



# KS3 Curriculum Overview

## Latin 9-6

### Curriculum Intent

A Year 9 student should be able to translate and understand unseen Latin texts using a range of grammatical features.  
They should be able to articulate key narrative, characterisation and themes in Latin texts

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.

### 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.

KS3 students at DMA go beyond Latin to explain English to learning the Latin language in its own right, while still making links to English words derived from Latin and how language more broadly is constructed so helping their understanding of English word order and grammar such as tenses.

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 read unseen Latin texts and show an understanding of what is happening in the text  
Students identify grammatical features in Latin texts  
Students recognise English words which have been derived from Latin and apply grammatical principles to English

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. Students are increasingly making links between the ancient and modern world

### How does the KS3 curriculum align to the National Curriculum?

Latin is not on the KS3 National Curriculum.

## What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Stages 1-3 CLC – nominative and accusative singular; present tense 3rd person singular verbs</li> <li>How did Caecilius’ family live? (Roman houses and family roles)</li> <li>What did the Romans eat?</li> </ul> <p><u>The Creation Myth</u> -The very beginning (Kronos) -Prometheus -Pandora</p> <p><u>Underworld Myths</u> -Demeter and Persephone -Orpheus and Eurydice</p>	<ul style="list-style-type: none"> <li>Stages 7-8 – imperfect and perfect tense; accusative plural; superlatives</li> <li>Roman superstitions on life after death</li> <li>Roman gladiatorial games</li> </ul> <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? -Who is winning the Trojan war at the beginning? -What causes Achilles’ wrath?</p>	<ul style="list-style-type: none"> <li>Stages 7-8 – imperfect and perfect tense; accusative plural; superlatives</li> <li>Roman superstitions on life after death</li> <li>Roman gladiatorial games</li> <li>Stages 9-10 – datives; mus/tis; comparatives</li> <li>Roman baths</li> <li>Roman education system</li> </ul> <p><u>Greek tragedy</u> Understanding 5th Century Athens Through Theatre</p> <ul style="list-style-type: none"> <li>What was the role of women in Ancient Greece? (Medea)</li> <li>Did the Greeks believe the gods controlled their fate? (Oedipus Rex)</li> <li>How important was democracy and rule of law to being Greek? (Eumenides)</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Stages 4-5 – nominative plural; o,s,t,nt verbs</li> <li>What was life like in a Roman town? (The Town of Pompeii)</li> <li>Roman theatre</li> </ul> <p><u>Metamorphosis Myths</u> -Daedalus and Icarus -King Midas -Erysichthon</p> <p><u>Heroes: Heracles</u> -Heracles’ birth and early life -The 12 labours of Heracles</p>	<ul style="list-style-type: none"> <li>Stages 9-10 – datives; mus/tis; comparatives</li> <li>Roman baths</li> <li>Roman education system</li> </ul> <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?</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?</p>	<ul style="list-style-type: none"> <li>Stages 11-12 – intransitive verbs with datives; asking questions</li> <li>Roman elections</li> <li>The eruption of Vesuvius in 79 CE</li> <li>Stage 13 – 14 – infinitives with volo, nolo and possum and with certain verbs; -que; adjectives 1,2,3; noun-adjective agreement</li> <li>Roman aristocrat: Salvius</li> </ul> <p><u>Roman History</u> How do the Romans define their own history?</p> <ul style="list-style-type: none"> <li>Aeneas and the Aeneid</li> <li>Romulus and Remus</li> <li>Lucretia and the beginning of the Roman Republic</li> <li>Rise and Fall of Julius Caesar</li> <li>Augustus and the Principate</li> <li>Tiberius</li> <li>Caligula</li> <li>Nero</li> </ul>

<p style="text-align: center;"><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• Stages 6-7 – imperfect and perfect tenses</li> <li>• Roman slavery, freedmen and freedwomen.</li> <li>• Romans superstitions on life after death</li> </ul> <p><u>Heroes: Theseus</u>          -Theseus’ birth and early life          -Theseus’ 6 labours to Athens          -Theseus and the Minotaur</p> <p><u>Heroes: Perseus</u>          -Perseus’ birth and early life          -Perseus and Medusa          -Perseus and Andromeda          -Percy Jackson</p>	<ul style="list-style-type: none"> <li>• Stages 11-12 – intransitive verbs with datives; asking questions</li> <li>• Roman elections</li> <li>• The eruption of Vesuvius in 79 CE</li> </ul> <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?          -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?</p>	<ul style="list-style-type: none"> <li>• Stage 15 - 16 – relative clauses; imperfect tense of possum, volo and nolo; pluperfect tense</li> <li>• British king: Cogidubnus</li> <li>• King Cogidubnus and Fishbourne Palace</li> <li>• Stage 17-18 – genitive case; noun-adjective gender</li> <li>• Roman Alexandria</li> </ul> <p><u>Roman Britain</u></p> <ul style="list-style-type: none"> <li>• Boudicca’s revolt</li> <li>• What was it like in Roman Britain?</li> <li>• How did the Romans change Britain?</li> </ul>
<p style="text-align: center;"><b>Rationale for this sequencing</b></p>	<p><b>Latin</b>          Students start with the very basics of what makes up a sentence – subject, object and verb – and how to recognise them in Latin. They build on this adding more complexity to sentences through the year with the addition of nominative plurals, more persons to verbs and past tenses.</p> <p>Across the whole year the language and culture are integrated. The stories they translate to consolidate language principles add to their knowledge of the cultural study in that section and the vocabulary being learned in that stage relates to the cultural topic e.g. the stories in stage 1 contain lots of references to the rooms in the house.</p> <p>The cultural background builds a picture of life in a typical Roman city with new topics adding to their understanding of this.</p> <p><b>Myth</b>          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><b>Latin</b>          Students build on existing knowledge of grammar and syntax, adding more which make sentences increasingly diverse, for example adding indirect objects and different types of adjectives.</p> <p>Across the whole year the language and culture are integrated. The stories they translate to consolidate language principles add to their knowledge of the cultural study in that section and the vocabulary being learned in that stage relates to the cultural topic e.g. the stories in stage 9 contain a visit to the Baths.</p> <p>The cultural background studied builds a picture of life in a typical Roman city with new topics adding to their understanding of this.</p> <p><b>Myth</b>          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><b>Latin</b>          Students build on existing knowledge of grammar and syntax, adding more which make sentences increasingly diverse. This includes the introduction of an indirect object, infinitive constructions, adjectives and relative clauses.</p> <p>Across the whole year the language and culture are integrated. The stories they translate to consolidate language principles add to their knowledge of the cultural study in that section and the vocabulary being learned in that stage relates to the cultural topic e.g. the stories in stage 9 contain a visit to the Baths.</p> <p>The cultural background builds a picture of life in a typical Roman city with new topics adding to their understanding of this</p> <p><b>Myth</b>          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. 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>