



Year 11 Latin – Stage 31 in urbe

Learning about this topic is important because:

I will find out about the ablative absolute construction and how negative indirect commands and purpose clauses are formed

This builds on:

Present participles (stage 20), perfect participles (stages 21 and 22), the ablative case (stage 28)

This leads to:

Deponent verbs

We will learn:

- to understand how an ablative noun combines with a participle in the ablative case to form an ablative absolute
- to understand the stages of translating the ablative absolute
- the various options available for translating the ablative absolute

We will develop/practise skills including:

- Derivation of English words from Latin
- Acquisition and consolidation of intermediate Latin word base
- Latin syntactical constructions
- Recognition of participles
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles
- Translation and comprehension
- Examination technique

Some of the vocabulary that we will use includes:

- present participle
- perfect participle
- ablative case
- ne + subjunctive
- compound verbs
- indirect command
- purpose clause

You could learn more about this topic by:

Visiting these online lessons at Oak Academy:

[Lesson: The Ablative Case: Useful Words and Phrases | Teacher Hub | Oak National Academy \(thenational.academy\)](#)

[Unit: ut clauses | Teacher Hub | Oak National Academy \(thenational.academy\)](#)





Year 11 Latin – Stage 31 in urbe



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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:

Year 11 mock paper



Year 11 Latin – Stage 32 Euphrosyne



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Learning about this topic is important because:

I will find out about deponent verbs construction and gerundives

This builds on:

Passive verbs (Stage 29), gerundives of obligation (Stage 28)

This leads to:

Deponent verbs in more complex sentences (A Level)

We will learn:

- to understand how a deponent verb works
- to understand the stages of translating gerundives
- the various options available for translating deponents

We will develop/practise skills including:

- Derivation of English words from Latin
- Acquisition and consolidation of intermediate Latin word base
- Latin syntactical constructions
- Recognition of participles
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles
- Translation and comprehension
- Examination technique

Some of the vocabulary that we will use includes:

- Deponent verbs
- Passive verbs
- gerundives
- compound verbs
- purpose clauses

You could learn more about this topic by:

Visiting these online lessons at Oak Academy:



[Unit: Deponent verbs | KS4 Latin | Oak National Academy \(thenational.academy\)](https://www.thenational.academy/unit/deponent-verbs-ks4-latin)

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 mock paper



Year 11 Latin – Stage 32 Euphrosyne



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Year 11 Latin – The Roman Family: Men and Women

Learning about this topic is important because:

I will find out about the paterfamilias, women's role in the household, slaves and freedmen in the household

This builds on:

Year 8 Stage 2

This leads to:

Understanding of the importance of women in Literature (Sixth Form)

We will learn:

- the role and responsibilities of the paterfamilias
- to identify the key tasks and responsibilities of women in the household
- the role of slaves and freedmen in the household
- how to interpret sources to understand the role of men and women

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- paterfamilias
- materfamilias
- manumission
- libertus

You could learn more about this topic by accessing these links:

[The Roman Law of Family Relationships: Paterfamilias \[No. 86\] \(youtube.com\)](#)

[The Lives of Ancient Roman Women \(youtube.com\)](#)

[Meet a Roman Slave - Chichester Roman Week \(youtube.com\)](#)



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:

The Roman Family: Men and Women assessment paper



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Year 11 Latin – The Roman Family: Men and Women



Year 11 Latin – The City of Rome : A City of Contrasts

Learning about this topic is important because:

I will find out about the different areas of the city of Rome, the port of Ostia and its importance and the differences between the lives of the Rich and Poor in Rome

This builds on:

Year 8 Roman Daily Life; Year 10 patronage

This leads to:

Understanding of the importance of Rome and its cultural heritage in Literature (Sixth Form)

We will learn:

- the various regions, hills and geography of the city of Rome
- to identify the port of Ostia, its key features and its importance to the city of Rome
- how the lives of the rich and poor differed substantially
- where the rich and poor lived in Rome

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- Subura
- dives
- Hills: Quirinal, Viminal, Capitoline, Esquiline, Palatine, Caelian, Aventine
- River Tiber

You could learn more about this topic by accessing these links:

[Subura in Ancient Rome - 3D reconstruction - YouTube](#)
[Housing and Houses in Ancient Rome - Domus, Insula, Villa - YouTube](#)



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:

The City of Rome: A city of contrasts assessment paper



Year 11 Latin – The City of Rome : A City of Contrasts



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Year 11 Latin – The City of Rome : Buildings of Rome

Learning about this topic is important because:

I will find out about the different buildings and monuments in Rome, their design construction and purpose

This builds on:

Year 8 Roman Daily Life; Year 11 Rome and its buildings

This leads to:

Understanding of the importance of Rome and its cultural heritage in Literature (Sixth Form)

We will learn:

- about the key arches, aqueducts and Cloaca Maxima
- to identify how Romans used aqueducts as part of water supply
- about the key features of the Pantheon and by whom it was built
- about the Circus Maximus and its importance in Roman life

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- aqueduct
- Cloaca Maxima
- Pantheon
- Circus Maximus
- chariot racing

You could learn more about this topic by accessing these links:

[Rome's Circus Maximus comes to life thanks to new technologies - YouTube](#)

[The Pantheon \(architecture documentary\) - YouTube](#)

[Explore the Pantheon in Rome, Italy 4K with expert guide - YouTube](#)

[The Cloaca Maxima - Still in use! - YouTube](#)



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:

The City of Rome: Buildings of Rome assessment paper



Year 11 Latin – The City of Rome : Buildings of Rome



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Year 11 Latin – The City of Rome : Beginnings of the City

Learning about this topic is important because:

I will find out about housing, food and water supply in the city of Rome

This builds on:

Year 8 Roman Daily Life; Year 8 Roman houses; Year 10 building constructions

This leads to:

Understanding of the importance of Rome and its cultural heritage in Literature (Sixth Form)

We will learn:

- the various types of housing including the domus, insulae and domus aurea
- to identify how Romans were fed and the water supply
- the experience of Romans living in Rome is reflected in literature
- where the rich and poor lived in Rome

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- domus aurea
- aqueduct
- water towers
- insula
- domus

You could learn more about this topic by accessing these links:

[Subura in Ancient Rome - 3D reconstruction - YouTube](#)
[Housing and Houses in Ancient Rome - Domus, Insula, Villa - YouTube](#)
[Water and sanitation in Imperial Rome \(2/2\) - YouTube](#)
[BBC Two - What the Ancients Did for Us, The Romans, Rome's water supply](#)



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:

The City of Rome: Life in the City of Rome assessment paper



Year 11 Latin – The City of Rome : The Fora



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Learning about this topic is important because:

I will find out about the different buildings and monuments in a Forum and in particular that in Rome, their design, construction and purpose

This builds on:

Year 8 Roman Daily Life Stage 4 the forum; Year 11 Rome and its buildings

This leads to:

Understanding of the importance of Rome and its cultural heritage in Literature (Sixth Form)

We will learn:

- about the key areas and buildings within a forum, with particular emphasis upon the Forum Romanum
- to identify how Romans used fora in their everyday lives
- about the key features of the Forum Boarium
- about the differences between the chosen fora
- about reasons for construction of fora and their impact on the city of Rome

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- Forum Romanum
- Forum Boarium
- Trajan's column
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You could learn more about this topic by accessing these links:

[The Forum Boarium: the cattle market of Hercules - YouTube](#)
[Augustan Ancient Rome in 3D: Forum Romanum - detailed tour - YouTube](#)
[The Forum of Trajan - YouTube](#)



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:

The City of Rome: The fora assessment paper



Year 11 Latin – The City of Rome : Beginnings of the City

Learning about this topic is important because:

I will find out about the foundation myths of Rome, the location and growth of the city, the great fire of 64AD and its subsequent rebuilding

This builds on:

Year 7 Greek mythology

This leads to:

Understanding of the importance of Rome in Literature (Sixth Form)

We will learn:

- the myth of Romulus and Remus and the story of Aeneas
- to identify the key characters in each myth and their importance to the Roman legacy
- why Rome was located near the River Tiber and the seven hills
- How the city of Rome grew
- the importance of the great fire of 64AD and how it influenced Roman restructuring of the city

We will develop/practise skills including:

- Evaluation after comparison of Roman and modern life
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation

Some of the vocabulary that we will use includes:

- Romulus
- Remus
- Hills: Quirinal, Viminal, Capitoline, Esquiline, Palatine, Caelian Aventine
- River Tiber

You could learn more about this topic by accessing these links:

[Romulus and Remus | KS2 Roman History - YouTube](#)

[The Ancient Origins Of The Roman Empire With Mary Beard | Rome: Empire Without Limit | Odyssey - YouTube](#)



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:

The City of Rome: Beginnings assessment paper