



Year 9 Latin – Stage 20 medicus

Learning about this topic is important because:

I will begin to be able to recognise and translate the present participles, and will find out about ancient science and medicine

This builds on:

My understanding of adjectives and subordinate clauses developed in stages 13-19

This leads to:

Being able to recognise and translate perfect passive and perfect active participles, and understand how a participle is formed and how it behaves

We will learn:

- What a participle is
- What a present participle is and how it behaves
- How to translate a present participle and how to recognise its different cases
- How Roman and Greek science helped to shape the world today
- The effectiveness of various Roman medical treatments

We will develop/practise skills including:

- Recognising and translating verbs – person and tense
- Recognising nouns and deciphering their endings – case, gender, number
- Pronouns and how they are used
- Complex sentences and relative clauses
- Agreement of adjectives and relative pronouns
- Using a glossary
- Using retrieval practice to acquire and expand our vocabulary

Some of the vocabulary that we will use includes:

- participle
- adjective
- verbal
- present tense
- clause
- Galen
- Hippocrates

You could learn more about this topic by:

Visiting:

https://mariamilani.com/ancient_rome/Ancient_Roman_Medicine.htm

Trying the games in the Stage 20 “Practising the Language” section of the CLC Online Activities website





Year 9 Latin – Stage 20 medicus



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- Hypatia

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:
Stage 20 (End of year examination) Assessment Paper; Science and Medicine project



Year 9/10 Latin – Stage 21 Aquae Sulis



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Learning about this topic is important because:

I will find out about perfect passive participles and the ancient town of Aquae Sulis (Bath)

This builds on:

Present participles (Stage 20), adjectives and adjectival agreement (Year 9)

This leads to:

Recognition and translation of participles; perfect and pluperfect passive verbs

We will learn:

- The importance, history and layout of the temple complex at Aquae Sulis
- To discuss the importance of religion as a tool of Romanisation
- Building on prior knowledge of adjectives and participles, to learn how to recognise and how to translate perfect passive participles

We will develop/practise skills including:

- 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

Some of the vocabulary that we will use includes:

- Aquae Sulis
- Minerva
- Romanisation
- participle
- passive and active
- present and perfect
- genitive (Possessive)

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/21 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/21 | Cambridge Latin Course \(cambridgescp.com\)](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 21 assessment paper



Year 9/10 Latin – Stage 21 Aquae Sulis



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Year 10 Latin – Stage 22 defixio

Learning about this topic is important because:

I will find out about perfect active participles further uses of the genitive case and curse tablets in the ancient town of Aquae Sulis (Bath)

This builds on:

the use of the genitive case (Year 9), perfect passive participles (Year 9), Aquae Sulis (Year 9)

This leads to:

Recognition and Use of the cases (Year 11 and Sixth Form)

We will learn:

- 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
- Perfect active participles, how they are formed and their difference to passive participles

We will develop/practise skills including:

- 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

Some of the vocabulary that we will use includes:

- defixio
- curse (tablets)
- participle
- passive and active
- case recognition
- genitive (Possessive)

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/22](#) | [Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/22](#) | [Cambridge Latin Course \(cambridgescp.com\)](#)





Year 10 Latin – Stage 22 defixio



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:	

Stage 22 assessment paper



Year 10 Latin – Stage 23 haruspex

Learning about this topic is important because:

I will consolidate my understanding of participles and investigate Roman religion.

This builds on:

Perfect passive participles (Year 9), Perfect active participles, present participles; Roman beliefs about life after death (Year 8)

This leads to:

Recognition of various subordinate clauses – relative clauses, participle clauses, subjunctive clauses (Stage 24 onwards).

We will learn:

- The importance of sacrifice.
- Roman divination practices
- The Roman State Religion, and how the Romans used religion to “Romanise” the Provinces.
- Recognising the various participle forms and how to translate them.
- How to recognise the plurals of neuter nouns

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin noun declensions and genders
- Recognition and translation of participles
- Precising information from wider text
- Translation and comprehension

Some of the vocabulary that we will use includes:

- haruspex
- divination
- augur
- Pontifex Maximus
- passive and active
- neuter
- declension

You could learn more about this topic by:

Visiting the ‘cultural background’ links on CLC:

[Stage clc/23 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the ‘practising the language’ links on CLC:

[Stage clc/23 | Cambridge Latin Course \(cambridgescp.com\)](#)





Year 10 Latin – Stage 23 haruspex



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:	

Stage 23 assessment paper



Year 10 Latin – Stage 24 in itinere

Learning about this topic is important because:

I will discover what a subjunctive verb is, how the subjunctive is used in Latin, and how it is translated.

This builds on:

Relative clauses (Year 9), infinitives, pluperfect tense, imperfect tense

This leads to:

Recognition of various subjunctive clauses – temporal, indirect question, indirect command, result, purpose

We will learn:

- The importance of the Roman road network
- How Roman roads were constructed
- How to recognise the Pluperfect Subjunctive.
- How to recognise the Imperfect Subjunctive.
- How the subjunctive is used.
- How to translate “cum + subjunctive”

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin noun declensions and genders
- Recognition and translation of participles
- Precising information from wider text
- Translation and comprehension

Some of the vocabulary that we will use includes:

- cum
- temporal clause
- subjunctive
- imperfect
- pluperfect
- agger
- cursus publicus

You could learn more about this topic by:

Visiting the ‘cultural background’ links on CLC:

[Stage clc/24 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the ‘practising the language’ links on CLC:

[Stage clc/24 | Cambridge Latin Course \(cambridgescp.com\)](#)





Year 10 Latin – Stage 24 in itinere



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:	

Stage 24 assessment paper



Year 10 Latin – Stage 25 milites

Learning about this topic is important because:

I will continue to learn about subjunctive verbs and how indirect questions are formed in Latin

This builds on:

Subjunctives (Stage 24), direct questions (Year 8 and Year 9)

This leads to:

Recognition of various subjunctive clauses – temporal, indirect question, indirect command, result, purpose

We will learn:

- The difference between direct and indirect questions
- How to recognise an indirect question
- How to translate an indirect question
- The Legionary Soldier

Recruitment, training, work, pay, promotion

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding questions (direct and indirect)
- Recognising subjunctives and their tenses
- Precising information from wider text
- Translation and comprehension

Some of the vocabulary that we will use includes:

- subjunctive
- imperfect
- pluperfect
- legionary
- auxiliary
- cohort, optio, centurion
- direct / indirect

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/25 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/25 | Cambridge Latin Course \(cambridgescp.com\)](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 25 assessment paper



Year 10 Latin – Stage 25 milites



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Year 10 Latin – Stage 26 Agricola

Learning about this topic is important because:

I will continue to learn about subjunctive verbs and how purpose clauses and gerundives are formed in Latin

This builds on:

Subjunctives (Stage 24), indirect questions, cum clauses

This leads to:

Recognition of various subjunctive clauses – temporal, indirect question, indirect command, result, purpose

We will learn:

- The difference between the three types of subjunctive clauses we have met so far
 - How to recognise a purpose clause
 - How to translate a purpose clause
 - How to recognise and translate a gerundive
 - Gnaeus Iulius Agricola
- Recruitment, training, work, pay, promotion

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Understanding questions (direct and indirect)
- Diagnosing subjunctive usage
- Recognising subjunctives and their tenses
- Recognising gerundives
- Precising information from wider text
- Translation and comprehension

Some of the vocabulary that we will use includes:

- subjunctive
- imperfect
- pluperfect
- gerundive
- purpose clause
- general
- governor

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/26 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/26 | Cambridge Latin Course \(cambridgescp.com\)](#)





Year 10 Latin – Stage 26 Agricola



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- Agricola

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 26 assessment paper



Year 10 Latin – Stage 27 in castris

Learning about this topic is important because:

I will continue to learn about subjunctive verbs, and I will learn how indirect commands and result clauses are formed in Latin

This builds on:

Subjunctives (Stage 24), indirect questions, imperatives (Y9)

This leads to:

Recognition of various subjunctive clauses – temporal, indirect question, indirect command, result, purpose

We will learn:

- The difference between the four types of subjunctive clauses we have met so far
- How to recognise an indirect command
- How to translate an indirect command
- How to recognise and translate a result clause
- The Roman Legionary Fortress

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Understanding commands (direct and indirect)
- Understanding result clauses (in Latin and in English)
- Diagnosing subjunctive usage
- Recognising subjunctives and their tenses
- Precising information from wider text
- Translation and comprehension

Some of the vocabulary that we will use includes:

- subjunctive
- imperfect
- pluperfect
- indirect command
- result clause (adeo, tantus, tot, tam)
- principia / praetorium
- horrea / valetudinarium

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/27 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/27 | Cambridge Latin Course \(cambridgescp.com\)](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 27 assessment paper



Year 10 Latin – Stage 27 in castris



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Year 10 Latin – Stage 28 imperium



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Learning about this topic is important because:

I will learn about the ablative case. I will also continue to learn about subjunctive verbs, and I will learn how to diagnose each usage from the possible five options.

This builds on:

Subjunctives (Stage 24), temporal, indirect question, indirect command, result, purpose

Cases (Nom, Acc, Dat, Gen, Voc)

This leads to:

Automaticity of recognition of various subjunctive clauses – temporal, indirect question, indirect command, result, purpose. Ablative absolute constructions.

We will learn:

- The difference between the five types of subjunctive clauses we have met
- How to diagnose which type of subjunctive clause is being used
- The ablative case
- Expressions of time
- Prepositions and the cases they use
- How to classify and evaluate different types of historical evidence

We will develop/practise skills including:

- Latin and English syntax understanding
- Tense appreciation
- Case recognition and translation
- Historical evidence evaluation
- Diagnosing subjunctive usage
- Recognising subjunctives and their tenses
- Precising information from wider text
- Translation and comprehension
- Adjectival agreement

Some of the vocabulary that we will use includes:

- subjunctive
- ablative
- cases
- adjectival agreement
- clause (***temporal, indirect question, indirect command, result, purpose***)
- preposition
- literary, archaeological and inscriptional evidence

You could learn more about this topic by:

Visiting the 'cultural background' links on CLC:

[Stage clc/28 | Cambridge Latin Course \(cambridgescp.com\)](#)

Visiting the 'practising the language' links on CLC:

[Stage clc/28 | Cambridge Latin Course \(cambridgescp.com\)](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 28 assessment paper



Year 10 Latin – Stage 28 imperium



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Year 11 Latin – Stage 29 Roma

Learning about this topic is important because:

I will find out about passive verbs and more about purpose clauses

This builds on:

purpose clauses (Year 10), present tense and imperfect tenses (Year 8)

This leads to:

Recognition and use of impersonal verbs (Sixth Form)

We will learn:

- to understand the use of passives (1st and 2nd person singular and plural) including present and imperfect passives
- to identify and accurately translate purpose clauses using *qui* and *ubi* in addition to *ut*
- the technique needed in examinations when answering comprehension and translation questions

We will develop/practise skills including:

- Derivation of English words from Latin
- Acquisition and consolidation of intermediate Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles
- Translation and comprehension
- Stylistic analysis
- how compound verbs are formed

Some of the vocabulary that we will use includes:

- purpose clauses
- passive tense
- indicative mood
- active tense
- compound verbs

You could learn more about this topic by:

Visiting these online lessons at Oak Academy:

<https://classroom.thenationalacademy/units/the-passive-9p8t7p4>



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:



Year 11 Latin – Stage 29 Roma



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Stage 29 assessment paper



Year 11 Latin – Stage 30 Haterius

Learning about this topic is important because:

I will find out about perfect and pluperfect passive verbs, and key terminology for discussing verbs (tense, mood and voice)

This builds on:

Passive verbs (stage 29), perfect participles (stages 21 and 22), parts of esse in present tense (y8) and imperfect tense (y9)

This leads to:

Deponent verbs

We will learn:

- to understand the use of passives (1st and 3rd person singular and plural) including perfect and pluperfect passives.
- to understand how a single verb can be formed from two parts, the participle and the auxiliary.
- the technique needed in examinations when answering grammar questions.

We will develop/practise skills including:

- Derivation of English words from Latin
- Acquisition and consolidation of intermediate Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles
- Translation and comprehension
- Stylistic analysis
- how compound verbs are formed

Some of the vocabulary that we will use includes:

- passive voice
- indicative mood
- active voice
- perfect and pluperfect tenses
- compound verbs
- auxiliary verb
- past (perfect) participle

You could learn more about this topic by:

Visiting these online lessons at Oak Academy:

<https://classroom.thenational.academy/units/the-passive-9p8t7p4>





Year 11 Latin – Stage 30 Haterius



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Stage 30 assessment paper