



Year 9 Latin – Stage 13 Britannia

Learning about this topic is important because:

I will find out about the importance of infinitives and discover the history of farming in Roman Britain and its influence on the foods we eat today

This builds on:

My understanding of verb forms developed in Year 8 (present, imperfect and perfect tenses)

This leads to:

Being able to use the infinitive confidently in combination with possum, volo and nolo

We will learn:

- What infinitives look like and how to recognise them
- How infinitives operate in a sentence and how to translate them
- The connective suffix -que and how to translate it
- The present tense forms of three key verbs which combine with the infinitive
- The economy of the farm in Roman Britain
- Foods introduced to Britain by the Romans
- The different jobs and duties carried out by slaves in the provinces of the empire.

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
- Using a glossary
- Using retrieval practice to acquire and expand our vocabulary

Some of the vocabulary that we will use includes:

- infinitive
- modal verb
- pronoun
- suffix
- connective
- Britannia

You could learn more about this topic by:

Visiting:

http://resourcesforhistory.com/Roman_Food_in_Britain.htm

http://resourcesforhistory.com/Celtic_Farming_in_Britain.htm#gsc.tab=0

Trying the games in the Stage 13 “Practising the Language” section of the CLC Online Activities website





Year 9 Latin – Stage 13 Britannia



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- Gaul
- archaeology

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 13 assessment paper



Year 9 Latin – Stage 14 apud Salvium



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Learning about this topic is important because:

I will find out about how adjectives work differently in Latin, and I will discover more interesting information about the Roman invasion of Britain

This builds on:

My understanding of nouns and their gender, case and number built in Year 8

This leads to:

Being able to recognise which adjectives belong with/describe each noun in a Latin sentence

We will learn:

- What adjectives look like and how to recognise them
- Where adjectives appear in relation to the noun
- How and why Latin adjectives alter their endings
- Why some noun/adjective pairs are more difficult to spot than others (declensions)
- The conquest of Roman Britain
- Romanisation and trade
- Boudicca

We will develop/practise skills including:

- Recognising and translating verbs – person and tense
- Recognising nouns and deciphering their endings – case, gender, number
- Declensions of nouns
- Pronouns and how they are used
- Infinitives
- Using a glossary
- Using retrieval practice to acquire and expand our vocabulary
- Analysing historical sources (primary and secondary)

Some of the vocabulary that we will use includes:

- adjective
- agree/agreement
- gender
- case
- number
- Boudicca

You could learn more about this topic by:

Visiting:

<http://www.athenapub.com/AR/caesar1.htm>

Watching:

<https://www.channel4.com/programmes/fact-or-fiction/on-demand/30771-002>

Trying the games in the Stage 14 “Practising the Language” section of the CLC Online Activities website





Year 9 Latin – Stage 14 apud Salvium



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|---|--|
| <ul style="list-style-type: none">• Gaius Iulius Caesar• Emperor Claudius | |
| <p>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 14 assessment paper</p> | |



Year 9 Latin – Stage 15 Rex Togidubnus



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Learning about this topic is important because:

I will begin to be able to deal with more complex Latin sentences with multiple clauses, and will find out about the system of Client Kingdoms

This builds on:

My understanding of adjectives from the previous chapter (position and agreement)

This leads to:

Seeing the similarity between adjectives and relative (adjectival) clauses

We will learn:

- What a relative clause is
- What a relative clause looks like in Latin and how it behaves
- How relative pronouns behave in a similar way to adjectives, agreeing with the noun they describe.
- The imperfect tense of possum
- How the Romans used Client Kings and Romanisation to control the provinces of the Empire.
- Who King Togidubnus was and why/if he was important

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:

- relative clause
- relative pronoun
- agreement
- inflection
- imperfect

You could learn more about this topic by:

Visiting:

[British Tribes \(dot-domesday.me.uk\)](http://BritishTribes(dot-domesday.me.uk))

Trying the games in the Stage 15 “Practising the Language” section of the CLC Online Activities website





Year 9 Latin – Stage 15 Rex Togidubnus



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- Togidubnus
- Regnenses
- client king(dom)

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 15 assessment paper



Year 9 Latin – Stage 16 in aula

Learning about this topic is important because:

I will begin to be able to recognise and translate the pluperfect tense, and will find out about Fishbourne Roman Palace

This builds on:

My understanding of relative clauses from Stage 15, and previous tense work (particularly the perfect tense)

This leads to:

Being able to recognise a range of tenses within a passage of Latin and too translate the verbs with accuracy

We will learn:

- What the pluperfect tense is
- What the pluperfect tense looks like in Latin and how it behaves
- How to translate the pluperfect tense, and how it can be used in combination with other past tenses.
- How lavish Roman villas might be decorated in the provinces of the Empire.
- Why and how the palace at Fishbourne is so important.

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:

- tense
- past
- perfect
- pluperfect
- relative clause
- Fishbourne

You could learn more about this topic by:

Visiting:

https://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml

<https://sussexpast.co.uk/attraction/fishbourne-roman-palace/>

Trying the games in the Stage 16 “Practising the Language” section of the CLC Online Activities website





Year 9 Latin – Stage 16 in aula

- mosaics
- Cogidubnus

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 16 assessment paper

Learning about this topic is important because:

I will begin to be able to recognise and translate the pluperfect tense, and will find out about Fishbourne Roman Palace

This builds on:

My understanding of relative clauses from Stage 15, and previous tense work (particularly the perfect tense)

This leads to:

Being able to recognise a range of tenses within a passage of Latin and too translate the verbs with accuracy

We will learn:

- What the pluperfect tense is
- What the pluperfect tense looks like in Latin and how it behaves
- How to translate the pluperfect tense, and how it can be used in combination with other past tenses.
- How lavish Roman villas might be decorated in the provinces of the Empire.
- Why and how the palace at Fishbourne is so important.

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:

- tense
- past
- perfect

You could learn more about this topic by:

Visiting:

https://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml
<https://sussexpast.co.uk/attraction/fishbourne-roman-palace/>





Year 9 Latin – Stage 16 in aula

- pluperfect
- relative clause
- Fishbourne
- mosaics
- Cogidubnus

Trying the games in the Stage 16 “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 16 assessment paper



Year 9 Latin – Stage 17 Alexandria

Learning about this topic is important because:

You will understand the importance of Alexandria in the Roman Empire and how possession is expressed in Latin through the genitive case

This builds on:

understanding the cases of nouns and their uses in Latin sentences

Key Stage 2: the Roman Empire and its impact on Britain, including: Julius Caesar's attempted invasion in 55-54 BC, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica

This leads to:

Year 10: The ablative case and its uses

Year 11: Component 3: Roman Civilisation: use of sources

We will learn:

- Investigate the role of Alexandria as a centre of trading and learning, evaluating its effectiveness as both
- Identification of geographical places on a map (links to Geography)
- Drawing on prior knowledge of cases, understand the formative and use of the genitive case and apply this understanding, recognising the possessive nature between two nouns
- Investigate the social and domestic lives of those living in 1st Century Egypt
- Discussion of racism in the ancient world and comparison with modern world, drawing links between the causes of racism in both worlds.
- Building upon prior knowledge of adjectival agreement, differentiate between different genders of nouns to draw links between nouns and their agreeing adjectives

We will develop/practise skills including:

- 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:

cases
verbs
possession
pax Romana

You could learn more about this topic by:

watching this video on the genitive case: https://youtu.be/5m_jqFlgYXg

watching this video on Alexandria: [Alexandria-The greatest city in the ancient world-Bettany Hughes. - YouTube](#)

Try these online activities: [Stage clc/17 | Cambridge Latin Course \(cambridgescp.com\)](#)





Year 9 Latin – Stage 17 Alexandria

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 17 assessment paper

Learning about this topic is important because:

You will understand the importance of Alexandria in the Roman Empire and how possession is expressed in Latin through the genitive case

This builds on:

understanding the cases of nouns and their uses in Latin sentences

Key Stage 2: the Roman Empire and its impact on Britain, including: Julius Caesar's attempted invasion in 55-54 BC, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica

This leads to:

Year 10: The ablative case and its uses

Year 11: Component 3: Roman Civilisation: use of sources

We will learn:

- Investigate the role of Alexandria as a centre of trading and learning, evaluating its effectiveness as both
- Identification of geographical places on a map (links to Geography)
- Drawing on prior knowledge of cases, understand the formative and use of the genitive case and apply this understanding, recognising the possessive nature between two nouns
- Investigate the social and domestic lives of those living in 1st Century Egypt
- Discussion of racism in the ancient world and comparison with modern world, drawing links between the causes of racism in both worlds.
- Building upon prior knowledge of adjectival agreement, differentiate between different genders of nouns to draw links between nouns and their agreeing adjectives

We will develop/practise skills including:

- 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:

cases

verbs

You could learn more about this topic by:

watching this video on the genitive case: https://youtu.be/5m_jqFlgYXg





Year 9 Latin – Stage 17 Alexandria

possession
pax Romana

watching this video on Alexandria: [Alexandria-The greatest city in the ancient world-Bettany Hughes. - YouTube](#)
Try these online activities: [Stage clc/17 | 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 17 assessment paper



Year 9 Latin – Stage 18 Eutychus et Clemens



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Learning about this topic is important because:

You will understand the importance of Alexandria as a trading centre and its production of glass and how adjectives agree with the noun they are describing in Latin

This builds on:

Year 8: noun case endings

Year 9: gender agreement

Key Stage 2: the Roman Empire and its impact on Britain, including: Julius Caesar's attempted invasion in 55-54 BC, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica

This leads to:

Year 10: demonstrative pronouns 'ille' and 'is'

Year 11: Component 3: Roman Civilisation: use of sources

We will learn:

- more about the role of Alexandria as a centre of trade, especially glassmaking
- more about the social, political, agricultural and domestic lives of those living in 1st Century Egypt
- Building upon prior knowledge of adjectival agreement, how to differentiate between different genders of nouns to draw links between nouns and their agreeing adjectives

We will develop/practise skills including:

- Understanding Latin case structure
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation
- Translation and comprehension

Some of the vocabulary that we will use includes:

cases
adjectival agreement
gender
trading centre
millefiori
mould/freeblown glass
reticelli edge

You could learn more about this topic by:

watching this video on adjectival agreement: <https://youtu.be/QK5eLgoHdJQ>
watching this video on Alexandria: [Alexandria-The greatest city in the ancient world-Bettany Hughes. - YouTube](#)

Try these online activities: [Stage clc/17 | 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:



Year 9 Latin – Stage 18 Eutychus et Clemens



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Stage 18 assessment paper



Year 9 Latin – Stage 19 Isis

Learning about this topic is important because:

You will understand the importance of Isis worship and its effects on the Roman world, how to order someone to do something and address them using the vocative case

This builds on:

Year 8: noun case endings

Year 8: verbs and their present tense endings

Key Stage 2: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

This leads to:

Year 10: indirect commands

Year 11: Component 3: Roman Civilisation: use of sources

We will learn:

- about the resemblance between the worship of Isis and Christianity (links to RS), whilst evaluating the benefits and dangers of the worship of Isis
- how to recognise the demonstrative pronoun 'hic' in context, differentiating between gender, number and case
- how to understand and apply imperatives
- building upon prior knowledge of cases, how to recognise and translate the vocative case, discovering its role and translating it effectively

We will develop/practise skills including:

- Understanding Latin case structure
- Historical empathy
- Change and continuity
- Precising information from wider text
- Understanding chronology
- Causation
- Translation and comprehension

Some of the vocabulary that we will use includes:

cases

imperative

sistrum

demonstrative pronouns

You could learn more about this topic by:

watching this video on imperatives: https://youtu.be/RLKTanJZ_ws

watching this video on Alexandria: [Alexandria-The greatest city in the ancient world- Bettany Hughes. - YouTube](#)

Try these online activities: [Stage clc/17](#) | [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 19 assessment paper



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