



Topic name	Term	Skills developed	Link to subject content	Link to prior learning	Next link in curriculum
<p><b>Cambridge Latin Course (Stages 4 – 8)</b></p>	<p><i>Autumn</i></p>	<ul style="list-style-type: none"> <li>• Derivation of English words from Latin</li> <li>• Evaluation after comparison of Roman and modern life</li> <li>• Acquisition and consolidation of basic Latin word base</li> <li>• Latin and English syntax understanding</li> <li>• Tense appreciation</li> <li>• Historical empathy</li> <li>• Change and continuity</li> <li>• Understanding Latin case structure</li> <li>• Recognition of verbs and nouns and their roles</li> <li>• Precising information from wider text</li> <li>• Understanding chronology</li> <li>• Causation</li> <li>• Translation and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between singular and plural nouns and verbs, gaining knowledge of different endings linked to each declension group</li> <li>• Comparison of modern and Roman theatre to evaluate their respective strengths and weaknesses</li> <li>• Model making of masks to determine key features of Roman mask design</li> <li>• 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</li> <li>• Gain knowledge of time sequencing</li> <li>• Understand the treatment of slaves and their lives to evaluate attitudes to slaves in the Roman world, discerning the relative value of a slave</li> <li>• Discussion of modern views of slavery and what we have learnt from the Roman attitude to slavery</li> <li>• Distinguish between verb endings to denote both person and tense</li> <li>• Investigation on Roman beliefs about life after death, building upon knowledge gained in Year 7 about ancient Greek attitudes.</li> <li>• Compare and evaluate Roman and modern beliefs about life after death, focusing upon funeral rituals and their significance (links to RS)</li> <li>• Consideration of one’s own attitudes to life after death</li> <li>• Critical evaluation of Roman and modern sports and attitudes to gladiator fighting</li> <li>• 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)</li> <li>• Extending of idiomatic English equivalents to improve understanding of English language and its application</li> </ul>	<p>Key Stage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>Year 7: Present tense endings</p> <p>Key Stage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs</p> <p>Year 7: Derivation of English words from Latin</p>	<ul style="list-style-type: none"> <li>• Year 8: Summer term revisiting past tense endings in Stage 12</li> <li>• Year 11: Roman Theatre (Component 3: Roman Civilisation)</li> <li>• Year 11: Time sequencing : indirect statements</li> <li>• Year 8: Summer Term: Slaves in Roman Britain</li> <li>• Year 11: Gladiators: (Component 3: Roman Civilisation)</li> <li>• Year 9: Autumn term: adjectives and gender agreement</li> </ul>



<p><b>Cambridge Latin Course (Stages 9 – 11)</b></p>	<p><i>Spring</i></p>	<ul style="list-style-type: none"> <li>• Derivation of English words from Latin</li> <li>• Evaluation after comparison of Roman and modern life</li> <li>• Acquisition and consolidation of basic Latin word base</li> <li>• Latin and English syntax understanding</li> <li>• Tense appreciation</li> <li>• Historical empathy</li> <li>• Change and continuity</li> <li>• Understanding Latin case structure</li> <li>• Recognition of verbs and nouns and their roles</li> <li>• Precising information from wider text</li> <li>• Understanding chronology</li> <li>• Causation</li> <li>• Translation and comprehension</li> <li>• Prose composition</li> <li>• Speech making and preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the dative case, recognition of its application and endings whilst knowing suitable English equivalents</li> <li>• Improvement of arrangement of English translation of Latin syntax</li> <li>• Investigation into the importance of Roman baths, determining key features and showing historical empathy for the activities engaged</li> <li>• Evaluation into the role of Roman baths and their need</li> <li>• Distinguish between 1<sup>st</sup> and 2<sup>nd</sup> person plural of present tense verbs, consolidating prior knowledge of present tense</li> <li>• Revisit adjectives (normal and superlative) and introduce the comparative, applying knowledge in prose composition</li> <li>• Comparison of Roman and modern education to evaluate their relative strengths and weaknesses</li> <li>• Introduction to Greek alphabet, building on prior knowledge from KS2 and recognising the important uses of letters of the Greek alphabet throughout society</li> <li>• Recognition of rules of both Roman and modern electioneering (links to PHSE), distinguishing between priorities of modern and Roman politicians</li> <li>• Application of Latin question words and the formation of Latin questions</li> </ul>	<p>Year 8: noun case endings</p> <p>Year 8: The past tense endings</p> <p>Key Stage 2: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs</p> <p>Key Stage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<ul style="list-style-type: none"> <li>• Year 10: The cases: The dative</li> <li>• Year 11: Roman Baths: Component 3 (Roman Civilisation)</li> <li>• Year 8: Summer Term: verb endings</li> <li>• Year 9: adjectives</li> <li>• Year 10: Elections</li> <li>• Year 10: Indirect questions</li> </ul>
<p><b>Cambridge Latin Course (Stages 12 – 14)</b></p>	<p><i>Summer</i></p>	<ul style="list-style-type: none"> <li>• Derivation of English words from Latin</li> <li>• Evaluation after comparison of Roman and modern life</li> <li>• Acquisition and consolidation of basic Latin word base</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation into the eruption of Vesuvius and Plinian eruptions (links to Geography)</li> <li>• Understanding the importance of the eruption of 79AD as a means of preservation of sources and historical evidence (primary sources) (links to history)</li> <li>• Revisit prior knowledge of past tense in order to further understand the endings of the Imperfect and</li> </ul>	<p>Year 8: noun case endings</p> <p>Year 8: The past tense endings</p> <p>Key Stage 2: 'Romanisation' of Britain:</p>	<ul style="list-style-type: none"> <li>• Year 9: Pluperfect verbs</li> <li>• Year 10: Indirect questions</li> <li>• Year 9: Life in a Roman British household</li> </ul>



	<ul style="list-style-type: none"><li>• Latin and English syntax understanding</li><li>• Tense appreciation</li><li>• Historical empathy</li><li>• Change and continuity</li><li>• Understanding Latin case structure</li><li>• Recognition of verbs and nouns and their roles</li><li>• Precising information from wider text</li><li>• Understanding chronology</li><li>• Causation</li><li>• Translation and comprehension</li><li>• Prose composition</li><li>• Speech making and preparation</li></ul>	<p>Perfect tenses, distinguishing clear differences in interpretation of their meaning</p> <ul style="list-style-type: none"><li>• Application of Latin question words and the formation of Latin questions within the context of the past tense</li><li>• Investigation into the organisation of a Romano-British household, the status and protection of slaves, their supply and cost</li><li>• Recognition of the use and role of infinitives in simple Latin sentences, developing an understanding of auxiliary verbs which express attitude</li><li>• 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</li><li>• Building upon prior knowledge, understand the rules of adjectival agreement</li><li>• Recognition and correct interpretation of the imperfect tense of the verb 'posse'</li></ul>	<p>sites such as Caerwent and the impact of technology, culture and beliefs</p> <p>Key Stage 2: the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p>	<ul style="list-style-type: none"><li>• Year 11: infinitives in indirect statements</li><li>• Year 9: Adjectival agreement and positioning</li><li>• Year 9: Auxiliary verbs</li></ul>
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