



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
Language: grammar and translation	Autumn	<ul style="list-style-type: none"> <li>*recognise the different cases of nouns and adjectives in Latin</li> <li>* analyse sentences which include different case endings</li> <li>*successfully translate a complex Latin sentence</li> <li>*understand the patterns of Classical Latin declensions</li> <li>*identify endings of declensions of Latin nouns and adjectives</li> <li>*scan simple Latin poetry sentences using the principles and rules learnt concerning vowel quantity</li> <li>*understand and apply principles of elision</li> <li>*understand and apply the use of the caesura</li> <li>*find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras.</li> <li>*able to spot ablatives in isolation</li> <li>*identify ablative absolutes in context</li> <li>* translate accurately ablative absolutes in Latin passages</li> <li>*understand the principle of manipulating text for dramatic effect</li> <li>*understand the terms anaphora and alliteration</li> <li>*identify stylistic devices used in Latin passages</li> <li>*find a suitable English idiomatic equivalent</li> <li>*understand the sequence of tenses relating to indirect questions</li> </ul>	<p>Year 12: tenses of verbs</p> <p>Year 12: mood of voice</p> <p>Year 12: uses of subjunctives in constructions</p> <p>Year 12: indirect statements</p> <p>Year 12: scansion of poetry</p> <p>Year 12: ablative absolutes and uses of participles</p> <p>Year 12: text analysis both literary and contextual</p> <p>Year 12: literary devices</p> <p>Year 12: 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 confected or adapted Latin prose into English</p>
Literature: Prose and Poetry	Autumn	<ul style="list-style-type: none"> <li>*Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques.</li> <li>*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.</li> <li>*acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language</li> <li>*develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world</li> <li>*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</li> </ul>	<p>Year 12: evaluation both contextual and stylistically of set text material</p> <p>Year 12: examination technique and essay writing skills</p> <p>Year 12: analytical skills</p> <p>Year 12: encouragement of further reading 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,</p>



		<ul style="list-style-type: none"> <li>*apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language</li> <li>*make an informed personal response to the material studied</li> <li>*begin to develop a sensitive and analytical approach to language generally</li> </ul>		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
Language: Grammar and translation	Spring	<ul style="list-style-type: none"> <li>*recognise the different cases of nouns and adjectives in Latin</li> <li>* analyse sentences which include different case endings</li> <li>*successfully translate a complex Latin sentence</li> <li>*understand the patterns of Classical Latin declensions</li> <li>*identify endings of declensions of Latin nouns and adjectives</li> <li>*scan simple Latin poetry sentences using the principles and rules learnt concerning vowel quantity</li> <li>*find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras.</li> <li>*able to spot ablatives in isolation</li> <li>*identify ablative absolutes in context</li> <li>* translate accurately ablative absolutes in Latin passages</li> <li>*understand the principle of manipulating text for dramatic effect</li> <li>*understand the terms anaphora and alliteration</li> <li>*identify stylistic devices used in Latin passages</li> <li>*find a suitable English idiomatic equivalent</li> <li>*understand the sequence of tenses relating to indirect questions</li> </ul>	<p>Year 12: tenses of verbs</p> <p>Year 12: mood of voice</p> <p>Year 12: uses of subjunctives in constructions</p> <p>Year 12: indirect statements</p> <p>Year 12: scansion of poetry</p> <p>Year 12: ablative absolutes and uses of participles</p> <p>Year 12: text analysis both literary and contextual</p> <p>Year 12: literary devices</p> <p>Year 12: 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 confected or adapted Latin prose into English</p>



<p>Literature: Prose and Poetry</p>	<p>Spring</p>	<ul style="list-style-type: none"> <li>*Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques.</li> <li>*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.</li> <li>*acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language</li> <li>*develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world</li> <li>*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</li> <li>*apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language</li> <li>*make an informed personal response to the material studied</li> <li>*begin to develop a sensitive and analytical approach to language generally</li> </ul>	<p>Year 12: evaluation both contextual and stylistically of set text material</p> <p>Year 12: examination technique and essay writing skills</p> <p>Year 12: analytical skills</p> <p>Year 12: encouragement of further reading 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 (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>
<p>Language: Grammar and translation</p>	<p>Summer</p>	<ul style="list-style-type: none"> <li>*recognise the different cases of nouns and adjectives in Latin</li> <li>* analyse sentences which include different case endings</li> <li>*successfully translate a complex Latin sentence</li> <li>*understand the patterns of Classical Latin declensions</li> <li>*identify endings of declensions of Latin nouns and adjectives</li> <li>*find the lines that are metrically identical as regards positioning of spondees, dactyls and caesuras.</li> <li>*able to spot ablatives in isolation</li> <li>*identify ablative absolutes in context</li> <li>* translate accurately ablative absolutes in Latin passages</li> <li>*understand the principle of manipulating text for dramatic effect</li> <li>*understand the terms anaphora and alliteration</li> <li>*identify stylistic devices used in Latin passages</li> </ul>	<p>Year 12: tenses of verbs</p> <p>Year 12: mood of voice</p> <p>Year 12: uses of subjunctives in constructions</p> <p>Year 12: indirect statements</p> <p>Year 12: scansion of poetry</p> <p>Year 12: ablative absolutes and uses of participles</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>



		<ul style="list-style-type: none"> <li>*find a suitable English idiomatic equivalent</li> <li>*understand the sequence of tenses relating to indirect questions.</li> </ul>	<p>Year 12: text analysis both literary and contextual</p> <p>Year 12: literary devices</p> <p>Year 12: sequence of tenses</p>	
Literature: Prose and Poetry	Summer	<ul style="list-style-type: none"> <li>*Emphasis on building analytical skills and discussing text as construct and use of dramatic techniques.</li> <li>*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.</li> <li>*acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language</li> <li>*develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world</li> <li>*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</li> <li>*apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language</li> <li>*make an informed personal response to the material studied</li> <li>*begin to develop a sensitive and analytical approach to language generally</li> </ul>	<p>Year 12: evaluation both contextual and stylistically of set text material</p> <p>Year 12: examination technique and essay writing skills</p> <p>Year 12: analytical skills</p> <p>Year 12: encouragement of further reading 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 (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>