

# **ST LUKE'S CE PRIMARY SCHOOL**



# **CURRICULUM STATEMENT FOR LATIN**

Reviewed by Curriculum and Community Committee, February 2021

To be next reviewed Spring 2023 or sooner if necessary

**Curriculum Statement for Latin**  
**To be read in conjunction with the Curriculum Policy**

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

**Link Governor:** Mrs M. Palmer

**1. Equal opportunities and entitlement**

- 1.1** All children in KS2 have equal access to the Latin Curriculum in order to achieve their full potential. This is achieved by differentiation - setting tasks to meet individual needs. We aim to ensure that lessons are free from gender bias and that ethnic and cultural diversity is recognised in a positive way.
- 1.2** Latin is taught as a discrete subject for approximately 50-60 mins per week from the second half of the summer term in Y3 until the second half of the summer term in Y6, when Greek is introduced.

**2. Intent (rationale)**

- 2.1** 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.*

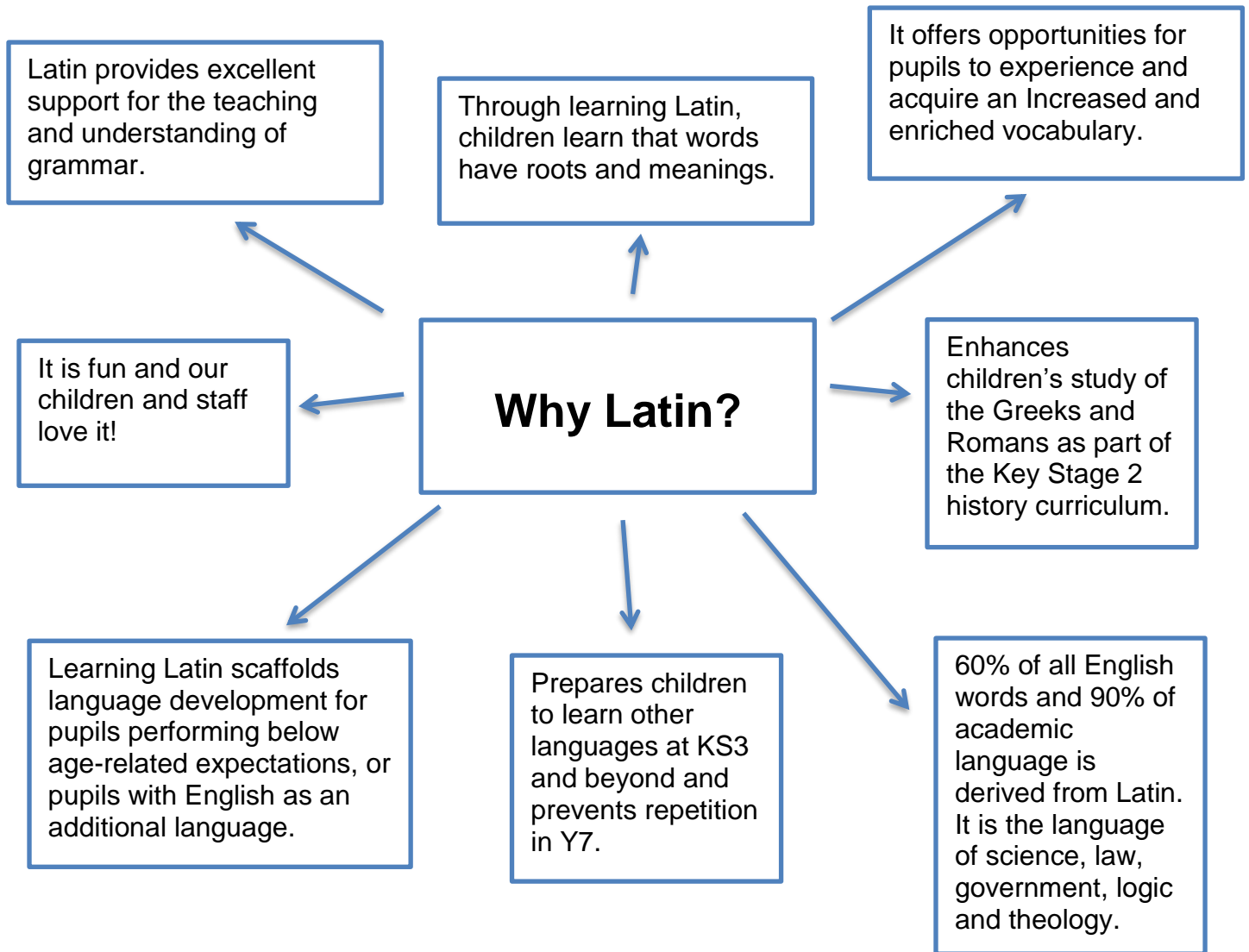
- 2.2** The first decision was to choose the best language for our school. One of the main reasons we have chosen Latin is that as our pupils move to KS3, they will encounter different modern foreign languages depending on which high school they choose. Currently, this could be Spanish, French or German. Because the feeder primary schools also all teach different languages (currently, French, Spanish, Italian) 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, which states:

## Curriculum Statement for Latin

*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.*

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

## Curriculum Statement for Latin



2.4 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!

### 2.5 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*

## Curriculum Statement for Latin

- *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.*

### 3. Implementation

#### 3.1 How will pupils be taught?



Since September 2018, we have been teaching 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 training through our partnerships with Classics for All and The Latin Project.

From September 2020, we will continue to introduce Latin (at the end of Y3, when the children study the Romans in History, and throughout Y4) and also to introduce Ancient Greek (end of Y6, when the children study Ancient Greece in History) using this *Maximum Classics* syllabus. Children will build up a basic vocabulary and grammatical awareness through oral games, written activities and video clips.

We will extend our children's proficiency in Latin throughout Y5/6 using the *Minimus* scheme and resources. Current Y5 and Y6 children have some experience of Latin through the *Maximum Classics* syllabus. However, with 2019-20 being curtailed by national lockdown, they will all be beginning the *Minimus* scheme in September 2020. This is based on a real family living at Vindolanda, AD100 and focuses on key stories and events and uses comic strips, audio extracts and archaeological findings to bring the period to life. 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.



## Curriculum Statement for Latin

3.2 Here is what our children will be learning in Latin and what progression in Latin will look like.

Y3	<p><b>Introduction to Latin when studying Ancient Rome in history, 2<sup>nd</sup> half of summer term.</b></p> <p><b>Adapted from weeks 1 and 2 of Maximum Classics</b></p> <p>When and where was Latin spoken? Why are we learning Latin? Simple greetings (hello/goodbye. how are you?), common Latin words used today, masculine/feminine nouns, words with Latin roots.</p> <p>All children acquire a Latin name equivalent to be used in lessons.</p>		
Y4	<p>Children encounter a great deal of language learning across the year, but do not go too deeply at this point. All of the language elements here will be revisited in greater depth in Y5/6.</p>		
	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
	<p>Adapted from weeks 3-10 of <i>Maximum Classics</i> syllabus</p> <p>Children begin to build up their own picture dictionary as they acquire new vocabulary.</p> <p>Several lessons are dedicated to gradually building up knowledge of:</p> <ul style="list-style-type: none"> <li>• Latin verb endings</li> <li>• Root words</li> <li>• Adverbs</li> <li>• Subject and object noun endings</li> </ul> <p>Culture elements:</p> <ul style="list-style-type: none"> <li>• Roman mosaics</li> <li>• Roman Baths and the curses of Aquae Sulis</li> <li>• Games and leisure time</li> <li>• Roman Army</li> <li>• Extent of the Empire</li> <li>• Saturnalia</li> </ul>	<p>Adapted from weeks 11-15 of <i>Maximum Classics</i> syllabus</p> <p>Children have the opportunity to refine their knowledge through further manipulation of:</p> <ul style="list-style-type: none"> <li>• Latin verb endings</li> <li>• Root words</li> <li>• Adverbs</li> <li>• Subject and object noun endings</li> <li>• Writing simple sentences</li> <li>• Latin number cognates</li> </ul> <p>Culture elements:</p> <ul style="list-style-type: none"> <li>• Plato's tale of Gyges and the notion of dilemma</li> <li>• Greek numbers</li> <li>• Olympic Games</li> </ul>	<p>Adapted from weeks 16-23 of <i>Maximum Classics</i> syllabus.</p> <p>NB we do not go on beyond week 23 as this moves onto the past continuous tense which is too advanced at this stage.</p> <ul style="list-style-type: none"> <li>• The irregular verb esse (to be)</li> <li>• Adjectives</li> <li>• Adjectival agreement</li> <li>• Prepositions</li> <li>• Singular and plural nouns</li> <li>• Writing simple sentences</li> </ul> <p>Culture elements:</p> <ul style="list-style-type: none"> <li>• Linnaean classification system</li> <li>• Roman Food and Cookery</li> <li>• Homer's Iliad and Odyssey</li> </ul>

Curriculum Statement for Latin

Y5	Autumn term	Spring term	Summer term
(also Y6 2020-21)	<p>Minimus syllabus</p> <p>Chapter 1-Meet the family</p> <ul style="list-style-type: none"> <li>• Introductions and greetings: I am, you are, we are</li> <li>• Invitations: dear, birthday, thank you, you're welcome</li> <li>• Nouns: masculine and feminine</li> <li>• Verb: esse (to be)</li> <li>• Myth: Perseus and Medusa</li> </ul> <p>Chapter 2- Food Glorious Food</p> <ul style="list-style-type: none"> <li>• Food and entertaining</li> <li>• Adjectives with masculine/feminine endings</li> <li>• Myth: Daedalus and Icarus</li> </ul> <p>Chapter 3 – Work, Work, Work</p> <ul style="list-style-type: none"> <li>• Slaves</li> <li>• Verbs and verb endings</li> <li>• Root words</li> <li>• Myth: Pandora's Box</li> </ul> <p><b>Assessment/review</b></p>	<p>Minimus syllabus</p> <p>Chapter 4- The Best Days of Your Life</p> <ul style="list-style-type: none"> <li>• Education and writing</li> <li>• Nouns, adjectives (incl colours) and verbs</li> <li>• Root words</li> <li>• Four conjugations: -are, -ere, -ere, -ire,</li> <li>• Myth: Echo and Narcissus</li> </ul> <p>Chapter 5- Romans and Britons</p> <ul style="list-style-type: none"> <li>• Britons pre-Roman conquest</li> <li>• Root words</li> <li>• Adverbs</li> </ul> <p><b>Assessment/review</b></p>	<p>Minimus syllabus</p> <p>Chapter 6 –Off to Town</p> <ul style="list-style-type: none"> <li>• Significance of Eboracum (York) Y5 residential visit to York this term also considers its Viking significance as Jorvik</li> <li>• Root words</li> <li>• Singular and plural nouns – masculine and feminine</li> <li>• Matching singular and plural verbs</li> <li>• Numbers to 10 and their Roman Numerals</li> <li>• Myth: Actaeon and Diana</li> </ul> <p>Chapter 7-The Military Machine</p> <ul style="list-style-type: none"> <li>• Roman Army</li> <li>• Imperative verbs</li> <li>• Root Words</li> <li>• Myth: The Trojan Horse</li> </ul> <p>Reinforcement lesson on imperative verbs from Oak Academy</p> <p><b>Assessment/review</b></p>
(from 2021-22)	<p>Minimus syllabus</p> <p>Chapter 8- Clean and Healthy</p> <ul style="list-style-type: none"> <li>• Roman baths and doctors</li> <li>• Adverbs and imperative verbs</li> </ul>	<p>Minimus syllabus</p> <p>Chapter 10 – How Beautiful!</p> <ul style="list-style-type: none"> <li>• Jewellery, clothes and cosmetics</li> <li>• Root words</li> </ul>	<p>Minimus syllabus</p> <p>Chapter 12- Gods! Hear our prayers!</p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Summing up: singular and plural adjectives and nouns, imperative verbs,</li> </ul>

Curriculum Statement for Latin

	<ul style="list-style-type: none"> <li>• Root words</li> <li>• Myth: Odysseus and the Cyclops</li> </ul> <p>Chapter 9 – A Soldier’s Life</p> <ul style="list-style-type: none"> <li>• Life in the Roman Army</li> <li>• Prepositions</li> <li>• Compound words</li> <li>• Root words</li> <li>• Myth: Theseus and Procrustes</li> </ul> <p><b>Assessment/review</b></p>	<ul style="list-style-type: none"> <li>• Connectives: and, because, but, although, therefore, and so, however</li> <li>• Myth: Midas and the Golden Touch</li> </ul> <p>Chapter 11- A Sad Day</p> <ul style="list-style-type: none"> <li>• Death and burial</li> <li>• Revisiting subject/object</li> <li>• Myth: Pyramus and Thisbe (Y6 will come across this as the play within a play in Romeo and Juliet next term)</li> </ul> <p><b>Assessment/review</b></p>	<p>connectives, verb endings</p> <ul style="list-style-type: none"> <li>• Revisiting vocab from previous chapters</li> <li>• Myth: How Mercury became the messenger of the gods</li> </ul> <p><b>Assessment/review</b></p> <p><b>Introduction to Ancient Greek, using Maximum Classics Mega Greek course, lessons 1-6</b></p> <p>Lesson 1:</p> <ul style="list-style-type: none"> <li>• Greek root words in English</li> <li>• Greek gods: Zeus</li> </ul> <p>Lesson 2:</p> <ul style="list-style-type: none"> <li>• Greek alphabet</li> <li>• Greek science root words</li> <li>• Transliteration</li> <li>• Athena</li> </ul> <p>Lesson 3:</p> <ul style="list-style-type: none"> <li>• Maths root words</li> <li>• Transliteration</li> <li>• Pythagorus</li> </ul> <p>Lesson 4:</p> <ul style="list-style-type: none"> <li>• Verbs &amp; the present tense</li> <li>• Hephaistus</li> </ul> <p>Lesson 5:</p> <ul style="list-style-type: none"> <li>• Sports root words</li> <li>• Verbs</li> <li>• Olympic Games</li> </ul>
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NB as Latin becomes embedded in school, we may move through Minimus more quickly. In that case, we would consider the Secundus syllabus for Y6 or extending Greek across the whole summer term and completing the Mega Greek course of ten lessons,

#### **4. Impact**

All pupils will:

- develop a love of language learning and will 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 root words

#### **5 Assessment and Reporting**

- 5.1** Feedback, including marking, will promote learning rather than focus on presentation. Written celebratory feedback will be in Latin. Where further guidance is needed, this will be in English.
- 5.2** End of unit reviews will provide a more formal summative assessment.
- 5.3** From Y4, in line with whole school Assessment Policy, a verbal report may be given to parents in the autumn and spring. A comment on Latin may form part of the full written report in the summer term where it is a particular strength or area for improvement.

## **6 Review**

This statement will be amended and reviewed by the Governing Body's Curriculum and Community Committee as and when necessary, but at least once every two years.

**Sharon Cowey**  
**February 2021**