...		Year 12	Year 13	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"> • Read and translate unadapted Latin, both in a seen and unseen capacity • Comment on the literary choices of Latin authors • Parse grammatical forms • Write extended passages accurately in Latin, translating from English • Comment on prepared sections of Latin prose/verse, drawing comparison with contemporaneous writing • Embed quotes fluently and effectively from Latin into essays • Answer grammatical 	<p style="text-align: center;">Autumn</p>	<p>In the first half term, students will be introduced to both the language and literature components for which they will be examined. In language, students begin work on the Latin AS DVL. To accompany this at-home learning, students are tested weekly on this vocabulary.</p> <p>Students work through a recap of the GCSE specification in the first half term, through prose composition, to ensure mastery of the GCSE curriculum. This includes recapping all areas of syntax and grammar from GCSE, including cases, noun forms, verb forms, and irregular verbs. Students will use prose composition as a tool to support and reinforce their learning. They will also deepen their knowledge and understanding of pronouns and participles.</p> <p>Alongside this language work, students will read Book 2 of Virgil's Aeneid in English to understand the shape of the text and its context. Language lessons will be devoted to in-class translation of about 25-30 lines each week. Weekly testing for comprehension and understanding of the use of language will monitor progress.</p>	<p>By this term, students will have completed all grammatical elements of the course. Students will recap ALL vocabulary and grammar from the Advanced Level vocabulary list in the first half term, as well as improving their word attack skills.</p> <p>Students will be tested for vocabulary acquisition on a weekly basis. Students will practise A-Level unseen passages and prose compositions in a scaffolded format. For the literature set texts, students will have weekly consolidation quizzes on Virgil's Aeneid as well as weekly translations and quizzes of the prose text from Tacitus' Annals (selections from Books 12-15).</p>	<p>We have chosen to study an extended version of Virgil's Aeneid, rather than study it alongside Ovid or Juvenal. The reason is threefold; partly, it avoids cognitive overload for the student, having to learn the literary context for two different authors; second, the content and context of Virgil is relevant to other classis! A-Levels (including Classical Civilisation and Ancient History), allowing for cross-curricular benefit; finally, Vergil is a delightful author, and the Aeneid is widely recognised as the height of Roman epic.</p> <p>We have chosen to study Tacitus' Annals in an extended manner rather than combine it with Cicero or Pliny. This is partly due to the rationale mentioned above to avoid cognitive overload by removing the need to learn two different contexts and the relevance of the content to Ancient History and Classical Civilisation. The content of the prescribed passages of Tacitus also complement student's understanding of the poetry selections. Moreover, Tacitus offers a broader range of history than the passages by Cicero or Pliny.</p> <p>The choice to introduce prose composition has been taken largely based on the past success of this method. Prose composition ensures absolute precision, which A Level demands. This helps students to prepare for the attention to detail that separates A Level Latin from GCSE. Students who are prepared for the prose composition paper are well-prepared to sit either the composition or comprehension papers, though those who prepare for the comprehension lack the skills to sit the</p>	<p>There is no National Curriculum for Latin.</p> <p>We are committed to ensuring that our Latin students have access to extracurricular opportunities. For example, our students are invited to relevant Classical Civilisation and Ancient History lessons. They will also have the opportunity to attend trips to the British Museum and the Cast Gallery to enrich and contextualise their understanding of Latin literature. Students will also have access to outside lectures and sessions, as well as guest speakers, due to our connections with our specialist providers and the Faculty of Classics at the University of Cambridge.</p> <p>Students are encouraged and supported to participate in essay competitions on a national level..</p> <p>Students go beyond the prescribed vocabulary, to include various verse and prose words. This is to enhance their vocabulary</p>
		<p>In the second half of the Autumn term, students continue with the linguistic element of the course. We continue mastery of the Latin AS DVL. They are introduced to AS-Level grammatical features, including further work on pronouns, commands, exhortations, wishes (subjunctives), direct questions, time and place and indirect statements. Students will practise both prose composition and translation from Latin, with the aim of reading a broad range of authors.</p> <p>Work on Book 2 of Virgil's Aeneid continues with 25-30 lines weekly, including weekly tests.</p>	<p>In the second part of the term, students will continue to consolidate their knowledge of vocabulary and morphology using the Advanced Vocabulary list. Weekly vocabulary quizzes will continue. Students will be given extended passages of prose to complete; the focus will be on oratio obliqua. Students will also regularly practice unseen translations from Ovid and Livy.</p> <p>In-class translation and weekly quizzes will continue for the prose set texts from Tacitus' Annals (selections from Books 12-15). Weekly consolidation quizzes on Virgil's Aeneid will continue, as well as regular practice on 20 mark essays.</p>		
	<p style="text-align: center;">Spring</p>	<p>In the beginning of the Spring term, students continue in a similar vein to the previous half term; they study both AS-level language and the verse component.</p> <p>In the language lessons, students will graduate to the Advanced Vocabulary List developed at Winchester and successfully used in a number of successful schools. Vocabulary quizzes will</p>	<p>In the Spring term, students will increasingly be practised in exam-style practice. This will include a combination of weekly vocabulary testing and grammar recaps, as well as regular verse and prose unseens), essays and prose composition practise. Translation of the prose set text will be completed.</p>		

Latin – KS5 Curriculum

<p>questions about an excerpt of Latin</p> <ul style="list-style-type: none"> • Scan poetry 		<p>introduce advanced word attack skills. The new topics that are introduced include purpose clauses, result clauses, indirect commands, and indirect questions. Students will also be introduced to scansion. Students will continue to use prose composition as a tool to support and reinforce their learning.</p> <p>In the verse lessons, students will master the set-text translation of the prescribed sections of Virgil's Aeneid. They will broaden their knowledge of the context in which the Aeneid was written. In order to build up the content they can deploy in the 20 mark essays, students will practise embedding quotes in Latin into essays, and will generate thematic quote lists.</p>		<p>composition paper. Prose composition also has great benefits for the unseen papers.</p>	<p>knowledge and consequent translation skills.</p>
		<p>In the second half of the spring term, students will continue with the linguistic elements of the course, building up to regular AS level, unsupported translation. Vocabulary learning on the Advanced list continues, along with weekly vocabulary quizzes. The new content will include impersonal verbs, verbal nouns and gerunds, gerundives of obligation, conditionals, causal and concessive clauses. Students will continue with weekly vocabulary testing. Students will use prose composition as a tool to support and reinforce their learning and practice in scansion will continue.</p> <p>In literature, work will continue on content, context and the literary devices of selected passages of Virgil's Book 2.</p>	<p>Similarly to the previous half term, exam-style practice will continue, interspersed with targeted grammar revision. This will include a combination of weekly vocabulary testing and grammar recaps, as well as regular verse and prose unseens), essays and prose composition practise..</p>		
	<p>Summer</p>	<p>Students will continue with the linguistic study of Latin, including the regular vocabulary testing from the Advanced Vocabulary list. Revision and consolidation of grammar will help prepare students for their mock exams.. Students will use prose composition as a tool to support and reinforce their learning.</p> <p>Students will finish the translation of prescribed passages from Virgil's Aeneid.. Students will practise embedding quotes in Latin into essays, and will generate thematic quote lists.</p>	<p>In the final half term before the exams, students will be largely focussed on exam style practise. This will include frequent vocabulary testing, unscaffolded translation, prose composition and exam-style essay planning</p>		
		<p>In the summer term, students will sit a full mock on the language and the verse. Students will sit an adapted mock on the prose/comprehension. Students will get ample feedback on the mock process.</p> <p>Once the mocks are finished, students will be introduced to the prose content.</p> <p>In the final week of term, students will participate in some Classics enrichment – particularly, they will participate in undergraduate level lectures and sessions with university academics.</p>	<p>N/A</p>		

Latin – KS5 Curriculum

	<p style="text-align: center;">Rationale for this sequence</p>	<p>We have chosen to recap the GCSE content at the beginning of the course given that some pupils coming to us for Latin A-Level are external and we would like to quality-assure the learning all students have done to this point.</p> <p>We have chosen to regularly test vocabulary to avoid cognitive overload while also maintaining the 'little and often' principle of vocabulary learning.</p> <p>We have chosen to front-end the course, completing the majority of the content by the end of Y12. This is to allow plenty of time to embed knowledge and practise the high level skills that are required for the A-Level course. Regarding the sequence of grammatical features, we have chosen this order based on Andrew Leigh's 'Latin Prose Composition', which provides a sensible building of knowledge.</p> <p>We have decided to first learn the verse then the prose component. so that students can maintain regular language lessons alongside their prose/verse lessons; the alternative is to press pause on language for a term, which we felt would be detrimental to the students' overall progress.</p>	<p>We have chosen to front-end the course, completing the majority of the content by the end of Y12. This is to allow plenty of time to embed knowledge and practise the high level skills that are required for the A-Level course. Students will focus on common words beyond the DVL in the Advanced vocabulary in the first term with an increasing emphasis on how to handle (the inevitable) unfamiliar words in unseen passages.</p> <p>Students will build up from AS Level passages to A-Level passages in terms of their translation; support for these tasks will decrease as students become more confident and fluent in their translation skills.</p> <p>To complement these translation skills, students will also carry out regular prose composition exercises; these will practise linguistic skills and broaden our students' vocabulary.</p> <p>From January, students will complete weekly essays on the prose and verse papers at home. Lesson time will be used for feedback on these, as this is deemed more impactful.</p> <p>Students will also be given weekly unseens, which will alternate between verse and prose. This is to ensure both verse and prose are evenly rehearsed.</p>		
	<p style="text-align: center;">How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>The A-Level in Latin both builds on and masters the linguistic skills expected at GCSE. In particular, the prose composition element of the paper requires mastery of the language component of the GCSE.</p> <p>Overall themes for the ancient world, such as heroism, political power, the role of the gods, and war, which are often studied at GCSE through set-texts and background information, are built upon in the A-Level qualification. We continue to build this, both through the prescribed materials but also external opportunities, such as lectures, additional lessons and museum visits.</p> <p>Students require high-level essay writing and analysis skills; such skills have their foundations in from both Latin and English Literature GCSE.</p>			