

KS3 Curriculum Overview

Latin Language

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 knowledge of some elements of Roman life.

How does the KS3 curriculum build on that from KS2?

Latin is not taught as a discrete subject at KS2. Latin is mentioned on the KS2 curriculum in reference to the explanation of phonic sounds, etymology, Roman numerals and the history of the Roman empire and Roman Britain. 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.

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 work with visual sources as evidence for the ancient world and to demonstrate their own understanding of the ancient world
Students learn key features of the ancient world and they compare these to the modern world

How does the KS3 curriculum align to the National Curriculum?

Latin is not on the National Curriculum at KS3.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9 (twilight)
Autumn	<ul style="list-style-type: none"> • Stages 1-3 CLC – nominative and accusative singular, present tense 3rd person singular verbs • How did Caecilius’ family live? (Roman houses and family roles) • What did the Romans eat? 	<ul style="list-style-type: none"> • Stages 8-9 – accusative plural; superlatives; datives • Roman gladiatorial games • Roman baths 	<ul style="list-style-type: none"> • Stage 13 – 14 – infinitives with volo, nolo and possum and with certain verbs; -que; adjectives 1,2,3; noun-adjective agreement • Life in Roman Britain
Spring	<ul style="list-style-type: none"> • Stages 4-5 – nominative plural, o,s,t,nt verbs • What was life like in a Roman town? (The Town of Pompeii) • What was it like to go to the theatre in Pompeii? 	<ul style="list-style-type: none"> • Stages 10-11 – mus/tis; comparatives; intransitive verbs with datives; asking questions • Roman education system • Roman elections 	<ul style="list-style-type: none"> • Stage 15 - 16 – relative clauses; imperfect tense of possum, volo and nolo; pluperfect tense • British king: Cogidubnus • Fishbourne Palace
Summer	<ul style="list-style-type: none"> • Stages 6-7 – imperfect and perfect tense • Roman slavery, freedmen and freedwomen. • What superstitions did Romans have about life after death? 	<ul style="list-style-type: none"> • Stages 12-13 – infinitives with volo, nolo and possum; -que • The eruption of Vesuvius in 79 CE • Life in Roman Britain 	<ul style="list-style-type: none"> • Stage 17-18 – genitive case; noun-adjective gender • Roman Alexandria
Rationale for this sequencing	<p>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>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>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 17 build a picture of Roman Alexandria.</p> <p>The cultural background builds a picture of life in the Roman empire.</p>

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Percy Jackson series for support on myths and greek gods • Latin novellas – sacri pulli • Novel of Greek myths
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • CLC • Quizlet • Blooket
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • CLC • Dei Romanis