



love the journey

## Curriculum Implementation 2023-24

### Secondary

<b>LCA Strand</b>	<b>Languages</b>
<b>Subject</b>	<b>Latin</b>
<b>Key Stage</b>	<b>Key Stage 4 (Chapters 10-11)</b>

<p>What are the key concepts taught?</p>	<p>The aim of Latin is to allow students to develop their understanding of the Latin language and the related ancient literature, values and society. Building on their KS3 learning, pupils will be able to look at increasingly complex Latin passages and translate them into English, analysing the vocabulary and syntax throughout, while also making links to English and other foreign languages. At GCSE, pupils are also introduced to Latin literature, reading adapted works from real Roman authors, and studying the concepts, cultural practices and ideas they present from the ancient world. Finally, pupils learn how to criticise this ancient writing, and analyse how the authors</p> <ul style="list-style-type: none"><li>• develop linguistic skills and vocabulary knowledge to be able to analyse a passage of unseen Latin grammar and provide a fluent translation</li><li>• read and analyse Latin literature on a theme, exploring what it tells us about Roman civilisation and beliefs</li></ul>
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<p>What is the sequencing of units?</p>	<p>We cover the Eduqas Latin GCSE specification. Language, vocabulary and grammar is covered throughout Chapters 10 and 11. Literature modules are sequenced as below.</p> <p><b>Component 1: Latin Language</b></p> <p><b>Chapters 10 and 11</b></p> <p>Pupils learn how to:</p> <ul style="list-style-type: none"><li>• recognise and use the accidence and syntax listed on the specification</li><li>• show knowledge of and make accurate use of the vocabulary in the Latin-English Defined Vocabulary List (DVL)</li><li>• translate a passage of Latin prose into English accurately</li><li>• comprehend a passage of Latin and answer questions in English on it</li></ul>
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- demonstrate knowledge of the derivation links between Latin and English
- translate short sentences from English into Latin using the prescribed DVL and the prescribed syntax and accidence
- recognise, analyse and explain the prescribed syntax and accidence within a short passage of Latin.

## **Component 2: Latin literature and sources**

### **Chapter 10**

Pupils study a range of Latin texts and sources on the theme of LOVE AND MARRIAGE.

Texts studied on this theme are:

- Anon: *Epitaph to Claudia* (dated 150 BC)
- CICERO: A family matter, *ad Atticum* 5.1
- CATULLUS: Poems, *Carmina* 5, 8, 70, 85
- HORACE: Finished with love, *Odes* 3.26
- MARTIAL: The power of love, *Epigrams* 1.62, An enigma, *Epigrams* 12.46
- OVID: Advice to a rejected lover, *Ars Amatoria* 1.469-478
- PLINY: To Calpurnia Hispulla, his wife's aunt, *Letters* 4.19, Faithful unto death, *Letters* 6.24
- SENECA: Changing morals, *De Beneficiis* 3.16

These texts, comprising both prose and verse, are accompanied by a selection of prescribed ancient source materials (e.g. paintings, mosaics, sculptures, buildings, graffiti).

Pupils learn how to:

- demonstrate knowledge of the prescribed passages and accompanying source material
- select, analyse and respond to aspects of literary style including such elements as:
  - choice of words and word order
  - sound effects
  - rhythm in verse passages
  - common literary devices (such as simile, metaphor, alliteration, assonance, asyndeton and chiasmus)
- show awareness of the cultural and social context of the prescribed material.
- select and evaluate evidence from throughout the theme to respond to an extended evaluative question.

## **Component 3A: Latin Literature (Narratives)**

### **Chapter 11**

Reading actively together, pupils develop the ability to understand, analyse and evaluate a passage or passages of Latin literature which form a narrative, together with a passage or passages of narrative in English which extend the storyline.

Our text, Suetonius' biography of the emperor Nero, deals with socio-historical issues including leadership and tyranny, the relationship between a ruler and his people, the corrupting effect of absolute power, truth and propaganda, superstition and religious beliefs.

	<p>Pupils learn how to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the prescribed passages in Latin and English</li> <li>• select, analyse and respond to aspects of literary style including such elements as: <ul style="list-style-type: none"> <li>- choice of words and word order</li> <li>- sound effects</li> <li>- common literary devices (such as simile, metaphor, alliteration, assonance, asyndeton and chiasmus)</li> </ul> </li> <li>• show awareness of the cultural and social context of the prescribed material.</li> <li>• select and evaluate evidence from throughout the narrative to respond to an extended evaluative question.</li> </ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>Every lesson objective relates to key concepts or over-arching aims of the unit and includes pertinent retrieval practice to enable students to see the link between topics/concepts. Literature modules are self-contained, but the writers, sources and ideas are placed into a chronological timeline, so pupils can understand their historical origin and relation to one another. Each unit of work provides opportunity for pupils to develop and master their skills in translation, comprehension, source analysis, extended writing.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. giving additional tasks or re-visiting previous skills.</p> <p>We follow the Quality First school policy.</p> <p>We use writing frames and adaptive activities e.g.- gap-fill activities and support vocabulary so that every pupil can access classroom and homework tasks.</p> <p>We stretch the most able by allowing them to complete ‘Challenge tasks’</p> <p>We regularly offer support and intervention at break.</p> <p>We follow strategies implemented by SEND. We ensure we know the students and their needs through regular dialogue with SEND and the individual student’s profile.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>‘Do now’ activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught.</p> <p>Metacognitive strategies used when translating Latin or analysing literary texts.</p> <p>Regular vocabulary testing throughout Chapters 10 and 11.</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own <a href="http://www/ebi">www/ebi</a> statements after each assessment to move their learning forward.</p>
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	Students and teachers monitor their progress on an assessment tracker.
What are the opportunities for feed forward by the teacher post assessment outcomes?	<p>Teachers and students continually review and reflect through assessments, following on from each unit / progress point, pupils set a target for development during the next progress period, based on the topics and grammar studied. Pupils are encouraged to set a specific target to address and improve upon during the following unit.</p> <p>Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.</p>
What are the planned opportunities for developing Reading?	<p>Keywords and vocab tests are used consistently throughout each unit.</p> <p>Reading for gist and reading comprehension tasks are part of our scheme of work.</p> <p>Reading aloud in Latin and English is part of every lesson to practise the sound-spelling relationship.</p> <p>Pupils aim to produce literal translations and then adapt for fluency – they explore the effect of vocabulary choice and decide what reads better. The ‘Narratives module’ is a long text where pupils must switch between Latin and English without losing understanding.</p>
What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	<p><b>Literacy:</b> A vocabulary list is provided to focus learning. Finding and defining English derivations from Latin words is both a useful mnemonic strategy and a key part of GCSE assessment,</p> <p><b>Numeracy:</b> Chronology and timelines help to develop numeracy and consolidate understanding. Pupils use line numbers to refer to texts. Pupils are encouraged to use Roman numerals, and to perform calculations with their assessment marks.</p> <p><b>Oracy:</b> Pupils are encouraged to discuss texts in class, using a greater amount of complex language and structures as they pass through KS4.</p> <p><b>SMSC:</b> Knowledge of a wide range of Roman culture topics. The Love and Marriage theme builds understanding of historic cultural practices and gender roles; the Nero narrative exposes pupils to the political realities of a non-democratic culture and encourages discussion and reflection on British democratic values and systems.</p>