



Topic Name	Term	Skills Developed	Next link in curriculum	Link to prior learning	Other Notes
Language: grammar and translation	Autumn	<ul style="list-style-type: none"> *recognise the different cases of nouns and adjectives in Latin * analyse sentences which include different case endings *successfully translate a complex Latin sentence *understand the patterns of Classical Latin declensions *identify endings of declensions of Latin nouns and adjectives *scan simple Latin poetry sentences using the principles and rules learnt concerning vowel quantity *understand and apply principles of elision *understand and apply the use of the caesura *find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras. *able to spot ablatives in isolation *identify ablative absolutes in context * translate accurately ablative absolutes in Latin passages 	<p>demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions</p> <p>translate a passage of unseen confected or adapted Latin prose into English</p>	<p>Year 11: noun case endings</p> <p>Year 11: tenses of verbs and mood of voice</p> <p>Year 11: Poetry Literature analysis</p> <p>Year 10: the ablative case</p> <p>Year 11: Literary analysis skills</p> <p>Year 11: sequences of tenses</p>	<p>Introduction to Latin Language booklet</p> <p>Latin after GCSE course book followed</p> <p>Ashley Carter ‘Unseens for A level’</p>



		<ul style="list-style-type: none"> *understand the principle of manipulating text for dramatic effect *understand the terms anaphora and alliteration *identify stylistic devices used in Latin passages *find a suitable English idiomatic equivalent *understand the sequence of tenses relating to indirect questions 			
Literature: Prose and Poetry	Autumn	<ul style="list-style-type: none"> *Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques. *Learners will need to show an understanding of the ways a variety of contexts can influence texts and also how texts may be read in more than one way. *acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language *develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world *acquire the literary skills which enable learners to read ancient literature, both prose 	<p>Students are introduced to set texts for examination, analysis of poetry (AO2) and prose (AO2)</p> <p>Students study text in detail and produce written translation (AO1)</p> <p>as part of the extended response, draw upon relevant additional material read in translation; as a minimum, this should include, as appropriate: the material immediately before and after the passage read in Latin</p>	<p>Year 11: Literary stylistic analysis</p> <p>Year 11: Historical context of literary passages</p> <p>Year 8-11: encouragement of further reading skills to improve classical understanding</p>	<p>Tacitus, Annals IV, 1–4, 7–12, 39–41</p> <p>Virgil, Aeneid, Book XII 1–106, 614–727</p>



		<p>and verse, in its original language with appropriate attention to literary techniques, styles and genres</p> <ul style="list-style-type: none"> *apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language *make an informed personal response to the material studied *begin to develop a sensitive and analytical approach to language generally 			
Language: Grammar and translation	Spring	<ul style="list-style-type: none"> *recognise the different cases of nouns and adjectives in Latin * analyse sentences which include different case endings *successfully translate a complex Latin sentence *understand the patterns of Classical Latin declensions *identify endings of declensions of Latin nouns and adjectives *scan simple Latin poetry sentences using the principles and rules learnt concerning vowel quantity *find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras. 	<p>demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions</p> <p>translate a passage of unseen confected or adapted Latin prose into English</p>	<p>Year 8 - 11: case noun endings</p> <p>Year 8-11: adjectival agreement</p> <p>Years 8-11: translation skills practice</p> <p>Year 11: declensions of nouns</p> <p>Year 12: scansions of poetry</p> <p>Year 11: the ablative case</p>	<p>Introduction to Latin Language booklet</p> <p>Latin after GCSE course book followed</p> <p>Ashley Carter ‘Unseens for A level’</p>



		<ul style="list-style-type: none"> *able to spot ablatives in isolation *identify ablative absolutes in context * translate accurately ablative absolutes in Latin passages *understand the principle of manipulating text for dramatic effect *understand the terms anaphora and alliteration *identify stylistic devices used in Latin passages *find a suitable English idiomatic equivalent *understand the sequence of tenses relating to indirect questions 		<p>Year 11: Literary analysis device terms</p> <p>Year 11: idiomatic understanding of differences between English and Latin</p> <p>Year 11: sequence of tenses</p>	
Literature: Prose and Poetry	Spring	<ul style="list-style-type: none"> *Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques. *Learners will need to show an understanding of the ways a variety of contexts can influence texts and also how texts may be read in more than one way. *acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language 	<p>Students are introduced to set texts for examination, analysis of poetry (AO2) and prose (AO2)</p> <p>Students study text in detail and produce written translation (A01)</p> <p>as part of the extended response, draw upon relevant additional material read in translation; as a</p>	<p>Year 12: read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres</p> <p>Year 12: encouragement of further reading skills to improve classical understanding</p>	<p>Tacitus, Annals IV, 1–4, 7–12, 39–41</p> <p>Virgil, Aeneid, Book XII 1–106, 614–727</p>



		<ul style="list-style-type: none"> *develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world *acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres *apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language *make an informed personal response to the material studied *begin to develop a sensitive and analytical approach to language generally 	<p>minimum, this should include, as appropriate: the material immediately before and after the passage read in Latin</p>	<p>Year 11: examination technique; essay writing skills</p>	
Language: Grammar and translation	Summer	<ul style="list-style-type: none"> *recognise the different cases of nouns and adjectives in Latin * analyse sentences which include different case endings *successfully translate a complex Latin sentence *understand the patterns of Classical Latin declensions *identify endings of declensions of Latin nouns and adjectives 	<p>demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions</p> <p>translate a passage of unseen confected or</p>	<p>Year 8 - 11: case noun endings</p> <p>Year 8-11: adjectival agreement</p> <p>Years 8-11: translation skills practice</p> <p>Year 11: declensions of nouns</p>	<p>Introduction to Latin Language booklet</p> <p>Latin after GCSE course book followed</p> <p>Ashley Carter ‘Unseens for A level’</p>



		<ul style="list-style-type: none"> *find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras. *able to spot ablatives in isolation *identify ablative absolutes in context * translate accurately ablative absolutes in Latin passages *understand the principle of manipulating text for dramatic effect *understand the terms anaphora and alliteration *identify stylistic devices used in Latin passages *find a suitable English idiomatic equivalent *understand the sequence of tenses relating to indirect questions 	<p>adapted Latin prose into English</p>	<p>Year 12: scansion of poetry</p> <p>Year 11: the ablative case</p> <p>Year 11: Literary analysis device terms</p> <p>Year 11: idiomatic understanding of differences between English and Latin</p> <p>Year 11: sequence of tenses</p>	
Literature: Prose and Poetry	Summer	<ul style="list-style-type: none"> *Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques. *Learners will need to show an understanding of the ways a variety of contexts can influence texts and also how texts may be read in more than one way. 	<p>Students are introduced to set texts for examination, analysis of poetry (AO2) and prose (AO2)</p> <p>Students study text in detail and produce written translation (A01)</p>	<p>Year 12: read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres</p> <p>Year 12: encouragement of further reading skills to</p>	<p>Tacitus, Annals IV, 1–4, 7–12, 39–41</p> <p>Virgil, Aeneid, Book XII 1–106, 614–727</p>



		<ul style="list-style-type: none">*acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language*develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world*acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres*apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language*make an informed personal response to the material studied*begin to develop a sensitive and analytical approach to language generally	as part of the extended response, draw upon relevant additional material read in translation; as a minimum, this should include, as appropriate: the material immediately before and after the passage read in Latin	improve classical understanding Year 11: examination technique; essay writing skills	
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