

Year	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 comprehension</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>CLC Stages 8-9</p> <p>Exam: Stage 8 attainment test – translations <i>villa scelesti</i>.</p>	<p>Topic: Revision</p> <p>END OF YEAR Exam: Stage 9 <i>Check your progress</i> (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 memorise 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 Civilisation 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 (COVID-19 permitting)</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 practice 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 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 will 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 (SMSC). This enriches students' understanding of the ancient world, and they tend to find this utterly fascinating.</p> <p>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 (SMSC)</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 (SMSC)</p> <p>We do not finish Book 2 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>
9 BEGINNERS	<p>Topic: Daily Life in Pompeii. CLC Stages 1-4</p> <p>Exam: Stage 4 Attainment test</p>	<p>Topic: Roman entertainment and leisure. CLC Stages 5-8</p> <p>Exam: Stage 8 Attainment test <i>villa scelestia</i> translation</p>	<p>Topic: Life as a Roman man CLC stages 9-11</p> <p>Exam: TBC</p>	<p>Topic: The eruption of Vesuvius and revision Stage 12</p> <p>Exam: Stage 12 Attainment test</p>	<p>Topic: Roman Britain CLC Unit 2 Stages 13-14</p> <p>Exam: GCSE-style comprehension and translation</p>	<p>Topic: Boudicca and the Roman occupation of Britain</p> <p>Exam: End of Year exam: GCSE-style comprehension and translation</p>
	<p>Rationale:</p> <p>This is very similar to the year 7 scheme of work but Year 9s are able to move more quickly through the book and there is scope to be more selective about the types of story that will appeal to them. 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</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</p>	<p>Rationale:</p> <p>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</p>	<p>Rationale:</p> <p>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:</p> <p>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</p>	<p>Rationale:</p> <p>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>

	started Book 2 by the end of the academic year.	about the use of accusative plural nouns.	introduction of the 1 st and 2 nd person plural endings and learn a new noun case: the dative.		adjectival agreement in the context of Roman Britain.	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.
9 EXPERIENCED	Topic: Recap Unit 1-2 CLC Stages 1-19 Exam: TBC	Topic: Participles CLC Stage 20-22 Units 2-3 Exam: GCSE-style comprehension and translation with grammar questions on participles.	Topic: CLC Unit 3 Exam: GCSE-style comprehension and translation	Topic: Revision Exam: GCSE-style comprehension and translation	Topic: Boudicca and the Roman occupation of Britain Exam: End of Year exam: GCSE-style comprehension and translation	
	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.	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.	Rationale: This scheme of work is deliberately vague to allow for flexibility to cater for different student needs on arrival at the school.	Rationale: This scheme of work is deliberately vague to allow for flexibility to cater for different student needs on arrival at the school.	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.	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.

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10	<p>Topic: COVID-19 Recovery Curriculum</p> <ul style="list-style-type: none"> • Key accidence • Uses of the Subjunctive • Prescribed GCSE vocabulary • Romanisation • CLC / Eduqas background work: Roman Farming and Villas <p>Exam: GCSE exam-style language paper</p>	<p>Topic: COVID-19 Recovery Curriculum</p> <ul style="list-style-type: none"> • Key accidence • Participles • Relative Clauses • Prescribed GCSE vocabulary • CLC / Eduqas background work: The Roman Army <p>Exam: GCSE exam-style language paper with questions focusing on participles</p>	<p>Topic: Grammar development</p> <ul style="list-style-type: none"> • Key accidence • Uses of the Subjunctive • Prescribed GCSE vocabulary • CLC / Eduqas background work: Aquae Sulis <p>Exam: GCSE exam-style paper with grammar questions focusing on Subjunctive uses</p>	<p>Topic: Grammar development</p> <p>Exam: GCSE exam-style paper with grammar questions focusing on participles</p>	<p>Topic: Revision</p> <p>Exam: End of Year exam 2018 EDUQAS Language paper</p>	<p>Topic: EDUQAS Civilisation</p> <p>EDUQAS Vocabulary testing</p> <p>Exam: EDUQAS Civilisation paper (2020 Diagnostic Assessment paper)</p>
	<p>Rationale:</p> <p>The three 2019/20 Year 9 sets were taught online from March – May at different points in CLC Books 2 & 3. The change from GW to JAR was difficult for some students and online attendance was variable. Most students submitted less work than they would have done if they had been in school.</p> <p>From June 2020, Year 9 students were allowed to drop subjects they were not planning to study at GCSE and this created two fully mixed classes where students had a wide range of experience in Latin.</p> <p>In order to maintain enthusiasm and interest in the subject, the decision was made by JAR to introduce the Eduqas Roman Britain topic in online lessons, and to set worksheets that complemented the Roman Britain topics.</p> <p>The work between September – October is intended to consolidate students'</p>	<p>Rationale:</p> <p>The work between November – December focuses on developing an understanding of the grammar and vocabulary and gives students the opportunity to improve their linguistic skills by working in English into Latin when practising particular constructions.</p> <p>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 a half term teaching and recapping. The exam is likely to be in the style of a GCSE paper with specific focus on participles.</p>	<p>Rationale:</p> <p>Students continue to develop their understanding of the subjunctive and its five uses.</p> <p>This aspect of the language is challenging so it is important we dedicate enough time to learning, revising and practising its use.</p>	<p>Rationale:</p> <p>We will move more quickly through the book and supplement the grammar with John Taylor's Latin to GCSE.</p> <p>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 and the Subjunctive uses as we move forwards.</p>	<p>Rationale:</p> <p>By this stage, students have covered the majority of the language prescription for the EDUQAS GCSE.</p> <p>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.</p>	<p>Rationale:</p> <p>After the End of Year exam, students revise, consolidate and investigate the Roman Britain component of the EDUQAS GCSE syllabus further.</p> <p>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.</p> <p>Students also begin to be tested on the EDUQAS prescribed vocabulary</p> <p>COVID-permitting, a trip to Fishbourne Roman Palace or the Roman Baths at Bath may be beneficial</p>

	understanding of the language material for the Eduqas specification so that no student suffers because of their lack of experience in the subject. Extensive use is made of the CLC Book 3 resources, sentences and vocabulary					
11	<p>Topic: COVID-19 Recovery Curriculum</p> <p>Diagnostic Assessment: GCSE-style Civilisation paper on Roman Britain</p>	<p>Topic: Covid-19 Recovery Curriculum for Language & Introduction to Latin Literature & Sources paper: <i>Superstition and Magic</i></p>	<p>Topic: Latin Literature: <i>Superstition and Magic</i></p> <p>Exam: Exam-style literature question and translation</p>	<p>Topic: Civilisation revision + Latin language continued</p> <p>Exam: MOCK: Language 2019 / 2020 paper and GCSE-style Civilisation paper</p>	<p>Topic: Final revision</p>	<p>Year 11 Exams</p>
	<p>Rationale:</p> <p>Language at this stage is revision of more basic grammar concepts and introduction of material that may not have been covered in sufficient depth during the Lockdown period</p> <p>Starting the Literature & Sources paper in November 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.</p>	<p>Rationale:</p> <p>This term we will finish the literature prescribed material and revise it where time allows. We will then focus more heavily on language.</p>	<p>Rationale:</p> <p>Students may be rusty on the civilisation as the Roman Britain topics were taught in Summer / Autumn 2020. 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.</p>	<p>Rationale:</p> <p>In this ½ term we will have taught all of the material so will focus mainly on revising the literature component and practising our exam technique. Lessons can be split however the teacher feels most necessary based on the class's needs.</p>		

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Year 12	<p>Topic:</p> <ul style="list-style-type: none"> <i>The Odyssey</i> Books 1-12 (4 lessons) <i>Greek Theatre</i> (4 lessons): Sources and Theatrical Festivals; Introduction to <i>The Bacchae</i> 	<p>Topic:</p> <ul style="list-style-type: none"> <i>The Odyssey</i> Books 13-24: Revenge, justice, the role of the gods and women in ancient Greek society. SMSC. <i>Greek Theatre: The Bacchae & Oedipus the King</i> <p>Exam: (Amended) AS or A Level exam papers on both topics</p>	<p>Topic:</p> <p><i>The Odyssey</i> Consolidation</p> <p><i>Greek Theatre: Tragedy: 'Oedipus the King'</i>: The role of gods, fate and destiny in Greek society. The perils of tyranny. SMSC.</p> <p>Introduction to Greek Comedy</p> <p>Exam: AS exam-style question</p>	<p>Topic:</p> <p>Greek Theatre: Comedy</p> <p><i>'Frogs'</i> and the context of the Peloponnesian War. SMSC</p> <p>Exam: A2 exam-style question</p>	<p>Topic: Revision of <i>The Odyssey</i> and Greek Theatre papers</p> <p>Exam: A2-style past paper</p>	<p>Topic: Greece to Rome: <i>The Aeneid</i></p> <p>Historical context of the civil wars. Students give presentations on their own research. Start reading books 1-2 of the <i>Aeneid</i>.</p> <p>Exam: UCAS exam – Theatre and <i>Odyssey</i> A2 mash-up</p>
	<p>Rationale:</p> <p>In case of a second full lockdown, the two papers are being taught simultaneously.</p>	<p>Rationale:</p> <p>Reading tragedy first allows for comparison between the two plays. They are also both more enjoyable/more accessible to a modern audience whereas comedy requires more contextual knowledge.</p>	<p>Rationale:</p> <p>A Level-style scholarship will be embedded into the teaching to prepare students for the requirement for secondary scholars in the 30-mark responses at A-level.</p>	<p>Rationale:</p> <p>Studying <i>'Frogs'</i> later allows students to build their contextual knowledge before tackling this challenging text. They also require knowledge of tragedy in order to appreciate many of the jokes that the play makes.</p> <p>A2 exam question to allow students to familiarise themselves with the more challenging way of answering A2 questions.</p>	<p>Rationale:</p> <p>We have covered the material quickly leaving this ½ term as a buffer should the material take longer to cover. This also allows us for plenty of revision and recap of the <i>Odyssey</i>. This should hopefully mean that we need to do less revision of the Year 12 modules in Year 13.</p>	<p>Rationale:</p> <p>This allows us to get a head-start on the large text of the <i>Aeneid</i> by studying the first two books in Year 12. Students will be expected to read Book 3 over the summer and make a detailed plot summary of Books 1-3 in preparation for the start of Year 13.</p>

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Year 13	<p>Topic: The <i>Aeneid</i></p> <p>Books 4-8 (Book 5 is not prescribed)</p> <p>UCAS Exam: A2-style questions on WoTH and Greek Theatre</p>	<p>Topic: Finish the <i>Aeneid</i></p> <p>Books 9-12</p> <p>Exam: World of the Hero 2019/20 A2 paper: <i>Aeneid and Odyssey</i>.</p>	<p>Topic: <i>Love and Relationships</i></p> <p>Men and women, Plato and Seneca</p> <p>Exam: A2 exam-style question</p>	<p>Topic: <i>Love and Relationships</i></p> <p>Sappho and Ovid</p> <p>Exam: Love and Relationships 2019/20 past paper</p>	<p>Topic: Revision</p> <p>Focus particularly on Greek Theatre and Love and Relationships</p> <p>Exam: Numerous PPQ Essay questions</p>			Year 13 Exams
	<p>Rationale:</p> <p>Revision of the <i>World of the Hero</i> and <i>Greek Theatre</i> topics before the UCAS Exams, followed by a review of the papers in order to catch up on work missed during lockdown</p> <p>By continuing to look at the role of women, gods and heroes in Virgil, the students are effectively consolidating their understanding of Homeric epic and being encouraged to compare the two texts.</p>	<p>Rationale:</p> <p>The full <i>World of the Hero</i> exam will force students to revise the <i>Odyssey</i> and give them a chance to practise the first full A2 exam.</p> <p>The main teaching of the <i>Aeneid</i> should be completed with enough time to revise the epic, requiring less revision later in the year.</p>	<p>Rationale:</p> <p>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:</p> <p>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. SMSC</p> <p>Students will be urged to re-read the Greek Theatre plays in preparation for revision next ½ term.</p>	<p>Rationale:</p> <p>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 <i>Love and Relationships</i>, it being the most recently taught module, and so lots of time should be dedicated to practising exam questions. SMSC</p> <p>There should be at least a week left to cover <i>Greek Theatre</i> 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>			