

KS3 Latin Curriculum

In their weekly grammar lesson, students learn either a discrete grammar point or a sub-section of a grammar point. In their next lesson, students translate a passage: they learn new and retrieve previously taught words, learn about the Classical world and consolidate the grammar point for that week. This process is repeated for **four weeks**, during which time the grammar points learnt cumulate cohesively, as does the civilisation learning. There are then **two weeks** of differentiated **consolidation**.

Civilisation topics are ordered according to **geographical location**. Book 1 is set entirely in Rome. From Book 2, the characters travel eastwards across the Mediterranean and beyond. Topics are categorised according to **four threads** which can be revisited every time a new topic on that thread is introduced.

- **Roman everyday life:** gladiators, slavery, education, theatre, dinner parties, urban life (forum, *curia*, baths), military
- **Neighbouring Civilisations and their relationship with Roman empire and culture:** Roman Africa (Leptis Magna), Egypt, ancient Ethiopia, Judaea, Parthia, India
- **Ancient History:** Cleopatra, Caesar, Mark Antony and Augustus, Commodus and Septimius Severus, the Jewish Revolt, Alexander the Great, the Persian Empire
- **Myth, epic and stories from ancient literature:** Orpheus and Eurydice, Homer, Virgil, fables

The four threads are not unconnected as many topics overlap. Such overlap is encouraged and at the end of each year, students write an essay on that year's theme, including content from each topic.

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<p>Nouns (1st-3rd declension, without neuters); nominative & accusative; adjectives</p> <p><i>Students are introduced to singular nouns and adjectives in the nominative and accusative cases. Focussing on these for a term allows students to embed fully their knowledge of noun endings.</i></p>	<p>Regular verb person endings; the infinitive; the imperative</p> <p><i>Now that students are familiar with nominative and accusative endings, they learn all regular verb person endings in the present tense, including the infinitive and imperative forms.</i></p>	<p>Prepositions with the accusative case; plurals</p> <p><i>In Term 3, students are first introduced to prepositions which take the accusative case. Then, having had two terms to embed their knowledge of the simplified nouns table, this is now extended further with the addition of plural nouns in both the nominative and accusative cases.</i></p>	<p>Perfect and imperfect tenses</p> <p><i>Students learn how to recognise and translate two new tenses. They apply their existing knowledge of regular person endings to help them learn and understand how verbs in these tenses conjugate.</i></p>	<p>Prepositions with the ablative case</p> <p><i>Students are introduced to the ablative case. They revisit the prepositions which take the accusative case and learn those which take the ablative. Their pre-existing knowledge of the nouns table helps students to distinguish between the two uses of 'in' with each of these cases.</i></p>	<p>Irregular verbs <i>sum, eram, possum, poteram</i></p> <p><i>Students learn the irregular verbs 'to be' and 'to be able'. Again, they are encouraged to apply their knowledge of the conjugation of regular verbs to aid their understanding. The introduction of the verb <i>possum</i> provides further opportunity for students to practise recognising and translating infinitives.</i></p>


	<i>Gladiators & the Amphitheatre</i> Theme: Roman everyday life (and its dark sides)	<i>Roman Education</i> Theme: Roman everyday life (and its dark sides)	<i>Fables & Slavery</i> Theme: Roman everyday life (and its dark sides)	<i>Roman Theatre</i> Theme: Roman everyday life (and its dark sides)	<i>Roman Dinner Parties</i> Theme: Roman everyday life (and its dark sides)	<i>Cleopatra & Augustus</i> Theme: Roman everyday life (and its dark sides)
8*	<p>Revision of Y7; Irregular verbs <i>sum, eram, possum, poteram</i></p> <p><i>Students will begin Year 8 by revising key content from the previous year, including noun cases, verb conjugations and tenses. Students will then learn the irregular verbs 'to be' and 'to be able'. Again, they are encouraged to apply their knowledge of the conjugation of regular verbs to aid their understanding. The introduction of the verb possum provides further opportunity for students to practise recognising and translating infinitives.</i></p>	<p>Comparison of adjectives; adverbs</p> <p><i>Students revisit the key concept of adjective agreement. They then learn how to recognise and translate comparative and superlative adjectives and are introduced to adverbs formed from adjectives for the first time.</i></p>	<p>1st and 2nd person pronouns, Possessive adjectives, Reflexive pronoun</p> <p><i>Students have already met the pronoun me, and are now introduced to the remaining 1st and 2nd person pronouns in the nominative, accusative and ablative cases. They also expand their knowledge and understanding of possessive adjectives, learning two new adjectives, noster and vester, in addition to meus and tuus, with which they are already familiar. Students will also learn to recognise and translate the reflexive pronoun se and its possessive adjective suus.</i></p>	<p><i>is, ea, id, Irregular comparison of adjectives</i></p> <p><i>Students build on last term's work on 1st and 2nd person pronouns with an introduction to the 3rd person pronoun, is, ea, id. This provides students with an opportunity to solidify their understanding of case and gender, which is of great importance as pronouns will be translated differently depending on these two things. Students will recap their knowledge of the comparison of adjectives before being introduced to a selection of key irregular adjectives.</i></p>	<p>Relative Pronoun; Irregular comparison of adverbs</p> <p><i>Students expand their knowledge of pronouns to include the relative pronoun and learn how to identify and translate relative clauses. Students build further on their understanding of the comparison adjectives and adverbs by learning the irregular adverb forms of the which come from the irregular adjectives they learned last term.</i></p>	<p>Future & Pluperfect Tenses</p> <p><i>Students are now fully confident in recognising and translating verbs of the present, imperfect and perfect tenses. They are now introduced to the final two tenses taught before KS5: the future and pluperfect. Students apply their understanding of the conjugation of poteram from earlier in the year to ensure they do not fall into the trap of translating poteram as pluperfect, despite its misleading appearance.</i></p>
	<i>Cleopatra & Augustus</i> Theme: Roman everyday life (and its dark sides)	<i>Ulysses 1: Wanderings</i> Theme: Home(coming) and identity	<i>Dido & Aeneas</i> Theme: Home(coming) and identity	<i>Roman Urbanisation: Leptis Magna</i> Theme: Home(coming) and identity	<i>Roman Egypt</i> Theme: Home(coming) and identity	<i>Rome Beyond Egypt</i> Theme: Home(coming) and identity
9*	<p>Revision of Y8; Possessive adjectives, Reflexive pronoun</p> <p><i>Students begin the year by recapping key content from the previous year,</i></p>	<p><i>is, ea, id, Irregular comparison of adjectives</i></p> <p><i>Students build on last term's work on 1st and 2nd person pronouns with an introduction to the 3rd</i></p>	<p>Relative Pronoun; Irregular comparison of adverbs</p> <p><i>Students expand their knowledge of pronouns to include the relative</i></p>	<p>Future & Pluperfect Tenses</p> <p><i>Students are now fully confident in recognising and translating verbs of the present, imperfect</i></p>	<p>Demonstrative pronouns (<i>hic & ille</i>)</p> <p><i>Students will be learn how to recognise and translate the demonstrative pronouns</i></p>	<p>Irregular verbs <i>volo, nolo</i> and <i>eo</i>; Compound verbs</p> <p><i>Students are introduced to three key irregular verbs, volo, nolo and eo.</i></p>

	<p>including the use of 1st and 2nd person pronouns. They also expand their knowledge and understanding of possessive adjectives, learning two new adjectives, noster and vester, in addition to meus and tuus, with which they are already familiar. Students will also learn to recognise and translate the reflexive pronoun se and its possessive adjective suus.</p>	<p>person pronoun, is, ea, id. This provides students with an opportunity to solidify their understanding of case and gender, which is of great importance as pronouns will be translated differently depending on these two things. Students will recap their knowledge of the comparison of adjectives before being introduced to a selection of key irregular adjectives.</p>	<p>pronoun and learn how to identify and translate relative clauses. Students build further on their understanding of the comparison adjectives and adverbs by learning the irregular adverb forms of the which come from the irregular adjectives they learned last term.</p>	<p>and perfect tenses. They are now introduced to the final two tenses taught before KS5: the future and pluperfect. Students apply their understanding of the conjugation of poteram from earlier in the year to ensure they do not fall into the trap of translating poteram as pluperfect, despite its misleading appearance.</p>	<p>hic and ille, ensuring that the two are not confused. Students are given further opportunity to consolidate their understanding of the third person pronoun, is, ea, id and relative clauses, which often appear alongside demonstrative pronouns.</p>	<p>They learn that eo can be combined with prefixes to form compound verbs. Through learning eo and its compounds, students also revisit the use of prepositions with the accusative and ablative cases.</p>
	<p><i>Dido & Aeneas</i> Theme: Home(coming) and identity</p>	<p><i>Roman Urbanisation: Leptis Magna</i> Theme: Home(coming) and identity</p>	<p><i>Roman Egypt</i> Theme: Home(coming) and identity</p>	<p><i>Rome Beyond Egypt</i> Theme: Home(coming) and identity</p>	<p><i>Ulysses 2: Homecoming (nostos)</i> Theme: Home(coming) and identity</p>	<p><i>The Jewish Revolt</i> Theme: War: imperialism and revolt</p>

* Please note that the KS3 curriculum is laid out as it will be taught in 21-22 as a result of COVID-related disruption to the curriculum in previous years. Ordinarily, students would expect to begin with the comparison of adjectives and Ulysses' wanderings at the beginning of Year 8 and then with irregular verbs and the Jewish Revolt in Year 9.

KS4 Latin Curriculum

YEAR	Component 1	Component 2	Component 3
10	<p style="text-align: center;">Latin Language</p> <p><i>Students begin Year 10 having covered most of the core grammar content required for their GCSE. Over the course of Year 10, students will learn all remaining prescribed grammar and vocabulary. They begin with irregular verbs, allowing for revision of the basics of sentence structure. Students are then introduced to the genitive, dative and ablative cases, at which point they also review pronouns. From Term 3 onwards, students are introduced to the more complicated features of Latin grammar, including participles, passive verbs and subordinate clauses. Throughout the course of the year, students are given the opportunity to consolidate their knowledge through regular long-form translation practice.</i></p>	<p style="text-align: center;">Latin Literature and Sources: Magic and Superstition</p> <p><i>Students are introduced to the study of Latin literature later on in Year 10, once they have had the opportunity to learn and become familiar with the more complicated aspects of Latin grammar necessary to be able to access the texts set for study. Students this year are studying a selection of extracts from Roman authors with a focus on the topic of magic and superstition. Students are introduced to the theme by first thinking about modern perceptions of these topics; such discussions are encouraged throughout the course to enable students to contextualise their learning. In Year 10, students will study texts from Martial, Horace, Ovid and Petronius. They will learn to translate and conduct close literary analysis of these texts, while also engaging with the theme more broadly to consider Roman attitudes magic and superstition.</i></p>	<p style="text-align: center;">Roman Civilisation: Daily Life in a Roman Town</p> <p><i>Students are introduced to the theme of Daily Life in a Roman Town early on in Year 10. They gain knowledge of this aspect of Roman civilisation through detailed study of the following areas: houses, shops and streets, the forum, daily routine, and slavery and manumission. Students are taught to analyse and respond to ancient source material and to evaluate evidence from across the whole theme to respond to extended evaluative questions. Students will continue to revisit the themes and topics of this paper across the course of the year in order to consolidate their knowledge and skills.</i></p>
11	<p style="text-align: center;">Latin Language</p> <p><i>This year's Year 11 cohort have covered most of the grammar and vocabulary required for their GCSE. This year, they will learn how to recognise and translate the subjunctive mood in ut and cum clauses and indirect statements. From Term 2 onwards, students will focus on revision of both vocabulary and grammar through regular quizzing and translation tasks.</i></p>	<p style="text-align: center;">Latin Literature and Sources: Magic and Superstition</p> <p><i>Students in Year 11 will continue with their study of the theme of magic and superstition. They will translate and analyse extracts from the authors Pliny, Suetonius and Virgil. Students will continue to develop their literary analysis skills when looking at these texts and revising those taught in Year 10. Once familiar with all texts, students will begin to look at the anthology as a whole, making links between texts, in order to present robust, convincing arguments on what these texts can reveal about the role of magic in Roman life.</i></p>	<p style="text-align: center;">Roman Civilisation: Daily Life in a Roman Town</p> <p><i>Students in Year 11 will continue to revisit regularly the topics taught in Year 10. There will be a particular focus on development of the essay-writing skills needed for the GCSE.</i></p>

YEAR	Paper 1: Unseen Translation	Paper 2: Prose Composition	Paper 3: Prose Literature	Paper 4: Verse Literature
12	<p>Ovid and Livy unseen translation</p> <p>Academy – Curriculum map and rationale <i>Students begin Year 12 with a focus on grammar teaching and vocabulary learning. The first few months of the course consist of intensive and explicit grammar and vocabulary teaching. Students will have covered all grammar and vocabulary included on the OCR A-Level specification by the mid-point of the year. This allows the focus of language teaching for the remainder of the year to be on unseen translation practice. Students begin to extend their knowledge of vocabulary and linguistic structures beyond defined lists through wider reading of prose texts from a variety of authors.</i></p>	<p>- Latin</p> <p><i>Prose composition is a new skill to which students are introduced in Year 12. The focus for the first half of the year is on developing a secure understanding of the fundamentals of Latin grammar, including noun declensions, the conjugation of active, passive and deponent verbs, adjective agreement and the formation and use of participles. Students then move on to learn more complex forms of subordination in Latin, including the ablative absolute, indirect statements and subjunctive clauses such as ut and cum clauses, and indirect questions.</i></p>	<p>Cicero, pro Cluentio</p> <p><i>Cicero's pro Cluentio is the first text to which students in Year 12 will be introduced and which they will study in depth. Students will gain contextual understanding of the social, cultural and historical circumstances surrounding the defence speech. They will then begin to translate the text, writing their own translation for it to encourage a deeper understanding of the text. As students' grammar knowledge develops through the teaching of Paper 1, this translation process will become more independent. Alongside this, students will also develop the ability to analyse critically the literary style and strength of argument in the text. Students will also be taught to use the appropriate technical terminology in English to describe these features and techniques.</i></p>	 <p>Virgil, Aeneid XII</p> <p><i>In the second half of Year 12, once they have a secure understanding of the grammar required at A Level, students are introduced to the first of their verse texts. As with the prose literature, students are taught not only to translate the text but also to understand and appreciate the literary, social, cultural and historical context of it. They are also taught to analyse critically the literary style and characterisation within the text.</i></p>
13	<p>Ovid and Livy unseen translation</p> <p><i>The focus for students in Year 13 shifts towards the prescribed authors, Livy and Ovid. Students will be introduced to verse unseen translation and scansion for the first time, now that they have a robust understanding of Latin syntax. Over the course of the year, students will continue to extend their vocabulary knowledge and will become familiar with the quirks and individual style of the two authors set for study. That students also study the poetry of Ovid as a work of literature serves to deepen their familiarity with the style of this author, who is known for his preference for tricky work order.</i></p>	<p><i>This year, students will continue to develop their prose composition skills, introducing further grammatical constructions, including gerunds, gerundives and conditions. Students will also further develop their long-form translation skills, more regularly translating full passages into Latin, allowing them to practise and consolidate their understanding of more complex forms of subordination.</i></p>	<p>Apuleius, Metamorphoses V</p> <p><i>In Year 13, students will continue to revisit and regularly revise their Year 12 text (Cicero's Philippic II), ensuring that they maintain a secure understanding of the translation, context and literary features of the text. Students will also be introduced to their second prose text: Apuleius' Metamorphoses. Students will study extracts from the book in both Latin and English. As with the text studied in Year 12, students not only learn how to translate the text but also gain a contextual understanding of it and are able to analyse the text closely and critically in terms of its literary style. Students will also learn to engage more broadly with questions about the characterisation and themes from across the text as a whole.</i></p>	<p>Ovid, Amores II</p> <p><i>In Year 13, students will continue to revisit and regularly revise their Year 12 verse text (Virgil's Aeneid XI) ensuring that they maintain a secure understanding of the translation, context and literary features of the text. Students will also be introduced to their second verse text: Ovid's Amores II. Students will study a selection of poems from the book in both Latin and English. They will be encouraged to make links with their Ovid unseen translation practice to help them deepen their understanding of the text. Students will also learn about the socio-political context of the text and its author and will conduct close literary analysis and will consider questions on themes that run through the full selection of poems.</i></p>

The Classics department at Pimlico Academy firmly believe that every child is entitled to a Classical education. The study of Latin should not be limited to students at private schools or to those deemed ‘gifted and talented’; it should not be disregarded based on the misconceptions that it is too posh or too difficult. We believe that Latin ought to be taught in an inclusive way, such that it is accessible to yet challenging for all, because it has something to offer to everyone.

We believe that the study of Latin can open doors for our pupils; Latin is traditionally conceived of as a difficult subject and is therefore regarded highly by university admissions officers and employers alike. Teaching Latin sends a clear message that our students are capable of great academic and personal success and are just as deserving of the opportunities open to students from private schools.

The study of Latin offers learners the opportunity to:

- Develop an understanding of the Roman world – their thoughts, values and systems – through the study of their language and literature.
- Develop cultural literacy; the influence of the ancient world on modern art, literature and politics is not to be underestimated. From Shakespeare to J.K. Rowling, countless instances of ancient influence are relevant to popular culture today.
- Deepen understanding of English grammar and syntax; a detailed and formal understanding of grammar, the like of which is developed through the continued study of Latin, can help students to avoid mistakes like run-on sentences and fragments in their writing.
- Expand their vocabulary; more than 60% of words in English derive from Latin roots. Explicit teaching of Latin vocabulary and its English derivations can help students not only to expand the range of vocabulary they can use in their speech and writing, but also provides them with the tools to unpick unfamiliar words they come across in reading.

At KS3, our students study our grammar-translation course, which is founded on the principle that the best experience of Latin occurs when cultural interest is combined with grammatical and linguistic precision. It upholds the central tenets of the grammar-translation method: grammar and vocabulary are taught discretely prior to translation; passages are to be translated (no gap-fill, no comprehension). Our curriculum is designed to build students’ cultural capital. Many of the stories which students translate are based on ancient texts and adaptation is kept as close to the original as possible in order to build familiarity with and appreciation for the individual style of ancient authors.

At KS4, our students are taught in line with the Eduqas specification. Alongside the further development of their language skills, students also have the opportunity to engage in more detailed study of a particular aspect of the Roman world, examining and analysing a range of sources. Learners also read their first original Latin texts, studying extracts from a variety of authors with a focus on a particular theme. This allows students the opportunity to become acquainted with different styles of writing and different outlooks and opinions. Students develop close literary analysis skills and also the broader analysis skills that allow them to use literary texts as sources through which they can deepen their understanding of the ancient world.

At KS5, our students develop an even deeper understanding of the Romans through the study of their language. Students are introduced to prose composition for the first time; the more detailed understanding of grammar and syntax which this requires helps them to advance their unseen translation skills. Learners study four literature texts in depth across the two years, offering students an opportunity to delve into the social, political and historical context of each text, rather than looking at them in isolation. Students further develop their analysis skills, both in terms of close literary analysis and broader thematic analysis of whole texts. We aim for our students to develop

Pimlico Academy – Curriculum map and rationale - Latin analytical and evaluative skills which enable them to become independent and proactive learners and for them to develop the ability to communicate their arguments in a coherent, convincing way.

