



KS3 Curriculum Overview

Latin 7-5

Curriculum Intent

Students will have a broad ranging knowledge of the mythological framework which underpinned ancient societies and how this impacts our knowledge of ancient society, religion and morality.
Students are able to compare and contrast between different myths especially using key features like themes, characterisation and impact
Students are able to interpret visual sources and use them as evidence for the ancient world
Students are beginning to recognise and critically evaluate the impact of Greek and Roman civilisations, especially on modern day society
Students use knowledge of word roots from Latin and Greek to know the meanings of English words

How does the KS3 curriculum build on that from KS2?

The Greeks and Romans are mentioned in 4 contexts on the National Curriculum for KS2: phonics, etymology, Roman numerals, the Roman empire and Roman Britain, a study of Greek life and potentially further optional study.

In our modules on the origins of English and exploring word roots, we systematically use etymology to increase their knowledge of complex terminology which builds on KS2 where etymology is only a tool used when words are met.

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 use this knowledge of ancient mythology to improve literacy and oracy skills. 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. Towards the end of year 9 students are able to apply this knowledge of mythology to political and social history in order to show a more nuanced understanding of core events and issues.

What do students *do* with this knowledge or these skills?

Students process, memorise and recall unfamiliar names, events and narratives
Students link reoccurring themes, comparing and contrasting how they appear in the events of the story
Students interpret the presentation of characters and events to understand the thoughts and beliefs of ancient societies
Students can use visual sources as evidence
Students are increasingly making links between the ancient and modern world

How does the KS3 curriculum align to the National Curriculum?

Latin and Classics is not on the National Curriculum.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
Autumn	<p><u>The Creation Myths</u> -The very beginning (Kronos) -Prometheus -Pandora <i>The Origins of English</i> Word roots: arch, ben</p> <p><u>Underworld Myths</u> -Demeter and Persephone -Orpheus and Eurydice Word order Word roots: bio, circ</p>	<p><u>War With Troy: Story of Achilles</u> -How did Achilles come to be born? -What was Achilles' fate? -What started the Trojan war? <i>The Origins of English</i> Word roots: arch, ben</p> <p>-Who is winning the Trojan war at the beginning? -What causes Achilles' wrath? Word order Word roots: bio, circ</p>	<p><u>Greek tragedy</u> Understanding 5th Century Athens Through Theatre</p> <ul style="list-style-type: none"> • What was the role of women in Ancient Greece? (Medea) • Did the Greeks believe the gods controlled their fate? (Oedipus Rex) • How important was democracy and rule of law to being Greek? (Eumenides) <i>The Origins of English</i> Word roots: arch, ben <p><u>Greek Art</u> From Archaic to the Hellenistic period</p> <ul style="list-style-type: none"> • Greek vases (black figure, red figure, white ground) • Greek sculpture • Greek architecture (Doric, Ionic and Corinthian style + the layout of a temple) Word order Word roots: bio, circ
Spring	<p><u>Metamorphosis Myths</u> -Daedalus and Icarus -King Midas -Erysichthon Present tense verbs Word roots: col, contr</p> <p><u>Heroes: Heracles</u> -Heracles' birth and early life -The 12 labours of Heracles Verbs and adverbs Word roots: dict, duc</p>	<p><u>The War with Troy (continued)</u> -How is Achilles' wrath ended? -What happened to key heroes (Patroclus, Hektor, Achilles, Paris) during the war? -How far is victory down to Odysseus? -Are the gods to blame for the war with Troy? Present tense verbs Word roots: col, contr</p> <p><u>The Return From Troy</u> - What adventures does Odysseus have after the fall of Troy? -Do the peoples Odysseus meets on his adventures subscribe to xenia? -Why does it take so long for Odysseus to get home? -Why does Odysseus lose all his men on his way home? -How good a leader is Odysseus? Verbs and adverbs Word roots: dict, duc</p>	<p><u>The Aeneid</u> How does Rome link itself to the legacy of Troy?</p> <ul style="list-style-type: none"> • Who is Aeneas and how does he link to Troy? • What adventures does Aeneas have on his way to Italy? • How does Aeneas found a city in Italy? • Does Aeneas show pietas? <p>Present tense verbs Word roots: col, contr</p> <p><u>Roman History</u> How do the Romans define their own history?</p> <ul style="list-style-type: none"> • Romulus and Remus • Lucretia and the beginning of the Roman Republic • Rise and Fall of Julius Caesar • Augustus and the Principate • Tiberius • Caligula • Nero <p>Verbs and adverbs Word roots: dict, duc</p>

<p>Summer</p>	<p><u>Heroes: Theseus</u> -Theseus' birth and early life -Theseus' 6 labours to Athens -Theseus and the Minotaur <i>Subject & object nouns</i> <i>Word roots: fer, fin</i></p> <p><u>Heroes: Perseus</u> -Perseus' birth and early life -Perseus and Medusa -Perseus and Andromeda -Percy Jackson <i>Simple sentences in Latin</i> <i>Word roots: loc, miss</i></p>	<p><u>The Return From Troy (continued)</u> -What has happened to Odysseus' family while he has been away and how have they coped with this? -How does Athena help Odysseus when he gets home? <i>Subject & object nouns</i> <i>Word roots: fer, fin</i></p> <p>-What is Odysseus' homecoming like and how does he overcome problems? -What is it like for Odysseus to reunite with key members of his household? -Is Odysseus a hero? <i>Simple sentences in Latin</i> <i>Word roots: loc, miss</i></p>	<p><u>Roman Britain</u></p> <ul style="list-style-type: none"> • How did the Romans conquer Britain (Caesar, Claudius and Boudicca) • Did the Romans conquer Scotland? <p><i>Subject & object nouns</i> <i>Word roots: fer, fin</i></p> <ul style="list-style-type: none"> • What was it like in Roman Britain? • How did the Romans change Britain? <p><i>Simple sentences in Latin</i> <i>Word roots: loc, miss</i></p>
<p>Rationale for this sequencing</p>	<p>Year 7 begins with myths which can be studied separately and introduce the students to re-occurring characters and themes like the gods and goddesses and their relationship to humans. When students begin studying heroes in the spring term this introduces more complex stories with consecutive, linked episodes and builds a picture of Greek heroism. This prepares them for the ongoing inquiry of what makes someone an ancient hero and does it change over time?</p>	<p>Year 8 is themed around Troy – the war at Troy and Odysseus' return from Troy. This builds on ideas of Greek heroism introduced in year 7. The stories in year 7 were often singular, detached stories. In year 8 students develop their ability to learn narrative with a complicated set of characters and interplaying storylines. This also means the characters are increasingly developed and students should form sophisticated opinions on whether they are heroes and leaders. The impact of Troy will continue to be explored in year 9.</p>	<p>Year 9 add to their knowledge of mythology by looking at a new genre, Greek Tragedy, and with a new focus on evidence of social historical issues derived from Greek tragedy. This is further added to by looking at a new medium for storytelling – Greek art. Students look at another significant impact of the Trojan war, began in year 8, which is the journey of the Trojan refugee to becoming a Roman citizen. This introduces a study of the Romans, who borrowed significantly from Greek culture. Students are able to explore what the Romans borrowed from the Greeks and also the construction of the Roman identity through their foundation myths and the construction of their empire. The impact of this is seen both through the study of individuals (the emperors) and a conquered nation, Britain.</p>