



love the journey

Curriculum Implementation 2023-24

Secondary

LCA Strand	Languages
Subject	Latin & Classics
Key Stage	Key Stage 3 (Chapter 7-9)

<p>What are the key concepts taught?</p>	<p>Classics is the ultimate cross-curricular subject, comprising literature, languages, history, art, architecture, religion, mythology, philosophy and politics. This will enable students to grasp the links between their national curriculum subjects in a way not available to their peers elsewhere.</p> <p>Key skills:</p> <ul style="list-style-type: none">• to develop the ability to construct and evaluate arguments and analyse texts and artworks.• to enhance their vocabulary and develop their cultural literacy, allowing them to understand works of modern literature and scientific vocabulary that would otherwise be obscure.• to participate in class debates and develop their oracy, in particular their ability to speak in a clear, audible and professional manner, develop relevant arguments and think on their feet in order to respond to other debaters.• to develop the ability to express a clear argument in writing. <p>Key content:</p> <ul style="list-style-type: none">• to develop a basic knowledge of the ancient societies of Greece and Rome, to be curious about how these societies relate to or contrast our own• to learn the basics of the Latin language and be able to read and understand ancient texts <p>Ultimately LC Classics students will become articulate and culturally literate citizens of the world with an appreciation of the roots of western civilization and the confidence and intellectual apparatus to approach it in their own way.</p>
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<p>What is the sequencing of units?</p>	<p>Chapter 7 – The Greek world Unit 1: The Greek gods and the relationships between gods and mortals Unit 2: The city-state of Athens and the development of democracy; gender roles in the Athenian household; the education of boys Unit 3: The city-state of Sparta and its social structure; the education system (relate back to Unit 2); Spartan military tactics and the example of the Battle of Thermopylae as the Spartan ideal Unit 4: Alexander the Great and the ‘great man theory’; the conquest of Persia and its legacy Unit 5: The city Dionysia at Athens and the birth of drama (relating back to Unit 1); Euripides’ <i>Medea</i> and its presentation of Athenian and non-Greek women (relate back to Unit 2)</p> <p>Chapter 8 – Latin language and the Roman world Unit 1: CLC stages 1-3 – basic sentence structure using noninative and accusative; the family in Pompeii (relate back to Ch7 Unit 2), housing and the town layout. Unit 2: CLC stages 4-6 – present and past tenses; the forum, the theatre and the lives of enslaved people (relate back to Ch7 Unit 5)) Unit 3: CLC stages 7-9 – adding complexity with the dative case; the amphitheatre and the baths – entertainment in Pompeii (relate back to Ch8 Unit 2)</p> <p>Chapter 9 Unit 4: CLC stages 10-12 – tenses of verbs and complex adjectives; education, politics and the destruction of Pompeii (relating back to Ch7 Units 2 and 3). Unit 5: Latin language consolidated using Trojan War story; introduction to Latin literature, satire genre – housing for rich and poor (relating back to Ch8 Unit 1), Juvenal’s description of an insula. Patronage in Rome and the Millionaire’s Dinner Party (relating back to freedmen in Ch8 Unit 2) Unit 6: Latin language consolidated using story of Aeneas; Roman religion and festivals; the life of Vestal Virgins compared with a girl destined for marriage (relate back to Ch7 Unit 2)</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>The sequencing is designed to circle back to topics throughout each year, and from year to year. KS3 exercise book covers feature the Classic tube-map which shows the spread of topics and interrelated ideas.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND,</p>	<p>Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. adopting a scaffolded approach, chunking language and tasks re-visiting previous skills.</p>
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<p>the more and able and disadvantaged pupils?</p>	<p>We follow the Quality First school policy.</p> <p>We use structure strips, sentence starters and support vocabulary when doing extended writing or translation activities so that every pupil can access classroom and homework tasks. We stretch the most able by allowing them to complete 'Challenge tasks.'</p> <p>We follow strategies implemented by SEND.</p> <p>We ensure we know the students and their needs through regular dialogue with SEND and the individual student's profile. We liaise with teaching assistants to maximise every SEND pupil's potential.</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. Pupils know more and remember more.</p> <p>Essential vocabulary lists are placed in the centre of books and this vocabulary is revisited in LCT vocab tests and PP assessments.</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own <i>www/ebi</i> statements after each Progress Point assessment to move their learning forward.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<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>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Reading comprehension tasks are part of our scheme of work to cover the historical, cultural and literary content.</p> <p>Pupils are introduced to authentic classical texts in translation in Ch7 (Euripides' <i>Medea</i>), Ch.8 (Pliny's letters) and Ch 9 (The Millionaire's Dinner Party).</p> <p>Reading aloud is part of many lessons to practise the sound-spelling relationship.</p>
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What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?

Literacy: Correct spelling of topic specific vocabulary is taught throughout KS3 and a vocabulary booklet is provided for each year group. We regularly explore derivations and the links between simple Latin vocabulary and Tier 3 English vocabulary.

Numeracy: Timelines and Roman numerals develop numeracy.

Oracy: Class discussion is central to our teaching methods as a Humanities subject. Pupils are taught to argue their viewpoint using subject-specific-terminology and keywords.

SMSC: We routinely explore the socio-cultural views of ancient civilisations (including religious beliefs and practices, social class and welfare, gender roles and expectations, notions of statehood and colonialism, etc.)