

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: CLC1 Stages 1-2</p> <p>Exam: Stage 2 <i>amicus</i></p>	<p>Topic: CLC1 Stages 3-4</p> <p>Exam: RA: CLC Stage 4 Attainment Test (translation)</p>	<p>Topic: CLC1 Stages 5-6</p> <p>Exam: Stage 6 <i>avarus</i> comprehension</p>	<p>Topic: CLC Stage 7-8</p> <p>Exam: CLC Stage 8 Attainment Test (translation)</p>	<p>Topic: CLC Stage 9 and revision</p> <p>Exam: EoY EXAM- translation and grammar questions set at the end of stage 9.</p>	<p>Topic: Enrichment</p> <p>Exam: NONE</p>
	<p>Rationale: These stages provide both an introduction to life in a typical Roman town – Pompeii – and introduce students to basic vocabulary and the concept of nominative and accusative.</p>	<p>Rationale: In these stages students learn about daily life as a Roman including food and commerce. Students are introduced to personal verb endings.</p>	<p>Rationale: Students build on prior language learning and are introduced to two past tenses, perfect and imperfect in Latin. Students also learn about the Roman theatre and the practice of slavery in the ancient world.</p>	<p>Rationale: Students consolidate their knowledge of verb endings as well as being introduced to the accusative plural in nouns. Students learn about Roman beliefs about life after death and gladiators.</p>	<p>Rationale: Students learn a new case – the dative – and consolidate all their prior learning in preparation for the end of year exam. This will be a passage of translation and some grammar questions in the style of a GCSE paper.</p>	<p>Rationale: Students will spend the summer term on a Roman history civilisation project which will involve research, student-presentation and a creative task. Students will also go on a trip to Lullingstone Roman Villa.</p>
8	<p>Topic: CLC1 Stages 1-8 revision</p> <p>Exam: RA Stage 9 comprehension</p>	<p>Topic: CLC1 Stage 9-10</p> <p>Exam: Average of vocab tests</p>	<p>Topic: CLC1 Stages 11-12</p> <p>Exam: Average of vocab tests</p>	<p>Topic: Revision</p> <p>Exam: CLC End of Unit 1 Test</p>	<p>Topic: CLC2 Stage 13 & 14</p> <p>Exam: Year 8 End of Year exam. This will be a translation and grammar questions set at the end of stage 13 or 14 depending on the classes' progress.</p>	<p>Topic: Roman Britain</p> <p>Exam: NONE</p>
	<p>Rationale: Students had such disrupted learning when they were in year 7 that their grammar and vocabulary knowledge is really poor. We will spend half a term revising before moving on.</p>	<p>Rationale: Teachers will move slowly through these stages to allow for consolidation of important grammar points. Students learn about Roman baths and education.</p>	<p>Rationale: Teachers will move slowly through these stages to allow for consolidation of important grammar points. Students learn about Roman elections and the human tragedy of the eruption of Vesuvius.</p>	<p>Rationale: Students will need time to revise effectively for this assessment for which they can attain an official Cambridge Latin Course certificate.</p>	<p>Rationale: Students need time to cover the material and revise thoroughly. This exam will be written by the HoD to take into account how far the class has managed to get in CLC2.</p>	<p>Rationale: Students will spend the summer term on Roman history civilisation project which will involve research, student-presentation and a creative task. The topic will be Roman Britain which is currently on the EDUQAS GCSE specification and so good preparation for those students choosing to continue the subject.</p>

9A/La1 WC & 9B/La1 AC	<p>Topic: CLC2 Stage 13-14 Revision (adjectives & infinitives). Start Stage 15.</p> <p>Exam: NONE</p>	<p>Topic: Stage 16 (relative pronouns & pluperfect) and revision</p> <p>Exam: comprehension set in Stage 16.</p>	<p>Topic: CLC2 Stages 17-18 (genitive case)</p> <p>Exam: CLC2 Stage 16 Attainment Test</p>	<p>Topic: CLC2 Stages 18-19 (hic&ille, imperatives)</p> <p>Exam: NONE</p>	<p>Topic: CLC2 Stage 19-20 (present participles)</p> <p>Exam: CLC2 End of Unit 2 Attainment Test</p>	<p>Topic: Revision.</p> <p>Exam: End of Year exam WJEC Level 1 Core</p>
	<p>Rationale: These experienced classes have different levels of prior experience. Some will need revision before moving on.</p>	<p>Rationale: We want to gather some formal data for these classes before they sit their exams in January.</p>	<p>Rationale:</p>	<p>Rationale:</p>	<p>Rationale:</p>	<p>Rationale: HoD wants all classes and abilities to sit the same paper for consistency and comparison. This will be too hard for some students and easy for others giving us a good spread of results.</p>
9A/La2 GW Suburani	<p>Topic: Chapter 1-3 Suburani</p> <p>Exam: Average of vocab tests</p>	<p>Topic: Chapter 4-5 Suburani & Revision</p> <p>Exam: Suburani Assessment Chapter 3</p>	<p>Topic: Chapters 6 & 7 (prepositions and expressions of time, perfect and imperfect tenses)</p> <p>Exam: Suburani Assessment Chapter 5</p>	<p>Topic: Chapters 8-9</p> <p>Exam: Suburani Assessment Chapter 9</p>	<p>Topic: Chapter 10-11. Consolidating the dative. Introduction of adjectives. Introducing the genitive case.</p> <p>Exam: Suburani Assessment Chapter 11</p>	<p>Topic: Chapter 12 incendium. Revision</p> <p>Exam: End of Year exam WJEC Level 1 Core</p>
	<p>Rationale: HoD is trialling a new course book with this small class of beginners to see if it is a) more enjoyable and b) more effective than the CLC (which is now rather dated).</p>	<p>Rationale: Civ: Roman religion. After finishing Chapter 5 teacher will pause in the course to revise and consolidate.</p>	<p>Rationale: Chapter 6 teaches students about slavery in the Roman world and chapter 7 is about Roman London.</p>	<p>Rationale: This teaches students about the Roman occupation of Britain, Druids, the Celts and the Boudiccan revolt. This history is studied in parallel with learning about superlatives and the introduction of the dative case.</p>	<p>Rationale:</p>	<p>Rationale: HoD wants all classes and abilities to sit the same paper for consistency and comparison. This will be too hard for some students and easy for others giving us a good spread of results.</p>
9B/La2 GW	<p>Topic: CLC 1 Stage 1-5</p> <p>Exam: Stage 4 Attainment Test</p>	<p>Topic: CLC 1 Stages 5-6</p> <p>Exam: NONE</p>	<p>Topic: CLC1 Stage 7-8</p> <p>Exam: <i>avarus</i> comprehension</p>	<p>Topic: CLC1 Stage 9-10</p> <p>Exam: Stage 8 Attainment test</p>	<p>Topic: CLC1 Stage 11-12</p> <p>Exam: CLC1 End of Unit 1 Attainment Test</p>	<p>Topic: Revision.</p> <p>Exam: End of Year exam WJEC Level 1 Core</p>

	Rationale: These experienced classes have different levels of prior experience. Some will need revision before moving on.	Rationale: We want to gather some formal data for these classes before they sit their exams in January.	Rationale: This class moves slower than the other two experienced classes who are academically stronger and, by and large, have a greater degree of prior experience.	Rationale:	Rationale: Hopefully students are able to move swiftly enough to cover stage 20 by the time they sit their end of year exam.	Rationale: HoD wants all classes and abilities to sit the same paper for consistency and comparison. This will be too hard for some students and easy for others giving us a good spread of results.
9B/La2 GW 4 x beginners students	Topic: CLC 1 Stage 1-5 Exam: Stage 4 Attainment Test	Topic: CLC 1 Stages 5-6 Exam: <i>avarus</i> comprehension	Topic: CLC1 Stage 7-8 Exam: Stage 8 Attainment Test	Topic: CLC1 Stage 9-10 Exam: <i>anulus Aegyptius</i> comprehension	Topic: CLC1 Stage 11-12 Exam: CLC1 End of Unit 1 Attainment Test	Topic: Revision. Exam: End of Year exam WJEC Level 1 Core

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 AC	<p>Topic: CLC3 Stage 23 revision of participles; Stage 24 imperfect and pluperfect subjunctive with <i>cum</i> clauses; neuter plurals; Stage 25 indirect questions; John Taylor grammar book – future tense</p> <p>RA: WJEC Level 2 Core (Comprehension and translation)</p>	<p>Topic: CLC3 Stage 26; purpose clauses using <i>ut</i> and the subjunctive; gerundives; Stage 27 indirect commands using <i>ut</i> and the subjunctive; revision of 5 declensions of nouns; weekly testing of DVL vocabulary begins</p> <p>Exam: None</p>	<p>Topic: CLC3 Stage 28 explanation of the ablative case, its forms and uses; time expressions and cases used for time/duration and time/when; conditional sentences (present and past open); the passive voice – present, imperfect and perfect (3rd person only)</p> <p>RA: WJEC Level 2 Additional (Translation)</p>	<p>Topic: Revision of 5 declensions of nouns; adjectives including comparative and superlative; participles (present, perfect passive and deponent); adverbs; prepositions and the cases they govern; revision of active indicative verbs all tenses studied</p> <p>Exam:</p>	<p>Topic: Revision of passive voice and the subjunctive mood; uses of the subjunctive (indirect statements, questions and commands; <i>ut/ne</i> clauses, <i>cum</i> clauses)</p> <p>Exam: End of Year Exam: EDUQAS Latin Language paper</p>	<p>Topic: Civilisation: Roman Britain</p> <p>Exam: EDUQAS Civilisation past paper</p>
	<p>Rationale: Revision of participles important as they need to recognise these; a gradual introduction to the subjunctive which is used extensively in Latin; introduction of the future tense to complete the range of tenses needed for GCSE.</p>	<p>Rationale: More exposure to the subjunctive as they build up knowledge of when it is used and how to translate it. An introduction to gerundives increases their repertoire of more complex structures.</p>	<p>Rationale: Although students have been exposed to the ablative case since Book1, they now learn it in full and learn which prepositions govern the ablative. They will be confident seeing the subjunctive used in a variety of ways in the stories in CLC3 and in the GCSE story book</p>	<p>Rationale: Students are introduced to the wider vocabulary necessary for GCSE through weekly testing and through practice on comprehension and translation exercises on GCSE level stories while also revising grammar</p>	<p>Rationale: This will enable students to get an accurate reflection of what they could achieve in the GCSE currently. We usually anticipate students perform 1-2 grades higher in the final exam.</p>	<p>Rationale: After the Year 10 exams students will start the GCSE prescribed material for the Civilisation component of the course. If there is enough time we will also look at the 6 prescribed literature images.</p>
10R GW	<p>Topic: CLC2 Stage 13-14 Revision (adjectives & infinitives). Start Stage 15.</p> <p>RA: RA: “Might is Right” translation and grammar questions</p>	<p>Topic: Stage 16 (relative pronouns & pluperfect) and revision</p> <p>Exam: CLC2 Stage 16 Attainment Test</p>	<p>Topic: CLC2 Stages 17-18 (genitive case)</p> <p>RA: Stage 18 Attainment Test (Translation and Comprehension)</p>	<p>Topic: CLC2 Stages 19-20</p> <p>Exam: CLC2 End of Unit 2 Attainment Test</p>	<p>Topic: CLC3 Stage 23-24 and revision</p> <p>Exam: End of Year Exam: EDUQAS Latin Language paper</p>	<p>Topic: Civilisation: Roman Britain</p> <p>Exam: EDUQAS Civilisation past paper</p>
	<p>Rationale: Students learning was significantly impacted by remote learning due to the pandemic and their language ability is</p>	<p>Rationale: Students will sit the same attainment test as the advanced year 9 classes</p>	<p>Rationale: Students keep working through the course book building on their prior knowledge of the language. At this stage we will miss out</p>	<p>Rationale: Ideally this class would have finished CLC2 and started CLC3 before</p>	<p>Rationale: This will enable students to get an accurate reflection of what they could achieve in the GCSE currently. We usually anticipate students</p>	<p>Rationale: After the Year 10 exams students will start the GCSE prescribed material for the Civilisation component of the course. If there is</p>

	behind where we would normally expect to see them at this stage. All students in this class were beginners in year 9. They require a lot of vocabulary revision.	to allow us to gauge their ability.	much of the civilisation material and focus predominantly on the language element.	they sit their end of year exams.	perform 1-2 grades higher in the final exam.	enough time we will also look at the 6 prescribed literature images.
11	Topic: EDUQAS Prescribed Literature Exam: NONE	Topic: Literature Exam: Mock: Literature 2021 CAGS paper	Topic: Language Exam: Students are still tested weekly on the vocabulary for Component 1: Language.	Topic: Language Exam: Mock – EDUQAS Latin Language paper	Topic: Civilisation and Literature Revision Exam: EDUQAS Civilisation 2021 CAGS paper	
	Rationale: This term we focus on teaching and consolidating the Literature component of the course. This is 30% of the overall grade and they have never been taught it before. Students are still tested weekly on the vocabulary for Component 1: Language.	Rationale: In this ½ term we will recap all of the prescribed grammar and syntax of the EDUQAS specification. This is 50% of the overall grade for Latin. Students have covered all the language already.	Rationale: This will give students a good indicator of how well they are currently performing in the Component 1: Language element of the course.	Rationale: Students will have revised all elements of the course in preparation for their final exam. Civilisation is the easiest part of the course and has the least weighting (20%) so is left till last.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Topic: World of the Hero: The Odyssey</p> <p>Exam:</p>	<p>Topic: World of the Hero: The Odyssey</p> <p>Exam: RA- World of the Hero Odyssey paper</p>	<p>Topic: Greek Theatre: Oedipus & The Bacchae</p> <p>Exam: Year 12 Assessment: Greek Theatre & Oedipus 10 & 20 mark question</p>	<p>Topic: Greek Theatre: Comedy & Frogs</p> <p>Exam: March RA: Greek Theatre Comedy 10-mark and 30-mark essay.</p>	<p>Topic: Revision</p> <p>Exam:</p>	<p>Topic: The Aeneid</p> <p>Exam: UCAS Exam: WoTH & Gr Theatre mash up</p>
	<p>Rationale: GW has chosen to teach one component at a time, rather than simultaneously Greek Theatre and WoTH for ease and speed, since this year the class isn't shared between teachers.</p>	<p>Rationale: The Odyssey should be finished, revised and examined by Christmas. This forms ½ of the World of the Hero component of the course, which in itself is 40% of the overall grade. If there is time after the RA then we will start the prescribed vial material for the Greek Theatre component.</p>	<p>Rationale: We haven't covered enough Greek Theatre to do a full past paper and the Year 12s only recently had an RA on the WoTH component.</p>	<p>Rationale: This will ensure students have been examined on both tragedy and comedy. The majority of the course should be finished by now, we may need to spill over into the summer term to ensure all the material has been covered and revised thoroughly.</p>	<p>Rationale: We are either finishing off Greek Theatre or revising for the UCAS exams.</p>	<p>Rationale: After the UCAS exams we start the Year 13 WoTH module Virgil's <i>Aeneid</i>. This ½ term we focus on the historical context of the epic as well as starting to read Books 1-2. Students are instructed to read Books 3-5 over the summer to hit the ground running in September.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p>Topic: The Aeneid</p> <p>Exam: Students are given numerous opportunities to improve their UCAS grades by being set past paper questions for homework and in class.</p>	<p>Topic: The Aeneid</p> <p>Exam: Short mock- WoTH Aeneid – 10, 20 & 30 mark essay.</p>	<p>Topic: Love and Relationships: Greeks</p> <p>Exam: Mock – Love and relationships. This will be difficult paper for the HoD to write because students haven't covered very much of this component yet.</p>	<p>Topic: Love and Relationships: Romans</p> <p>Exam: Love and Relationships questions to be sat over a number of lessons in class.</p>	<p>Topic: Revision and exam technique</p> <p>Exam:</p>	Year 13 Exams:
	<p>Rationale: We move swiftly through Book 1-8 of the Aeneid and may even have</p>	<p>Rationale: We will finish and revise the Aeneid all before Christmas. We may start the</p>	<p>Rationale: Sappho and Plato</p>	<p>Rationale: Seneca and Ovid</p>	<p>Rationale: We will have covered the whole course</p>	

	<p>started Book9 of the epic in preparation for the short mocks after 1/2 term</p>	<p>Love and Relationships topic if there is time. Students will read the prescribed L&R literature over Christmas.</p>	<p>This year, rather than teaching Philosophers first and then literary sources I will experiment with teaching the material by culture.</p>		<p>and should now be able to quickly look again at Greek Theatre and The Odyssey (Year 12 modules).</p>	
--	--	--	--	--	---	--