**ST LUKE’S CE PRIMARY SCHOOL**



**CURRICULUM STATEMENT FOR**

**LATIN**

# 

# Curriculum Statement for Latin

**Subject Lead:** Mrs S. Cowey, Headteacher

# 1 Aims

**1.1** We are guided in our language teaching by the National Curriculum 2014, which states:

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.*

* 1. The first decision was to choose the best language for our school. One of the main reasons we have chosen Latin is that as our pupils move to KS3, they will encounter different modern foreign languages depending on which high school they choose. Because the feeder primary schools also all teach different languages, pupils tell us that in Y7 the approach is to treat them all as learning the language *ab initio*. We believe that learning Latin at KS2 gives our pupils a good linguistic foundation for future language learning and also underpins many English grammar and spelling requirements, whilst introducing them to the best that has been thought, said and written in classical civilisations. This is supported by the National Curriculum:

*If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.*

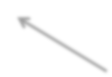
* 1. Below are some of the many advantages from learning Latin that will benefit our children.



Through learning Latin, children learn that words have roots and meanings.

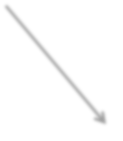
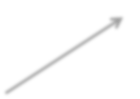


It is fun and our children and staff love it!



Latin provides excellent support for the teaching and understanding of grammar.

* 1. In short, we know that learning is about making connections. The more you know, the more you can learn and the easier it is to acquire new knowledge because it will stick to something you already know. Latin gives you more stickies than any other subject. It is like academic *Velcro*. It connects with everything!



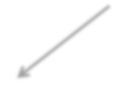
Enhances children’s study of the Greeks and Romans as part of the Key Stage 2 history curriculum.

Prepares children to learn other languages at KS3 and beyond and prevents repetition in Y7.

60% of all English words and 90% of academic language is derived from Latin. It is the language of science, law, government, logic and theology.

**Why Latin?**

It offers opportunities for pupils to experience and acquire an Increased and enriched vocabulary.



Learning Latin scaffolds language development for pupils performing below age-related expectations, or pupils with English as an additional language.

## What will pupils be taught?

Again, this is guided by the National Curriculum:

*Pupils should be taught to:*

* *listen attentively to spoken language and show understanding by joining in and responding*
* *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
* *speak in sentences, using familiar vocabulary, phrases and basic language structures*
* *read carefully and show understanding of words, phrases and simple writing*
* *appreciate stories, songs, poems and rhymes in the language*
* *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
* *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
* *describe people, places, things and actions in writing*
* *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

*See appendix i for the curriculum overview for Latin*

## iucundus_large_colour.jpgHow will pupils be taught?

**3.1** We teach Latin and an introduction to Ancient Greek using the *Maximum*

*Classics* syllabus, adapted for our school.

Children are taught by their class teacher or the Headteacher, all non- specialists - but all having the benefit of regular and free expert training though our partnerships with *Classics for All* and *The Latin Project*.

**3.2** We introduce Latin towards the end of Y3, when the children study the Romans in

history, and throughout Y4, Y5 and Y6, using the *Maximum Classics* syllabus. Children will build up a basic vocabulary and grammatical awareness through oral games, written activities and video clips. The main focus is learning to read, write and speak in Latin. The children are also introduced to many myths and legends on their linguistic journey and gain insights into other cultural aspects that form the basis of modern western culture. Our teaching gives opportunities for wide-ranging thinking across many linked subjects (including history, philosophy, art, mathematics and science).

**3.3** The curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited, in order that children learn and remember it.

1. **Links with other areas**
   1. **Linking language and literacy at KS2**

One of the main benefits of teaching Latin as a KS2 language is its useful interplay with English grammar and vocabulary. *Maximum Classics’* introductory unit explores the history behind English’s links to Latin and Ancient Greek. Vocabulary used on the course is selected to facilitate the exploration of interplay between Latin and English vocabulary and every lesson incorporates games or activities drawing on this. The course also tracks elements such as word class and tense, using the same terminology used in National Curriculum KS2 English grammar teaching.

* 1. **Cross-curricular links and opportunities to explore culture**

The study of Latin and the civilisation of Ancient Greece and the Roman Empire allows pupils to encounter much of the foundational literature, art, science and learning that underpins Western culture. The *Maximum Classics* scheme incorporates aspects of classical civilisation that complement and enrich the whole KS2 curriculum, integrating cultural aspects from across the Roman and Greek worlds in the form of dedicated cultural lessons, usually one or two per Unit. These often have a hands-on or interactive focus and are all designed to draw links between ancient and modern culture. In addition, each Unit features a myth or historical story. From Units 1-10 these are told in a mixture of Latin and English to promote retention and recall of vocabulary. From Unit 11 onwards, by which point the pupils have the necessary language skills,

the text is in entirely in Latin.

* 1. **Primary to secondary transfer**

The transfer from primary to secondary education represents an often-missed opportunity in establishing the success for students as language learners. As noted in Ofsted’s 2021 paper:

*“Crucially, the lack of effective transition in languages from primary to secondary school means that many pupils across England ‘start again’ in Year 7. This can have a negative impact on their motivation and perspective of the subject. Some studies show that learners find it important to feel that they are making good progress, specifically in relation to transition.”*

Learning Latin as a KS2 language puts students in a strong position to start KS3 as competent and confident language learners. The *Maximum Classics* course:

* introduces the notion of different linguistic methods for conveying meaning
* explores the paradigm of inflected language
* uses vocabulary that is at the foundation of romance languages such as French, Spanish and Italian
* encourages the learning, retention and manipulation of vocabulary
* explores links and relationships between languages
* introduces grammatical concepts such as the infinitive, impersonal verbs and personal endings
* situates language learning within a distinct and different culture

All of these are skills that will stand students in good stead for whichever language they learn at secondary level (and beyond).

1. **Inclusion**

**5.1** In line with our ethos of inclusion, it is important that our ambitious Latin curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

**5.2 Pupils with Special Educational Needs and / or Disabilities (SEND)**

Just as in all other areas of the curriculum, for the delivery of Latin, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to ‘adapt teaching’ to ensure access through the use of strategies such as:

* Breaking down content into smaller chunks or steps
* Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil’s independence and their confidence in themselves as a learner is not compromised as a result
* Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
* Supporting different means of expression / methods of recording,
* Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

**5.3 Pupils who speak English as an Additional Language (EAL)**

Although sometimes less fluent in English, pupils who speak EAL can often prove very able learners of Latin, especially if their first language is a Romance one. The systematic teaching of Latin grammar and its focus on links to English vocabulary provide a clear framework for EAL pupils not only to learn Latin but also to enrich their understanding of the English language.

**5.4 Mastery**

Teaching Latin as a KS2 language lends itself to the stretching of those pupils showing a particular strength in language learning. Although *Maximum Classics* focuses on the translation of Latin into English, there are ample opportunities to extend learning by challenging them to synthesise Latin sentences. In addition, lessons often feature extension activities.

**6 Assessment and Reporting**

**6.1** There is currently no government-issued documentation that describes specific levels of attainment at KS2 for any language, ancient or modern. Therefore, the purpose of assessment should be to:

* ensure and evidence progression against the chosen KS2 programme of study
* track progression of cohorts and individual pupils
* identify lack of progression in order to trigger catch-up strategies

**6.2** Progression in the learning of Latin can be evidenced in two main ways:

1. Individual pupil books

The issuing of a Latin book to each pupil gives an opportunity for them to reflect on their work and take pride in their progress. A book also allows systematic recording of vocabulary, useful not only for encouraging word retention, but also useful for looking up words that have been forgotten. Books also allow the teacher to comment on or celebrate written work. In line with our assessment policy, written celebratory feedback will be in Latin. Where further guidance is needed, this will be in English.

Latin books accompany the children through KS2, giving continuity in learning between academic years.

1. Regular summative assessment

There is a pupil assessment activity at the end of each unit, checking comprehension and recall of key grammar, vocabulary and skills from the unit in question.

Summative assessment allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level.

**6.3** From Y4, in line with the assessment policy, a verbal report may be given to parents in

the autumn and spring parent-teacher meetings. A comment on Latin may form part of the full written report in the summer term where it is noted to be a particular strength or area for improvement.

1. **Impact**

As a result of high-quality Latin teaching, all pupils at St Luke’s will:

* develop a love of language learning and be well-placed to explore any modern foreign language at KS3
* understand and respond to spoken and written language from a variety of authentic sources
* speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
* write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
* be able to make links between the vocabulary in different languages through an understanding of cognates

1. **Subject delivery monitoring**

The school’s Latin language lead has responsibility for the implementation of the schemes, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

* lesson visits
* oversight of planning
* scrutiny of pupils’ work
* discussion with teachers
* discussion with pupils

These activities also ensure the languages lead is well-placed to identify any CPD needs.

Sharon Cowey

February 2023

**Appendix i**

**Curriculum Overview for Latin**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 3** | **language** | Unit 1  The origins of language;  Sentence construction | | Unit 2  Present tense verbs, six personal endings | |
| **culture** | Classical culture in modern times | | Gods | |
| **story** | *Achilles* | | *Orpheus* | |
| **Year 4** | **language** | Unit 3  More present tense verbs, adverbs | Unit 4  Subject & object nouns, masculine and feminine nouns | Unit 5  Reading simple sentences in Latin (noun, adverbs & verbs) | Unit 6  Numerals 1-10, 100, 1000; the irregular verb ‘to be’  (present tense) |
| **culture** | Mosaics | Roman Army | Food | Olympics |
| **story** | *Midas* | *Boudicca* | *Town Mouse & Country Mouse* | *Hercules* |
| **Year 5** | **language** | Unit 7  Adjectives & agreement with noun in number, gender & case | Unit 8  Prepositions | Unit 9  Past continuous tense | Unit 10  Third group nouns (masculine and feminine),  glossing technique |
| **culture** | Scientific classification | Roman Millefiori | Aristotle and the Golden Mean, astronomy | Letters & numbers, Greek writing |
| **story** | *Homer & epic, The Trojan Horse* | *Hannibal* | *Narcissus & Echo* | *Romulus & Remus* |
| **Year 6** | **language** | Unit 11  Possessive noun endings | Unit 12  Negatives, commands & conjunctions | Unit 13  Simple past tense | Unit 14  Questions & answers |
| **culture** | Pythagoras, reason for myths | Epigraphy / inscriptions | Music | Plato, Democracy |
| **story** | *Persephone / Proserpina* | *Cleopatra* | *Greek Theatre* | *Best & worst Roman leaders* |

**NB SCHEME STARTED WITH Y5/6 IN 2021-22, SO CURRENT Y4 AND Y5 STARTED UNIT 1 IN 2022-23**

**CURRENT Y3 WILL COMPLETE ALL 14 UNITS BY END OF KS2; CURRENT Y4 AND Y5 WILL COMPLETE UP TO UNIT 12 BY END OF KS2**

**CURRENT Y6 WILL COMPLETE UP TO UNIT 8 BY THE END OF KS2**

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| --- | --- | --- | --- | --- |
| **Skills Progression Grid Appendix ii** | | | | |
| **Year of study** | **Unit** | **grammar skills objectives** | **vocabulary skills objectives** | **cultural skills objective** |
| **Y3** | **1** | a) to understand the origins of the English language and its connection to historical events  b) to understand the concept of meaning communicated through word order vs word ending (inflection) | a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words | a) to identify some classical aspects of modern culture b) to encounter the story of Achilles in a mixture of English and Latin |
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| **2** | a) to understand how a Latin verb is composed of a root meaning and an inflected ending showing person  b) to apply knowledge of verb endings to translate present tense verbs | a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words | a) to learn about the classical pantheon of gods b) to encounter the story of Orpheus in a mixture of English and Latin |
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| **Y4** | **3** | a) to understand the role of adverbs in Latin and English | a) to learn the spelling and meaning of 10 core vocab words b) to match English words with their Latin root words | a) to learn about traditional Roman mosaics b) to investigate the Bath curse tablets c) to encounter the myth of Midasin a mixture of English and Latin |
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| **4** | a) to learn how Latin nouns have a gender and show this in their ending b) to understand how Latin noun endings change depending on whether they are subject or object c) to apply knowledge of noun endings to choose between English translations for Latin sentences | a) to learn the spelling and meaning of 13 core vocab words b) to match English words with their Latin root words | a) to learn about the Roman army b) to imake and play a Roman board game c) to encounter the history of Boudicca in a mixture of English and Latin |
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| **5** | a) to use knowledge of Latin verb and noun endings to translate simple sentences | a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words | a) to understand what foods the Romans ate and how they differ from what we eat today b) to encounter the fable of The Town Mouse and the Country Mouse in a mixture of English and Latin |
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| **6** | a) to learn the irregular verb 'to be' in the present tense b) to apply knowledge of the verb 'to be' to translate Latin sentences | a) to learn the spelling and meaning of 15 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words | a) to learn about the use of Greek roots in compound dinosaur names and to create novel dinosaur names b) to learn about the ancient Olympics and how they differ from the modern ones c) to encounter the myth of Hercules in a mixture of English and Latin |
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| **Y5** | **7** | a) to understand the concept of Latin adjectives agreeing with their noun in number, gender and case b) to apply that knowledge in the translation of sentences containing nouns and adjectives | a) to learn the spelling and meaning of 18 core vocab words b) to match English words with their Latin root words | a) to learn about the use of Latin in binomial Linnaean classification b) to learn about Homer and the story of the Iliad and its protagonists c) to encounter the myth of the Trojan Horse in a mixture of English and Latin |
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| **8** | a) to understand the role of prepositions in Latin and English | a) to learn the spelling and meaning of 19 core vocab words b) to match English words with their Latin root words | a) to learn about the Roman art of millefiore glass b) to encounter the history of Hannibal in a mixture of English and Latin |
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| **9** | a) to understand how a Latin verb ending can also change its tense as well as person b) to understand how the past continuous tense is expressed in both Latin and English c) to apply knowledge of Latin past continuous verb endings in translating words and sentences | a) to learn the spelling and meaning of 9 core vocab words b) to match English words with their Latin root words | a) to understand Aristotle's theory of the Golden Mean b) to encounter ancient Mediterranean constellation myths c) to encounter the myth of Echo and Narcissus in a mixture of English and Latin |
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| **10** | a) to encounter third declension (group) nouns and their endings b) to apply knowledge of third group noun endings to translate Latin sentences | a) to learn the spelling and meaning of 19 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words c) to start to learn the technique of 'glossing' previously unencountered words | a) to investigate the ancient Greek alphabet and its relationship with our modern alphabet b) to learn about the Roman method of numeral notation c) to encounter the myth of Romulus and Remus in a mixture of English and Latin |
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| **Y6** | **11** | a) to understand that Latin noun endings can show possession b) to apply knowledge of possessive noun endings in all three noun groups encountered to translate Latin sentences using apostrophes correctly | a) to learn the spelling and meaning of 17 core vocab words b) to match English words with their Latin root words | a) to learn about the Pythagoras' theorem and its origins b) to learn about theories for the origins of myth c) to encounter the myth of Proserpina in Latin |
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| **12** | a) to understand the role of negatives in Latin and English b) to encounter the imperative form and translate in sentences c) to understand the role of conjunctions in English and Latin | a) to learn the spelling and meaning of 20 core vocab words b) to match English words with their Latin root words | a) to learn about Roman inscriptions and *depinti* b) to encounter the history of Cleopatra in Latin |
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| **13** | a) to understand how a Latin verb ending can also change its tense as well as person b) to understand how the simple past tense is expressed in both Latin and English c) to apply knowledge of Latin simple past verb endings in translating words and sentences | a) to learn the spelling and meaning of 14 core vocab words b) to match English words with their Latin root words | a) to learn about music and musical instruments in the ancient world b) to read about ancient playwrights and the highlights of Greek theatre in Latin |
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| **14** | a) to learn how Latin forms simple questions b) to understand how relative clauses work in English and Latin and to translate Latin sentences containing relative clauses | a) to learn the spelling and meaning of 16 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words | a) to learn about Plato's approach to virtue b) to explore ancient and modern government systems including democracy c) to read about notable Roman leaders in Latin |
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**Appendix iii**

**Key Vocabulary**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **unit** | **nouns** | **verbs** | **numerals** | **adverbs** | **adjectives** | **prepositions** | **conjunctions** | **interrogatives** | **other** |
| **Y3** | **1** | femina  victoria  aqua  vacca |  |  |  | magna/magnus  optima/optimus |  |  |  |  |
| **2** |  | videre  amare  cantare  ridere  habitare  laborare |  |  |  |  |  |  |  |
| **Y4** | **3** |  | curare  dare |  | male  bene  optime  facile  irate  laete  celeriter  fortiter |  |  |  |  |  |
| **4** | magus  maga  rota  villa  ventus  stella  regina  porcus  medicus  equus  gladius  digitus  sonus | consumere  salutare  audire  numerare |  |  |  |  |  |  |  |
| **5** | taberna  hortus | esse |  |  |  |  |  |  |  |
| **6** |  |  | unus  duo  tres  quattuor  quinque  sex  septem  octo  novem  decem  centum  mille |  |  |  | et |  | ita vero  minime |
| **Y5** | **7** |  | currere  dormire  facere  legere  habere  scribere |  |  | bona/bonus  mala/malus  frigida/frigidus  prima/primus  secunda/secundus  tertia/tertius  mira/mirus  irata/iratus  sordida/sordidus | in |  | quis  quid |  |
| **8** | insula  campus  dea/deus  tota/totus | stare  manere  ducere  dicere |  |  |  | super  sub  per  e/ex  trans  ante  post  ad  circum |  |  |  |
| **9** | animus  amica/amicus  luna  terra | ambulare  invenire  vexare |  |  | nova/novus |  |  |  |  |
| **10** | pater  mater  infans  soror  frater  feles  canis  rex  miles  familia  pastor  urbs | delere  clamare  sperare  ponere |  |  | vera/verus  viva/vivus  mortua/mortuus |  |  |  |  |
| **Y6** | **11** | sol  nox  locus  mons  silva  flos | sentire  surgere  rogare  lacrimare  tacere  visitare  ascendere  descendere  quaerere |  |  | sola/solus  valida/valids |  |  |  |  |
| **12** | lingua  populus  dux  pax | finire  pugnare  regere |  | numquam | proba/probus  grat/gratus  cauta/cautus  quieta/quietus  parata/paratus  victa/victus |  | quod  sed  itaque |  | not  nemo  noli/nolite |
| **13** | senex  iuvenis  fabula  navis  via  unda | sedere  celare  narrare  servare  spectare  portare  monstrare |  |  | clara/clarus |  |  |  |  |
| **14** | annus  ignis  vita  nihil | vetare  scire  nescire |  |  | maxima/maximus  multa/multus  docta/doctus  aequa/aequus |  |  | cur  quando  ubi  quomodo |  |