| Topic Name | Term | Skills Developed | Link to NC Subject Content | Next link in curriculum  | Link to prior learning | Other Notes |
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| **Cambridge Latin Course (Stages 4 – 8)** | *Autumn* | * Derivation of English words from Latin
* Evaluation after comparison of Roman and modern life
* Acquisition and consolidation of basic Latin word base
* Latin and English syntax understanding
* Tense appreciation
* Historical empathy
* Change and continuity
* Understanding Latin case structure
* Recognition of verbs and nouns and their roles
* Precising information from wider text
* Understanding chronology
* Causation
* Translation and comprehension
 | * Distinguish between singular and plural nouns and verbs, gaining knowledge of different endings linked to each declension group
* Comparison of modern and Roman theatre to evaluate their respective strengths and weaknesses
* Model making of masks to determine key features of Roman mask design
* Revisit prior knowledge of present tense in order to understand the use of the Imperfect and Perfect tenses, distinguishing clear differences in interpretation of their meaning
* Gain knowledge of time sequencing
* Understand the treatment of slaves and their lives to evaluate attitudes to slaves in the Roman world, discerning the relative value of a slave
* Discussion of modern views of slavery and what we have learnt from the Roman attitude to slavery
* Distinguish between verb endings to denote both person and tense
* Investigation on Roman beliefs about life after death, building upon knowledge gained in Year 7 about ancient Greek attitudes.
* Compare and evaluate Roman and modern beliefs about life after death, focusing upon funeral rituals and their significance (links to RS)
* Consideration of one’s own attitudes to life after death
* Critical evaluation of Roman and modern sports and attitudes to gladiator fighting
* Understanding of the term ‘adjective’ and the different usage in Latin syntax to that of English, focusing on the differences between normal and superlative adjectives (link to English language)
* Extending of idiomatic English equivalents to improve understanding of English language and its application
 | * Year 8: Summer term revisiting past tense endings in Stage 12
* Year 11: Roman Theatre (Component 3: Roman Civilisation)
* Year 11: Time sequencing : indirect statements
* Year 8: Summer Term: Slaves in Roman Britain
* Year 11: Gladiators: (Component 3: Roman Civilisation)
* Year 9: Autumn term: adjectives and gender agreement
 | Key STage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present dayYear 7: Present tense endingsKey STage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefsYear 7: Derivation of English words from Latin | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of module timed test, through both short factual questioning and extended writing passages |
| **Cambridge Latin Course (Stages 9 – 11)** | *Spring* | * Derivation of English words from Latin
* Evaluation after comparison of Roman and modern life
* Acquisition and consolidation of basic Latin word base
* Latin and English syntax understanding
* Tense appreciation
* Historical empathy
* Change and continuity
* Understanding Latin case structure
* Recognition of verbs and nouns and their roles
* Precising information from wider text
* Understanding chronology
* Causation
* Translation and comprehension
* Prose composition
* Speech making and preparation
 | * Understanding of the dative case, recognition of its application and endings whilst knowing suitable English equivalents
* Improvement of arrangement of English translation of Latin syntax
* Investigation into the importance of Roman baths, determining key features and showing historical empathy for the activities engaged
* Evaluation into the role of Roman baths and their need
* Distinguish between 1st and 2nd person plural of present tense verbs, consolidating prior knowledge of present tense
* Revisit adjectives (normal and superlative) and introduce the comparative, applying knowledge in prose composition
* Comparison of Roman and modern education to evaluate their relative strengths and weaknesses
* Introduction to Greek alphabet, building on prior knowledge from KS2 and recognising the important uses of letters of the Greek alphabet throughout society
* Recognition of rules of both Roman and modern electioneering (links to PHSE), distinguishing between priorities of modern and Roman politicians
* Application of Latin question words and the formation of Latin questions
 | * Year 10: The cases: The dative
* Year 11: Roman Baths: Component 3 (Roman Civilisation)
* Year 8: Summer Term: verb endings
* Year 9: adjectives
* Year 10: Elections
* Year 10: Indirect questions
 | Year 8: noun case endingsYear 8: The past tense endingsKey STage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs Key Stage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of module timed test, through both short factual questioning and extended writing passages |
| **Cambridge Latin Course (Stages 12 – 14)** | *Summer* | * Derivation of English words from Latin
* Evaluation after comparison of Roman and modern life
* Acquisition and consolidation of basic Latin word base
* Latin and English syntax understanding
* Tense appreciation
* Historical empathy
* Change and continuity
* Understanding Latin case structure
* Recognition of verbs and nouns and their roles
* Precising information from wider text
* Understanding chronology
* Causation
* Translation and comprehension
* Prose composition
* Speech making and preparation
 | * Investigation into the eruption of Vesuvius and Plinian eruptions (links to Geography)
* Understanding the importance of the eruption of 79AD as a means of preservation of sources and historical evidence (primary sources) (links to history)
* Revisit prior knowledge of past tense in order to further understand the endings of the Imperfect and Perfect tenses, distinguishing clear differences in interpretation of their meaning
* Application of Latin question words and the formation of Latin questions within the context of the past tense
* Investigation into the organisation of a Romano-British household, the status and protection of slaves, their supply and cost
* Recognition of the use and role of infinitives in simple Latin sentences, developing an understanding of auxiliary verbs which express attitude
* Discover the causes and consequences of the Roman invasion of Britain, comparing Britain before and after Roman invasion to evaluate change in various aspects of life
* Building upon prior knowledge, understand the rules of adjectival agreement
* Recognition and correct interpretation of the imperfect tense of the verb ‘posse’
 | * Year 9: Pluperfect verbs
* Year 10: Indirect questions
* Year 9: Life in a Roman British household
* Year 11: infinitives in indirect statements
* Year 9: Adjectival agreement and positioning
* Year 9: Auxiliary verbs
 | Year 8: noun case endingsYear 8: The past tense endingsKey STage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs Key Stage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of year timed exam, through both short factual questioning and extended writing passages |