| 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 13 – 16)** | *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
 | * Investigate the ‘pax Romana’ in Britain, expressing opinions and evaluating how effective Roman governorship was in Britain
* Recognise the importance of photographs and buildings as sources of evidence
* Understand relative clauses, drawing links of agreement between the relative pronoun and its antecedent, contrasting explicit use of relative clauses in English with implicit use in Latin
* Compare and contrast use of the words ‘num ‘ and ‘nonne’ and their translations
* Discuss Roman taste as reflected in the palace at Fishbourne, expressing personal preference, whilst investigating the construction and decoration of the Palace
* Revisit prior knowledge of past tenses, whilst understanding the use of the pluperfect tense
* Extend use of idiomatic English equivalents
* Investigate the role of Alexandria as a centre of trading and learning, evaluating its effectiveness as both
* Identification of geographical places on a map (links to Geography)
* Drawing on prior knowledge of cases, understand the formative and use of the genitive case and apply this understanding, recognising the possessive nature between two nouns
* Investigate the social and domestic lives of those living in 1st Century Egypt
* Discussion of racism in the ancient world and comparison with modern world, drawing links between the causes of racism in both worlds.
* Building upon prior knowledge of adjectival agreement, differentiate between different genders of nouns to draw links between nouns and their agreeing adjectives
 | * Year 10: The Roman army and how it instils ’pax Romana’
* Year 11: Component 3: Roman Civilisation: use of sources
* Year 10: subjunctive tenses: pluperfect
* Year 10: cases: ablative case
* Year 10: adjectives and their agreement
 | Key STage 2: the Roman Empire and its impact on Britain, including: Julius Caesar’s attempted invasion in 55-54 BC, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance, for example, BoudicaYear 8: tenses including past tenses previously studiedKey STage 2: the achievements of the earliest civilizations | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of module (Stage 16) timed test, through both short factual questioning and extended writing passages |
| **Cambridge Latin Course (Stages 17 – 19)** | *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
 | * Observe resemblance between the worship of Isis and Christianity (links to RS), whilst evaluating the benefits and dangers of the worship of Isis
* Recognise the demonstrative pronoun ‘hic’ in context, differentiating between gender, number and case
* Understand and apply imperatives
* Building upon prior knowledge of cases, introduce the vocative case, discovering its role and translating it effectively
* Investigate medical practices used in 1st Century AD, comparing modern and ancient medical practices and evaluating the influence of ancient scientists and medics on modern science and medicine
* Compare evidence from primary sources
* Drawing upon prior knowledge of the present tense, introduce the present participle
 | Year 10: Roman religionYear 10: demonstrative pronouns ‘ille’ and ‘is’Year 10: Indirect commandsYear 11: Component 3: Roman Civilisation: sourcesYear 9: Past participles | Key Stage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Year 9: gender agreementYear 8: noun case endingsYear 8: present tense endings | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of module (Stage 20) timed test, through both short factual questioning and extended writing passages |
| **Cambridge Latin Course (Stages 19 – 22)** | *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
 | * Investigation of inscriptions as sources of history
* Discuss the role of sacred spring at Aquae Sulis: is healing property of spring strange belief or scientific cure?
* Building on prior knowledge of participles, understand the perfect active and passive participles, associating links of adjectival agreement between noun and its participle
* Understand the formation of adverbs from adjectives, both in normal and superlative forms
* Interpretation of ‘defixiones’ to understand their formulae and discover the popular conception of gods
* Discuss reasons for belief in magico-religious practices, comparing Roman and modern beliefs
* Building on prior knowledge of the genitive case, recognise the key words relating to amount and quantity which take the genitive case, translating its application successfully
 | Year 11: Component 3: Roman Civilisation: sourcesYear 10: Roman religionYear 10: participles: ablative absolutesYear 11 : the cases genitive case | Key STage 2: ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Year 9: participles (present tense)Key STage 2: Britain’s settlement by Anglo-Saxons and ScotsYear 8: Noun case endings | Assessment opportunities through vocabulary tests, written translation passages and comprehension exercisesAssessment opportunity through end of year exam, through both short factual questioning and extended writing passages |