

Progression of Skills and Knowledge in Latin

Vocabulary

familia	household	in tablinō	in the study	scribit	is writing
est	is	in atrīo	in the atrium	sedet	is sitting
pater	father	in tricliniō	in the dining room	bibit	is drinking
māter	mother			legit	is reading
filius	son	in hortō	in the garden	labōrat	is working
filia	daughter	in cubiculō	in the bedroom	dormit	is sleeping
servus	(male) slave	in culinā	in the kitchen		
coquus	cook	in viā	in the street		
canis	dog				

Cerberus

Caecilius est in hortō. Caecilius in hortō sedet. Lūcia est in hortō. Lūcia in hortō scribit. Metella est in atrīo. Metella in atrīo legit. Quintus est in tablinō. Quintus in tablinō scribit. Cerberus est in viā.

Caecilius had this mosaic of a dog in the doorway of his house.

intra-enters
circumspectat looks round
cibus food
in mensā on the table
salt jumps
stat stands
stertit snores
lātrat barks
surgit gets up
irātus angry
pestifer pest
furcifer scoundrel
clāmat shouts
exit goes out

Handwritten notes: Piramus, Read, Garden, Lūcia, coquus, sitting, Street, Kitten, Cap, Kitten, scribit, Ego, Grumiō est in culinā. coquus in culinā dormit. Cerberus intrat. Cerberus circumspectat. cibus est in mensā. canis salt. canis in mensā stat. Grumiō stertit. canis lātrat. Grumiō surgit. coquus est irātus. pestifer furcifer! coquus clāmat. Cerberus exit. *scribit*

Pompeii

mōns irātus

1. Clāra et Fēlix in portū stābant. amici montem spectābant. volūptates cūcunt. Felix erat stāndus in the port. The friends were watching the mountain.

2. Clāra amīcō dixit. Clāra salutābat her friend. I 'ego in forō eram. I am in the forum. I ego subito sonōs audivi. I suddenly I hear sounds.

3. Fēlix artificii respondit. Felix respondit. 'tu sonōs audivisti. ego tremorēs sensi. ego nōde montem dīmūtābam. I when the mountain was walking rear.

Describe yourself in Latin

Fill in the gaps, then translate the sentence. You'll see a mixture of doing and being verbs being used, as well as some adjectives. Make sure you remember if you're a boy or a girl when describing yourself!

1. mihi ... *Felix* ... nomen est.
translation: *My name is Felix.*

prima primus secunda secundus tertia tertius

2. in familia mea ... *sumus* ... sum.
translation: *I am going to my uncle's house.*

3. capillos ... *brunos* ... habeo.
translation: *I have brown hair.*

4. oculos ... *brunos* ... habeo.
translation: ...

5. ... *amo* ...
translation: *I love ...*

Handwritten notes: blonde, black, brown, red, brown, green, blue, grey, pediludere, legere, musicam facere, animalia curare, dormire, currere, pingere, saltare, coquere, ludere, scribere

Latin

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Latin Overview written by Jane Murphy, Subject Leader

Curriculum Intent

At Elton we have chosen to teach Latin because of the rich opportunities that come from learning this ancient language. As well as being a fascinating language in its own right, knowledge of Latin helps to develop Literacy skills. Through Latin, children develop their knowledge of spelling and vocabulary through learning the Latin roots of English words, and also deepen their understanding of grammar (Latin is a logical step after phonics, reinforcing the notion of structure and pattern in language). Furthermore, as many of our children go to different secondary schools, where the language studied in Year 7 across the schools is not the same, we decided that a grounding in grammar and vocabulary roots would be a useful base regardless of the first language studied. Alongside language learning, the study of Roman civilizations aids cultural literacy, encourages cultural insights and gives opportunities for wide-ranging thinking across many subjects (including history, arts, maths and science).

Curriculum Implementation

We follow the Maximus Classics Latin Language Scheme of Work. This is a scheme and set of digital resources that teaches the Latin language in a way that enhances English literacy, both in its choice of vocabulary and grammar covered. It consists of sixteen units, each with a particular grammar focus. Each unit explores the history behind English's links to Latin. 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 KS2 elements such as word class, tense and auxiliary verbs using the same terminology used in English GPS (Grammar/Punctuation/Spelling) teaching.

Progression in the learning of Latin is evidenced in two main ways: each child retains a Latin folder containing all of their written work. This gives each pupil the opportunity to reflect on their work and take pride in their progress. It also provides a way to systematically record vocabulary, useful not only for encouraging word retention, but also useful for looking up words that may have been forgotten.

The folder accompanies each child through KS2, giving continuity in learning between academic years. Regular summative testing provided under the Maximum Classics scheme offers summative assessments with a pupil test at the end of each unit, testing comprehension and recall of key grammar, vocabulary and skills from the unit in question in order to evidence progression within the subject.

Curriculum Impact

Our pupils love to make links with their learning and the world around them and learning Latin enables them to demonstrate this. An example of this was when writing an eyewitness account of the eruption of Pompeii, many children chose to incorporate Latin into their work. In addition learning another language helps to sharpen minds, cultivate mental alertness, creates keener attention to detail, develops critical thinking, and enhances problem-solving abilities across the curriculum.

Extracurricular Opportunities

As a Church of England school in immediate proximity to our church and its churchyard, we have opportunities to become Latin detectives and look for words on a daily basis in our immediate environment.

Progression of Skills and Knowledge in Latin

Year of study	Unit	grammar skills objectives	vocabulary skills objectives	cultural skills objective
1	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
	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
	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
	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

Progression of Skills and Knowledge in Latin

2	5	<p>a) to use knowledge of Latin verb and noun endings to translate simple sentences</p>	<p>a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words</p>	<p>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</p>
	6	<p>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</p>	<p>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</p>	<p>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</p>
	7	<p>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</p>	<p>a) to learn the spelling and meaning of 18 core vocab words b) to match English words with their Latin root words</p>	<p>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</p>
	8	<p>a) to understand the role of prepositions in Latin and English</p>	<p>a) to learn the spelling and meaning of 19 core vocab words b) to match English words with their Latin root words</p>	<p>a) to learn about the Roman art of millefiore glass b) to encounter the history of Hannibal in a mixture of English and Latin</p>

Progression of Skills and Knowledge in Latin

3	9	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a) to learn the spelling and meaning of 9 core vocab words b) to match English words with their Latin root words 	<ul style="list-style-type: none"> 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
	10	<ul style="list-style-type: none"> a) to encounter third declension (group) nouns and their endings b) to apply knowledge of third group noun endings to translate Latin sentences 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	11	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a) to learn the spelling and meaning of 17 core vocab words b) to match English words with their Latin root words 	<ul style="list-style-type: none"> 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
	12	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a) to learn the spelling and meaning of 20 core vocab words b) to match English words with their Latin root words 	<ul style="list-style-type: none"> a) to learn about Roman inscriptions and <i>depinti</i> b) to encounter the history of Cleopatra in Latin

Progression of Skills and Knowledge in Latin

4	13	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a) to learn the spelling and meaning of 14 core vocab words b) to match English words with their Latin root words 	<ul style="list-style-type: none"> 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
	14	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	15	<ul style="list-style-type: none"> a) to understand the auxiliary verbs 'to be able' and 'to want' in present, past continuous and simple past tenses b) to apply that knowledge in the translation of sentences containing auxiliary verbs 	<ul style="list-style-type: none"> a) to learn the spelling and meaning of 18 core vocab words b) to match English words with their Latin root words 	<ul style="list-style-type: none"> a) to read the story of the Odyssey in Latin
	16	<ul style="list-style-type: none"> a) to recap course grammar 	<ul style="list-style-type: none"> a) to recap course vocabulary b) to explore Latin and Greek words that will be useful for subject literacy at KS3 	<ul style="list-style-type: none"> a) to understand Latin's impact on modern romance languages