



Year 8 Latin – Stage 1 Caecilius



West Kirby
Grammar School

Learning about this topic is important because:

I will find out about simple Latin sentences, the lack of a definite & indefinite article and links between Latin and modern languages; I will also find out about the life of Caecilius and houses in Pompeii

This builds on:

My understanding of Romans as studied in Key Stage 2

This leads to:

Being able to draw links between Latin and modern languages, why Roman houses were constructed in the way they were and how Latin differs in its formation from Modern Romance languages

We will learn:

- Derivation of English words from their Latin root
- How English words often are influenced by their Latin root word
- Comparison of modern and Roman houses to evaluate their respective strengths and weaknesses
- Basic Latin words linked to family members
- How Latin word order is similar to English when using the verb to be

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- noun
- present tense
- verb
- atrium
- definite & indefinite article

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'

[Stage clc/1 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/stage-clc/1)

Trying the games in the Stage 1 "Practising the Language" section of the CLC Online Activities website





Year 8 Latin – Stage 1 Caecilius

- derivation
- syntax

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 1 assessment

Learning about this topic is important because:

I will find out about simple Latin sentences, the lack of a definite & indefinite article and links between Latin and modern languages; I will also find out about the life of Caecilius and houses in Pompeii

This builds on:

My understanding of Romans as studied in Key Stage 2

This leads to:

Being able to draw links between Latin and modern languages, why Roman houses were constructed in the way they were and how Latin differs in its formation from Modern Romance languages

We will learn:

- Derivation of English words from their Latin root
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Year 8 Latin – Stage 1 Caecilius

Some of the vocabulary that we will use includes: • noun • present tense • verb • atrium • definite & indefinite article • derivation • syntax	You could learn more about this topic by: Visiting the links on the Cambridgescp.com website under 'cultural links' Stage clc/1 Cambridge Latin Course (cambridgescp.com) Trying the games in the Stage 1 "Practising the Language" section of the CLC Online Activities website 
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Year 8 Latin – Stage 2 in villa

Learning about this topic is important because:

I will find out about simple Latin sentence order, nominative and accusative cases; I will also find out about the daily life of Caecilius, a Roman 'eques' and Roman food

This builds on:

My understanding of Romans as studied in Key Stage 2, simple Latin sentences as studied in Stage 1

This leads to:

Being able to understand who does the action in a Latin sentence and who has the action done to them, why Romans ate and dined in the way they did and how Latin differs in its formation from Modern Romance languages

We will learn:

- Derivation of English words from their Latin root
- How Latin differs in its formation and construction from English
- Comparison of modern and Roman food to evaluate their respective strengths and weaknesses
- The difference between nominative and accusative endings in the singular
- How Latin word order is different to English when using transitive verbs

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- nominative
- accusative
- verb
- primae mensae
- gustatio

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'

[Stage clc/2 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/stage-clc/2)

Trying the games in the Stage 2 "Practising the Language" section of the CLC Online Activities website





Year 8 Latin – Stage 2 in villa

- secundae mensae
- syntax

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 2 assessment

Learning about this topic is important because:

I will find out about simple Latin sentence order, nominative and accusative cases; I will also find out about the daily life of Caecilius, a Roman 'eques' and Roman food

This builds on:

My understanding of Romans as studied in Key Stage 2, simple Latin sentences as studied in Stage 1

This leads to:

Being able to understand who does the action in a Latin sentence and who has the action done to them, why Romans ate and dined in the way they did and how Latin differs in its formation from Modern Romance languages

We will learn:

- Derivation of English words from their Latin root
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- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

You could learn more about this topic by:





Year 8 Latin – Stage 2 in villa

- nominative
- accusative
- verb
- primae mensae
- gustatio
- secundae mensae
- syntax

Visiting the links on the Cambridgescp.com website under 'cultural links'

[Stage clc/2 | Cambridge Latin Course \(cambridgescp.com\)](#)

Trying the games in the Stage 2 "Practising the Language" section of the CLC Online Activities website

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 2 assessment



Year 8 Latin – Stage 3 negotium

Learning about this topic is important because:

I will find out about declensions of nouns and their nominative and accusative case endings; I will also find out about the key features of the town of Pompeii

This builds on:

My understanding of Romans as studied in Key Stage 2, simple Latin syntax as studied in Stages 1 and 2

This leads to:

Being able to identify which declension a noun belongs to; understanding the importance of key features in the town of Pompeii

We will learn:

- Derivation of English words from their Latin root
- How Latin differs in its formation and construction from English
- Comparison of modern and Roman towns to evaluate their respective strengths and weaknesses
- The difference between nominative and accusative endings in respective declensions
- the key features of the town of Pompeii

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- declension
- accusative
- nominative
- syntax
- amphitheatre
- palaestra

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'

[Stage clc/3 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com)

Trying the games in the Stage 2 "Practising the Language" section of the CLC Online Activities website





Year 8 Latin – Stage 3 negotium

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Stage 3 assessment

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We will develop/practise skills including:

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- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

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[Stage clc/3](#) | [Cambridge Latin Course \(cambridgescp.com\)](#)





Year 8 Latin – Stage 3 negotium

- nominative
- syntax
- amphitheatre
- palaestra

Trying the games in the Stage 2 “Practising the Language” section of the CLC Online Activities website

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 3 assessment

Learning about this topic is important because:

I will find out about declensions of nouns and their nominative and accusative case endings; I will also find out about the key features of the town of Pompeii

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We will learn:

- Derivation of English words from their Latin root
- How Latin differs in its formation and construction from English
- Comparison of modern and Roman towns to evaluate their respective strengths and weaknesses

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation



Year 8 Latin – Stage 3 negotium

• The difference between nominative and accusative endings in respective declensions • the key features of the town of Pompeii	• Historical empathy • Change and continuity • Recognition of verbs and nouns and their roles
Some of the vocabulary that we will use includes: • declension • accusative • nominative • syntax • amphitheatre • palaestra	You could learn more about this topic by: Visiting the links on the Cambridgescp.com website under 'cultural links' Stage clc/3 Cambridge Latin Course (cambridgescp.com) Trying the games in the Stage 2 "Practising the Language" section of the CLC Online Activities website 
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Learning about this topic is important because: <i>I will find out about declensions of nouns and their nominative and accusative case endings; I will also find out about the key features of the town of Pompeii</i>	
This builds on: <i>My understanding of Romans as studied in Key Stage 2, simple Latin syntax as studied in Stages 1 and 2</i>	
This leads to: <i>Being able to identify which declension a noun belongs to; understanding the importance of key features in the town of Pompeii</i>	
We will learn:	We will develop/practise skills including:



Year 8 Latin – Stage 3 negotium

- Derivation of English words from their Latin root
- How Latin differs in its formation and construction from English
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- the key features of the town of Pompeii

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

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- accusative
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- amphitheatre
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[Stage clc/3 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/stage-clc/3)

Trying the games in the Stage 2 "Practising the Language" section of the CLC Online Activities website



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Stage 3 assessment



Year 8 Latin – Stage 4 in foro

Learning about this topic is important because:

I will find out about the first person endings of present tense verbs; I will also find out about the key features of the forum of Pompeii

This builds on:

My understanding of Romans as studied in Key Stage 2, simple Latin syntax as studied in Stages 1, 2 and 3

This leads to:

Being able to identify who is doing an action by means of verb endings; understanding the importance of key features in the forum of Pompeii

We will learn:

- Derivation of English words from their Latin root
- How Latin verbs differs in their formation and use of pronouns from English
- Comparison of modern and Roman town centres to evaluate their respective strengths and weaknesses
- The different present tense singular endings
- the key features of the forum of Pompeii

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- present tense
- singular
- forum
- syntax
- pronoun
- basilica

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'

[Stage clc/4 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com)

Trying the games in the Stage 4 "Practising the Language" section of the CLC Online Activities website



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Year 8 Latin – Stage 4 in foro

Stage 4 assessment

Learning about this topic is important because:

I will find out about the first person endings of present tense verbs; I will also find out about the key features of the forum of Pompeii

This builds on:

My understanding of Romans as studied in Key Stage 2, simple Latin syntax as studied in Stages 1, 2 and 3

This leads to:

Being able to identify who is doing an action by means of verb endings ; understanding the importance of key features in the forum of Pompeii

We will learn:

- Derivation of English words from their Latin root
- How Latin verbs differs in their formation and use of pronouns from English
- Comparison of modern and Roman town centres to evaluate their respective strengths and weaknesses
- The different present tense singular endings
- the key features of the forum of Pompeii

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- present tense
- singular
- forum
- syntax

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[Stage clc/4 | Cambridge Latin Course \(cambridgescp.com\)](https://cambridgescp.com/stage-clc/4)

Trying the games in the Stage 4 "Practising the Language" section of the CLC Online Activities website





Year 8 Latin – Stage 4 in foro



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- pronoun
- basilica

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 4 assessment



Year 8 Latin – Stage 5 in theatro

Learning about this topic is important because:

I will find out about the plural endings of both nouns and verbs and discover about Roman Theatre and how it has influenced theatre today

This builds on:

My understanding of verb and nouns as studied in Year 7 (present tense, nominative case)

This leads to:

Being able to distinguish between singular and plural nouns and the actions they are doing

We will learn:

- Distinguish between singular and plural nouns and verbs, gaining knowledge of different endings linked to each declension group
- How English words often have plural endings which come from the Latin
- Comparison of modern and Roman theatre to evaluate their respective strengths and weaknesses
- Model making of masks to determine key features of Roman mask design

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- singulars and plurals
- present tense
- chorus
- orchestra
- tiered/raked seating
- pantomime

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'
[Stage clc/5 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/stage-clc/5)



Trying the games in the Stage 5 "Practising the Language" section of the CLC Online Activities website



Year 8 Latin – Stage 5 in theatro

comedy and tragedy	
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 5 assessment paper	
Learning about this topic is important because: <i>I will find out about the plural endings of both nouns and verbs and discover about Roman Theatre and how it has influenced theatre today</i>	
This builds on: <i>My understanding of verb and nouns as studied in Year 7 (present tense, nominative case)</i>	
This leads to: <i>Being able to distinguish between singular and plural nouns and the actions they are doing</i>	
We will learn: - Distinguish between singular and plural nouns and verbs, gaining knowledge of different endings linked to each declension group - How English words often have plural endings which come from the Latin - Comparison of modern and Roman theatre to evaluate their respective strengths and weaknesses - Model making of masks to determine key features of Roman mask design	We will develop/practise skills including: - Derivation of English words from Latin - Evaluation after comparison of Roman and modern life - Acquisition and consolidation of basic Latin word base - Latin and English syntax understanding - Tense appreciation - Historical empathy - Change and continuity - Understanding Latin case structure - Recognition of verbs and nouns and their roles
Some of the vocabulary that we will use includes: - singulars and plurals - present tense	You could learn more about this topic by: Visiting the links on the Cambridgescp.com website under 'cultural links' Stage clc/5 Cambridge Latin Course (cambridgescp.com)



Year 8 Latin – Stage 5 in theatro



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- chorus
- orchestra
- tiered/raked seating
- pantomime
- comedy and tragedy

Trying the games in the Stage 5 “Practising the Language” section of the CLC Online Activities website

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Stage 5 assessment paper



Year 8 Latin – Stage 6 Felix



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Learning about this topic is important because:

I will find out about the imperfect and perfect past tenses of verbs and discover about slavery in the Roman world

This builds on:

My understanding of verbs as studied in Year 7 (present tense)

This leads to:

Being able to distinguish between present and past tenses (imperfect and perfect) when an action is happening and how

We will learn:

- Distinguish between present and past tenses of verbs, gaining knowledge of different endings linked to each tense
- How past tenses differ in their nature (i.e. continuous or complete)
- Investigation of slavery in the Roman world to discover the nature of society and how ranks were interdependent
- Slave auction to understand the relative costs of different types of slaves

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- singulars and plurals
- present tense
- perfect
- imperfect
- manumission
- freedman

You could learn more about this topic by:

Visiting the links on the [Cambridgescp.com](https://www.cambridgescp.com) website under 'cultural links'
[Stage clc/6 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com/stage-clc/6)

Trying the games in the Stage 6 "Practising the Language" section of the CLC Online Activities website





Year 8 Latin – Stage 6 Felix

- continuous and completed actions

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 6 assessment paper

Learning about this topic is important because:

I will find out about the imperfect and perfect past tenses of verbs and discover about slavery in the Roman world

This builds on:

My understanding of verb as studied in Year 7 (present tense)

This leads to:

Being able to distinguish between present and past tenses (imperfect and perfect) when an action is happening and how

We will learn:

- Distinguish between present and past tenses of verbs, gaining knowledge of different endings linked to each tense
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- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- singulars and plurals

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[Stage clc/6 | Cambridge Latin Course \(cambridgescp.com\)](https://www.cambridgescp.com)





Year 8 Latin – Stage 6 Felix



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- present tense
- perfect
- imperfect
- manumission
- freedman
- continuous and completed actions

Trying the games in the Stage 6 “Practising the Language” section of the CLC Online Activities website

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 6 assessment paper



Year 8 Latin – Stage 7 cena

Learning about this topic is important because:

I will find out how to translate verbs without nominatives and about Roman beliefs about life after death

This builds on:

My understanding of verb and nouns as studied in Year 7 (present tense, nominative case) and past tenses as studied in Year 8

This leads to:

Being able to translate more complex sentences and understand Roman beliefs about Roman religion (Year 10)

We will learn:

- Distinguish between verb endings to denote both person and tense
- Investigation on Roman beliefs about life after death, building upon knowledge gained in Year 7 about ancient Greek attitudes.
- Compare and evaluate Roman and modern beliefs about life after death, focusing upon funeral rituals and their significance (links to RS)
- Consideration of one's own attitudes to life after death

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of verbs and nouns and their roles

Some of the vocabulary that we will use includes:

- imperfect / perfect tense
- present tense
- Epicurean
- funeral pyre
- cremation
- tomb

You could learn more about this topic by:

Visiting the links on the following website

[Ancient Roman Afterlife – Ancient-Rome.info](http://Ancient-Roman-Afterlife-Ancient-Rome.info)

Trying the games in the Stage 6 “Practising the Language” section of the CLC Online Activities website





Year 8 Latin – Stage 7 cena



West Kirby
Grammar School

- pronouns

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 7 assessment paper



Year 8 Latin – Stage 8 gladiatores

Learning about this topic is important because:

I will find out how to recognise and translate accusative plurals and I will discover the importance of gladiatorial games

This builds on:

My understanding of case and number as studied in Year 7 & 8.

This leads to:

Being able to translate more complex sentences containing both singular and plural nouns; and to understand aspects of Roman entertainment (KS4)

We will learn:

- Distinguish between noun endings to denote both case and number
- Whereabouts in a Latin sentence we are most likely to find the different cases.
- Investigation on Roman Gladiators
- Compare and evaluate different forms of Roman entertainment and how they influence and differ from modern sensibilities.

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of nouns and their roles

Some of the vocabulary that we will use includes:

- singular / plural
- nominative / accusative
- murmillo / retiarius / bestiarius / Thracian
- amphitheatre / venatio
- case
- number

You could learn more about this topic by:

Visiting the links on the following website

<https://www.the-colosseum.net/games/g1.htm>

Trying the games in the Stage 8 “Practising the Language” section of the CLC Online Activities website



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 8 Assessment paper



Year 8 Latin – Stage 9 thermae

Learning about this topic is important because:

I will find out how to recognise and translate the dative case and I will investigate the traditional Roman bath-house

This builds on:

My understanding of cases (nominative and accusative) and my knowledge of subject / direct objective / indirect object from other languages studied (inc. English)

This leads to:

Being able to translate more complex sentences containing both direct and indirect objects (accusatives and datives); and to understand the importance of bathing in Roman culture.

We will learn:

- Distinguish between noun endings to recognise which sentences contain datives
- How to translate the dative case
- Which verbs are most likely to indicate the presence of a dative in a sentence
- Why the Romans placed such importance on the bath-house and the daily rituals of bathing

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of nouns and their roles

Some of the vocabulary that we will use includes:

- singular / plural / noun
- nominative / accusative / dative
- verb
- apodyterium / thermae / palaestra / caldarium / frigidarium / tepidarium / strigil
- case
- number

You could learn more about this topic by:

Visiting the links on the following website

<http://vroma.org/vromans/bmcmanus/baths.html>

Trying the games in the Stage 8 “Practising the Language” section of the CLC Online Activities website



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 9 Assessment paper; Roman Baths Poster presentation



Year 8 Latin – Stage 9 thermae

Learning about this topic is important because:

I will find out how to recognise and translate the dative case and I will investigate the traditional Roman bath-house

This builds on:

My understanding of cases (nominative and accusative) and my knowledge of subject / direct objective / indirect object from other languages studied (inc. English)

This leads to:

Being able to translate more complex sentences containing both direct and indirect objects (accusatives and datives); and to understand the importance of bathing in Roman culture.

We will learn:

- Distinguish between noun endings to recognise which sentences contain datives
- How to translate the dative case
- Which verbs are most likely to indicate the presence of a dative in a sentence
- Why the Romans placed such importance on the bath-house and the daily rituals of bathing

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin case structure
- Recognition of nouns and their roles

Some of the vocabulary that we will use includes:

- singular / plural / noun
- nominative / accusative / dative
- verb
- apodyterium / thermae / palaestra / caldarium / frigidarium / tepidarium / strigil
- case
- number

You could learn more about this topic by:

Visiting the links on the following website

<http://vroma.org/vromans/bmcmanus/baths.html>

Trying the games in the Stage 8 “Practising the Language” section of the CLC Online Activities website



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 9 Assessment paper; Roman Baths Poster presentation



Year 8 Latin – Stage 10 rhetor

Learning about this topic is important because:

I will understand the six different persons of the verb; and I will find out about how my education would differ from that of a Roman child

This builds on:

My understanding of verbs and tenses in Latin; and my knowledge of how verbs are studied in different European languages

This leads to:

Being able to recognise translate sentences where the narrative is in the first person and also where the second person is used.

We will learn:

- Distinguish between verb endings to recognise both tense and person
- How to translate the first and second person
- Identify similarities between Latin's verb system and that of modern languages we study
- How the Roman school system functioned

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Understanding Latin verb formation
- Recognition of language systems that apply in multiple languages

Some of the vocabulary that we will use includes:

- First person
- Second person
- Third person
- Singular / plural
- Present tense
- Rhetor / Grammaticus / ludi magister / stilus / cerae / libellum

You could learn more about this topic by:

Visiting the links on the following website

<https://sourcebooks.fordham.edu/ancient/roman-education1.asp>

Trying the games in the Stage 10 "Practising the Language" section of the CLC Online Activities website



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 10 Assessment paper



Year 8 Latin – Stage 10 rhetor

Learning about this topic is important because: <i>I will understand the six different persons of the verb; and I will find out about how my education would differ from that of a Roman child</i>	
This builds on: <i>My understanding of verbs and tenses in Latin; and my knowledge of how verbs are studied in different European languages</i>	
This leads to: <i>Being able to recognise translate sentences where the narrative is in the first person and also where the second person is used.</i>	
We will learn: • Distinguish between verb endings to recognise both tense and person • How to translate the first and second person • Identify similarities between Latin's verb system and that of modern languages we study • How the Roman school system functioned	We will develop/practise skills including: • Derivation of English words from Latin • Evaluation after comparison of Roman and modern life • Acquisition and consolidation of basic Latin word base • Latin and English syntax understanding • Tense appreciation • Historical empathy • Change and continuity • Understanding Latin verb formation • Recognition of language systems that apply in multiple languages
Some of the vocabulary that we will use includes: • First person • Second person • Third person • Singular / plural • Present tense • Rhetor / Grammaticus / ludi magister / stilus / cerae / libellum	You could learn more about this topic by: Visiting the links on the following website https://sourcebooks.fordham.edu/ancient/roman-education1.asp Trying the games in the Stage 10 "Practising the Language" section of the CLC Online Activities website
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 10 Assessment paper	



Year 8 Latin – Stage 11 candidati

Learning about this topic is important because:

I will discover more about the dative case and how it is used; and I will find out about the politics and administration of a Roman town

This builds on:

My learning of the dative case (Stage 9); and my knowledge of questioning words

This leads to:

Being able to recognise translate sentences where dative nouns are included for a different reason than as an indirect object

We will learn:

- Which verbs require a dative object instead of an accusative
- Why these verbs behave differently
- How questions are formulated in Latin
- How elections functioned
- The politics and administration of a Roman town

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Case recognition
- Question formation
- Understanding Latin verb formation
- Recognition of language systems that apply in multiple languages

Some of the vocabulary that we will use includes:

- Dative
- Direct / indirect object
- Pronoun
- Interrogative
- candidatus / duoviri / aediles / graffiti / bribery

You could learn more about this topic by:

Visiting the links on the following website

<http://www.pompeii.org.uk/s.php/escursione-la-vita-politica-a-pompei-scavi-di-pompei-it-224-s.htm>



Trying the games in the Stage 11 “Practising the Language” section of the CLC Online Activities website

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 11 Assessment paper



Year 8 Latin – Stage 11 candidati

Learning about this topic is important because:

I will discover more about the dative case and how it is used; and I will find out about the politics and administration of a Roman town

This builds on:

My learning of the dative case (Stage 9); and my knowledge of questioning words

This leads to:

Being able to recognise translate sentences where dative nouns are included for a different reason than as an indirect object

We will learn:

- Which verbs require a dative object instead of an accusative
- Why these verbs behave differently
- How questions are formulated in Latin
- How elections functioned
- The politics and administration of a Roman town

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Case recognition
- Question formation
- Understanding Latin verb formation
- Recognition of language systems that apply in multiple languages

Some of the vocabulary that we will use includes:

- Dative
- Direct / indirect object
- Pronoun
- Interrogative
- candidatus / duoviri / aediles / graffiti / bribery

You could learn more about this topic by:

Visiting the links on the following website

<http://www.pompeii.org.uk/s.php/escursione-la-vita-politica-a-pompei-scavi-di-pompei-it-224-s.htm>



Trying the games in the Stage 11 “Practising the Language” section of the CLC Online Activities website

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 11 Assessment paper



Year 9 Latin – Stage 12 Vesuvius

Learning about this topic is important because:

I will find out all about the eruption of Mount Vesuvius and the destruction of the towns of Pompeii and Herculaneum

This builds on:

My Roman civilisation topics from Stages 1-11; all the grammar and vocabulary of Book I

This leads to:

Being able to confidently deal with the basics of Latin translation - the case system, verb tense and person - and the introduction of adjectives

We will learn:

- Consolidate the language work of Stages 1-11
- Discover the timeline of events of the eruption of Mount Vesuvius in AD79
- Investigate what we are able to learn about Roman civilisation from the ruins at Pompeii and Herculaneum
- Cross-curricular opportunity to investigate volcanics

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Case recognition
- Question formation
- Understanding Latin verb formation
- Recognition of language systems that apply in multiple languages

Some of the vocabulary that we will use includes:

- Eruption
- Vesuvius
- Pliny the Younger
- Pliny the Elder
- Pompeii & Herculaneum

You could learn more about this topic by:

Visiting the links on the following website

https://www.youtube.com/watch?v=dY_3ggKg0Bc



Trying the games in the Stage 12 “Practising the Language” section of the CLC Online Activities website

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 12 Assessment



Year 9 Latin – Stage 12 Vesuvius

Learning about this topic is important because:

I will find out all about the eruption of Mount Vesuvius and the destruction of the towns of Pompeii and Herculaneum

This builds on:

My Roman civilisation topics from Stages 1-11; all the grammar and vocabulary of Book I

This leads to:

Being able to confidently deal with the basics of Latin translation - the case system, verb tense and person - and the introduction of adjectives

We will learn:

- Consolidate the language work of Stages 1-11
- Discover the timeline of events of the eruption of Mount Vesuvius in AD79
- Investigate what we are able to learn about Roman civilisation from the ruins at Pompeii and Herculaneum
- Cross-curricular opportunity to investigate volcanics

We will develop/practise skills including:

- Derivation of English words from Latin
- Evaluation after comparison of Roman and modern life
- Acquisition and consolidation of basic Latin word base
- Latin and English syntax understanding
- Tense appreciation
- Historical empathy
- Change and continuity
- Case recognition
- Question formation
- Understanding Latin verb formation
- Recognition of language systems that apply in multiple languages

Some of the vocabulary that we will use includes:

- Eruption
- Vesuvius
- Pliny the Younger
- Pliny the Elder
- Pompeii & Herculaneum

You could learn more about this topic by:

Visiting the links on the following website

https://www.youtube.com/watch?v=dY_3ggKg0Bc



Trying the games in the Stage 12 “Practising the Language” section of the CLC Online Activities website

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 12



Year 9 Latin – Stage 12 Vesuvius

Assessment