

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: Daily Life in Pompeii.</p> <p>CLC Stages 1-3</p> <p>Exam: Stage 3 tonsor comprehensio</p>	<p>Topic: Roman business and entertainment – the theatre</p> <p>CLC Stages 4-5</p> <p>Exam: Stage 4 attainment test - translation</p>	<p>Topic: Slavery and Roman beliefs about life after death.</p> <p>CLC Stages 6-7</p> <p>Exam: <i>avarus</i> comprehension Stage 6</p>	<p>Topic: Roman entertainment and leisure – gladiators and baths.</p> <p>Stages 8-9</p> <p>Exam: Stage 8 attainment test – translations <i>villa scelestas</i>.</p>	<p>Topic: Revision</p> <p>END OF YEAR Exam: Stage 9 check your progress (CLC software)</p>	<p>Topic: Enrichment and independent learning</p> <p>Exam: N/A</p>
	<p>Rationale:</p> <p>The course introduces students to basic Latin grammar such as noun cases – nominative and accusative, as well as 1st, 2nd and 3rd person singular verb endings.</p> <p>The historical background of the course gives students an insight into a typical middle-class Pompeian family in the town.</p>	<p>Rationale:</p> <p>In these stages, the course introduces students to the third person plural verb endings and they continue to develop their vocabulary knowledge and translation skills.</p> <p>Students enjoy learning about trade and business in Pompeii and linking this with modern professions, as well as examining the theatre and performances in Roman culture. This gives students a good foundation for the A-level Classical Civilisation topic on the Greek theatre.</p>	<p>Rationale:</p> <p>Students are introduced to two past tenses in Latin. This intricate understanding of literacy and communication is transferrable to many other subjects and enhances their ability to articulate themselves in English.</p> <p>The historical context of slavery raises some interesting and poignant questions about slavery through time, as well as encouraging empathy and links to current human rights abuses worldwide. Students enjoy exploring Roman beliefs about life after death and the links with modern religious concepts. SMSC.</p>	<p>Rationale:</p> <p>In language students identify the use of accusative plural nouns and the dative case. We also use this as an opportunity to recap prior learning on nouns and cases. Students should have memorised these three case endings, all of which is vital for the GCSE exam.</p> <p>This is the part of the historical background that students enjoy the most. We spend a long time looking at different types of gladiators, fighting styles, the ethics of animal use and the execution of prisoners. SMSC. Students then learn about the bath complex, heating the baths and exercise in the Roman world. This is excellent preparation for the GCSE Civilisaiton topics.</p>	<p>Rationale:</p> <p>Revision of vocabulary and grammar stages 1-9 prepares students for their end of year exam and ensures solid knowledge of basic grammar moving forwards into year 8.</p>	<p>Rationale:</p> <p>Students work in self-chosen groups to research and present a talk on the topic of their choice to do with Roman civilisation or history. Each group is expected to also produce a physical item – eg: a piece of artwork or a poster.</p> <p>Students enjoy being given free rein to explore the ancient world and pursue their own interests. It teaches them collaborative skills and time-management, as well as giving them the opportunity to practise public speaking.</p> <p>We also tie these presentations in with a trip to Lullingstone Roman villa where students can get first-hand experience of the archaeological remains of the Romans in Britain.</p>
8	<p>Topic: Roman education and elections</p> <p>Stages 10-11</p> <p>Exam: Stage 11 check your progress</p>	<p>Topic: The destruction of Pompeii.</p> <p>Stage 12</p> <p>Exam: CLC end of Unit 1. Comprehension and historical background exam.</p>	<p>Topic: Unit 2 – CLC2</p> <p>Stages 13-14</p> <p>Exam: Comprehension in the style of a GCSE question paper.</p>	<p>Topic: Fishbourne Roman Palace</p> <p>Stages 15-16</p> <p>Exam: Stage 16 Check your progress</p>	<p>Topic: Ancient Egypt</p> <p>Stages 17-18</p> <p>END OF YEAR Exam: Stage 18 Attainment test</p>	<p>Topic: Isis and Roman religion</p> <p>Stage 19</p> <p>Exam: N/A</p>

	<p>Rationale:</p> <p>Students continue their Latin language knowledge through the introduction of the 2nd and 3rd person plural verb endings.</p> <p>Students have the opportunity to compare their own educational experiences with that of Roman children. This is often linked with education around the modern world. Students look at Roman elections and campaigns and create their own election campaigns and slogans in Latin. We link this to modern politics. SMSC.</p>	<p>Rationale:</p> <p>This is put into practise in the context of the Latin stories leading up to the destruction of Pompeii. Students work in groups to predict the fate of the various characters in the documentary and they revise all Latin knowledge, language and history, for the end of Unit 1 exam.</p>	<p>Rationale:</p> <p>The course introduces students to adjectival agreement, superlatives and comparatives and imperatives.</p> <p>Students examine life in Roman Britain, the Roman conquest and the Boudiccan rebellion.</p>	<p>Rationale:</p> <p>Students are introduced to relative clauses and pronouns. This is taught in English before a segue into Latin. Students are also introduced to the pluperfect tense which necessitates revision of the other tenses covered thus far in Latin.</p> <p>This ½ term is predominantly focused on language as the grammar is getting increasingly more complex. Historically, students tend to start to find the course more challenging at the stage and lots of time is required for revision and scaffolding.</p>	<p>Rationale:</p> <p>Students have the opportunity to look at the Roman occupation of Egypt and life in the empire. Although not directly linked to the syllabus, this is the only opportunity to include a brief study of Ancient Egypt into the curriculum. We therefore spend a lesson looking at Egyptian gods, mummification and beliefs about life after death. This enriches students' understanding of the ancient world, and they tend to find this utterly fascinating. The Stage 18 attainment test is provided by the CLC and is a good rehearsal for the end of Unit 2 test.</p>	<p>Rationale:</p> <p>Students are introduced to demonstrative pronouns "hic" and ille" and translate them in the context of Latin stories relating to the worship of the goddess Isis. We look at the assimilation of provincial religions into the Roman empire.</p> <p>Students research and present a talk in pairs on unusual Roman deities from different cultures. We examine the multi-cultural Roman society and various ethnicities making up the empire.</p> <p>We do not finish Unit 1 before the summer because in Stage 20 participles are introduced and it makes more sense to do them all together in September, rather than rush through present participles and then have to revise them after the summer.</p>
<p>9 BEGINNERS</p>	<p>Topic: Daily Life in Pompeii. CLC Stages 1-4 Exam: Stage 4 Attainment test</p>	<p>Topic: Roman entertainment and leisure. CLC Stages 5-8 Exam: Stage 8 Attainment test <i>villa scelestas</i> translation</p>	<p>Topic: Life as a Roman man CLC stages 9-11 Exam: TBC</p>	<p>Topic: The eruption of Vesuvius and revision Stage 12 Exam: Stage 12 Attainment test</p>	<p>Topic: Roman Britain CLC Unit 2 Stages 13-14 Exam: GCSE-style comprehension and translation</p>	<p>Topic: Boudicca and the Roman occupation of Britain Exam: End of Year exam: GCSE-style comprehension and translation</p>
	<p>Rationale: This is very similar to the year 7 scheme of work but year 9s are able to move more quickly. It is important that background material is built into teaching along language, but there is less time to dwell on the civilisation. The aim is to have started Unit 2 (blue CLC) by the end of the academic year.</p>	<p>Rationale:</p> <p>Students are introduced to two past tenses in Latin. This intricate understanding of literacy and communication is transferrable to many other subjects and enhances their ability to articulate themselves in English. They develop their prior knowledge of case endings by learning about the use of accusative plural nouns.</p>	<p>Rationale: Students learn about activities which were predominantly male: visiting the baths, education and elections. This leads into discussions on modern gender roles SMSC.</p> <p>They continue to develop their knowledge of verbs through the introduction of the 1st and 2nd person plural endings and learn a new noun case: the dative.</p>	<p>Rationale: Students complete the first CLC unit by looking at the eruption of Vesuvius. This is linked to modern natural disasters and students are encouraged to empathise with the vast scale of the human suffering experienced. SMSC.</p>	<p>Rationale: Switching to the GCSE style of examination which involves comprehension, translation and grammar questions allows us to begin training students in the style of examination. Students continue their language learning by looking at adjectival agreement in the context of Roman Britain.</p>	<p>Rationale: In the first part of the ½ term we revise language for the exam. After which we focus on Boudicca and the rebellion. This involves a documentary DVD as well as students writing a newspaper article in the IT rooms.</p> <p>This beginners Latin class will sit a different exam to the other experienced classes as it is likely that the majority of these students will need to be in the bottom set if continuing Latin in year 10.</p>

9 EXPERIENCED	<p>Topic: Recap Unit 1-2 CLC Stages 1-19 Exam: TBC</p>	<p>Topic: Participles CLC Stage 20-22 Units 2-3 Exam: GCSE-style comprehension and translation with grammar questions on participles.</p>	<p>Topic: CLC Unit 3 Exam: GCSE-style comprehension and translation</p>	<p>Topic: Revision Exam: GCSE-style comprehension and translation</p>	<p>Topic: Boudicca and the Roman occupation of Britain Exam: End of Year exam: GCSE-style comprehension and translation</p>
	<p>Rationale: It is often difficult to gauge what level to pitch the beginning of year 9 when students have varying degrees of previous Latin experience. Generally they tend to need to start around halfway through Unit 2, though some students with less experience may need to recap some material from Unit 1. We set students based on a test in the first few lessons and then pitch accordingly.</p>	<p>Rationale: Historically, students struggle with participles and need lots of time to cover and revise the topic. In order to ensure they are fully capable of identifying and translating the three types of participle required for GCSE, we will spend at least one half term teaching and recapping. The exam is likely to be in the style of a GCSE paper with specific focus on participles. This scheme of work is deliberately vague to allow for flexibility to cater for different student needs on arrival at the school.</p>	<p>Rationale: This scheme of work is deliberately vague to allow for flexibility to cater for different student needs on arrival at the school.</p>	<p>Rationale: This scheme of work is deliberately vague to allow for flexibility to cater for different student needs on arrival at the school. By the end of year 9 the experienced class might be about halfway through CLC Unit 3.</p>	<p>Rationale: In the first part of the ½ term we revise language for the exam. Both the experienced classes will sit the same end of year exam to allow us to set them effectively for year 10. After which we focus on Boudicca and the rebellion. This involves a documentary DVD as well as students writing a newspaper article in the IT rooms. We have deliberately chosen to allow both groups of Latin students to do the same project at the end of the year for continuity across the department.</p>

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10 INTERMEDIATE (bottom set)	Topic: Recap and Fishbourne Roman palace CLC Stages 15-17 Exam: GCSE exam-style paper	Topic: Ancient Egypt CLC Stages 18-20 Exam: GCSE exam-style paper	Topic: Participles and Roman Bath Stages 21-22 Exam: GCSE exam-style paper with grammar questions focusing on participles	Topic: The Roman army and the Subjunctive. Stages 23-25 Exam: GCSE exam-style paper with grammar questions focusing on participles	Topic: Revision Stages 26-28 Exam: End of Year exam 2018 EDUQAS Language paper	Topic: EDUQAS Civilisation EDUQAS Vocabulary testing Exam: 2018 EDUQAS Civilisation paper / WJEC Level 2 Core
	Rationale: Students are introduced to relative clauses and pronouns. This is taught in English before a segue into Latin. Students are also introduced to the pluperfect tense which necessitates revision of the other tenses covered thus far in Latin. This ½ term is predominantly focused on language as the grammar is getting increasingly more complex. Historically, students tend to start to find the course more challenging at the stage and lots of time is required for revision and scaffolding.	Rationale: Students have the opportunity to look at the Roman occupation of Egypt and life in the empire. Students are introduced to demonstrative pronouns "hic" and "ille" and translate them in the context of Latin stories relating to the worship of the goddess Isis. We look at the assimilation of provincial religions into the Roman empire.	Rationale: Students tend to struggle with participles so this ½ term we will only aim to cover two CLC stages to give enough time to fully teach and consolidate knowledge of the three types of participle.	Rationale: We will move more quickly through the book and supplement the grammar with John Taylor's Latin to GCSE. The stories in CLC3 become more boring and many can be skipped. At this stage we use the CLC mainly as a reader and for vocab tests. We will continue to consolidate knowledge of participles as we move forwards.	Rationale: These final CLC stages introduce students to the ablative, but they have been translating this unconsciously since Unit 1. We spend time revising nouns of all cases, verbs and irregular verbs in preparation for the end of year exam.	Rationale: After the End of Year exam, students study the civilisation component of the EDUQAS GCSE syllabus. This is a nice, lighter way to finish off the year and means we can devote more time in year 11 to the Language and the Literature components of the course. Students also begin to be tested on the EDUQAS prescribed vocabulary
10 ADVANCED (top set)	Topic: Revision of grammar points covered so far, especially participles. Exam: GCSE exam-style paper	Topic: CLC Unit 3 Stages 23-24 Exam: GCSE exam-style paper	Topic: CLC Unit 3 Stages 25-26 Exam: GCSE exam-style paper	Topic: CLC Unit 3 Stages 27-28 Exam: GCSE exam-style paper/ WJEC Level 2 Core Language	Topic: Revision Exam: End of Year exam 2018 EDUQAS Language paper	Topic: EDUQAS Civilisation EDUQAS Vocabulary testing Exam: 2018 EDUQAS Civilisation paper
	Rationale: Historically, students struggle with participles and need lots of time to cover and revise the topic. In order to ensure they are fully capable of identifying and translating the three types of participle required for GCSE, we will spend at least one half term teaching and recapping. The exam is likely to be in the style of a GCSE paper with specific focus on participles.	Rationale: Students are introduced to the subjunctive and its five uses. This aspect of the language is challenging so it is important we dedicate enough time to learning, revising and practising its use.	Rationale: Students continue to develop their understanding of the subjunctive and its five uses. This aspect of the language is challenging so it is important we dedicate enough time to learning, revising and practising its use.	Rationale: Students are introduced to the ablative case and expressions of time. After completing the CLC Unit 3 book they have finished learning the majority of the language requirement for the GCSE paper, allowing the whole of year 11 for revision.	Rationale: By this stage, students have covered the majority of the language prescription for the EDUQAS GCSE. The exam result will give a good indication of their understanding of key grammar points and inform the teacher's scheme of work for the following year.	Rationale: After the End of Year exam, students study the civilisation component of the EDUQAS GCSE syllabus. This is a nice, lighter way to finish off the year and means we can devote more time in year 11 to the Language and the Literature components of the course. Students also begin to be tested on the EDUQAS prescribed vocabulary

11	Topic: Latin Literature: A day at the races Exam: Exam-style literature question	Topic: Latin Literature: A day at the races Exam: NOV MOCK: Literature 2019 paper	Topic: Latin Literature: A day at the races Exam: Exam-style literature question and translation	Topic: Civilisation revision + Latin language continued Exam: MOCK: Language and Civilisation 2019 papers	Topic: Final revision Exam:	Year 11 Exams:
	Rationale: Starting the literature early and spreading the lessons 4:2 will allow us to move through the literature material more quickly and hone students' ability in tackling these new skills. Language at this stage is revision of more basic grammar concepts and introduction of the few new constructions which are not covered in the CLC, namely the passive voice, future tense and indirect statements.	Rationale: This term we will finish the literature prescribed material and revise it where time allows. We will then focus more heavily on language.	Rationale: Students may be rusty on the civilisation as the topics were taught summer 2019. We split the lessons 3:3 language and civilisation. We will focus on exam technique and extended 12-mark responses as students have been taught the material before.	Rationale: In this ½ term we will have taught all of the material so will focus mainly on revising the literature exam technique. Lessons can be split however the teacher feels most necessary based on the class's needs.		

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Year 13	<p>Topic: The Aeneid</p> <p>Books 4-8 (book 5 is not prescribed)</p> <p>Exam: A2-style question</p>	<p>Topic: Finish the Aeneid</p> <p>Books 9-12</p> <p>Exam: World of the Hero 2018/9 A2 paper: Aeneid and Odyssey.</p>	<p>Topic: Love and Relationships</p> <p>Men and women, Plato and Seneca</p> <p>Exam: A2 exam-style question</p>	<p>Topic: Love and Relationships</p> <p>Sappho and Ovid</p> <p>Exam: Love and Relationships 2018/9 past paper</p>	<p>Topic: Revision</p> <p>Focus particularly on Greek Theatre and Love and Relationships</p> <p>Exam: Numerous essay questions</p>	<p>Year 13 Exams:</p>
	<p>Rationale: Continuing to read the epic looking at the role of women, gods and heroes. Link with the Augustan regime.</p>	<p>Rationale: The full World of the Hero exam will force students to revise the Odyssey and give them a chance to practise the first full World of the Hero A2 exam. The main teaching of the Aeneid should be completed with enough time to revise the epic, requiring less revision later in the year.</p>	<p>Rationale: This is a challenging component with a lot of material to cover. The historical background on men and women should be covered quickly and is necessary for the understanding of the context for the ancient writers. Students seem to enjoy Plato but struggle with Seneca, as much time as possible should be left to consolidate understanding of Seneca's philosophies, as well as having enough quotations to evidence their exams.</p> <p>Students enjoy discussion of homoerotic relationships in the ancient world and drawing contrasts and parallels between the inclusivity of today's society and that of the ancient world.</p> <p>SMSC</p>	<p>Rationale: It might be an interesting experiment to teach Ovid first to tie in with the previous Roman author Seneca. In the previous year 2018-19 Ovid was taught last and this is the topic students felt most insecure about. Sappho's poetry is relatively easy to understand and enjoyable.</p> <p>Students will be urged to re-read the Greek Theatre plays in preparation for revision next ½ term.</p>	<p>Rationale: It is hoped that there will be little requirement to revise WoTH as this should have been covered thoroughly in the Autumn term. Students are likely to feel less confident on Love and Relationships, it being the most recently taught module, and so lots of time should be dedicated to practising exam questions. There should be at least a week left to cover Greek Theatre again, looking in particular at the historical context of the Festival of Dionysus, the layout of the theatre and overarching themes between the plays, rather than the content of the plays.</p>	