



| Topic name | Term | Skills developed | Prior learning | Next link in curriculum |
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| 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*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: 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>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> |
| 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 | <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>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</p> |



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| | | <ul style="list-style-type: none"> *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>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> |
| 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. *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 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: 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> | <p>Demonstrate their understanding of a passage of unseen adapted narrative prose through answering comprehension questions.</p> <p>Translate a passage of unseen connected or adapted Latin prose into English.</p> |



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| 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 *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>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>Year 11: examination technique; essay writing skills</p> | <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 minimum, this should include, as appropriate: the material immediately before and after the passage read in Latin</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 *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 | <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: scansion of poetry</p> <p>Year 11: the ablative case</p> | <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> |



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| | | <ul style="list-style-type: none"> *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 | 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. *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 | <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>Year 11: examination technique; essay writing skills</p> | <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 minimum, this should include, as appropriate: the material immediately before and after the passage read in Latin.</p> |