







Latin Curriculum

Non scholae sed vitae discimuswe do not learn for school but for life Anon

Purpose of Study:

 <p>Philosophical</p>	<p>Children’s understanding of the world will be deepened through the fostering of their curiosity about the development of language and studying classical literature, art and culture.</p>
 <p>Practical</p>	<p>Children will be able to express their ideas and thoughts in Latin and to understand and respond both in speech and writing. They will learn new ways of thinking and read great literature in the original language. “Latin students have a huge advantage in learning other inflected languages, such as Russian or German. Conversely, speakers of Romance languages (Spanish, French, Italian, Portuguese, Rumanian) have an edge in studying Latin: Latin is the source of 75-80 percent of all words in these languages.” (University of Illinois)</p>
 <p>Emotional</p>	<p>Children will learn Latin which will provide a liberation from insularity and provide an opening to other cultures. They will develop an understanding of the classics and explore their emotional response to great works of art, architecture, literature through a range of stories, myths, paintings, sculpture and architecture.</p>
 <p>Intellectual</p>	<p>Children will develop the skills to 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. They will gain the foundation for learning further languages, equipping children to study and work in other countries. They will develop their vocabulary through studying etymology and morphology of Latin and apply to tier 2 and tier 3 vocabulary.</p>



National Curriculum

End Points:

- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.
- develop a love of learning the origin of words in our English language (not just from Latin) and finding links between words we use now and how they have developed and changed through time.
- Know a range of myths and legends from classic literature, paintings and appreciate other great achievements of the ancient world.

Subject content:

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
- 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 orally and 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.

BWT Latin Skills and Knowledge Progression

	Year 3 Minimus 1: Chapters 1 to 6	Year 4 Minimus 1: Chapters 7-12	Year 5 Minimus 2: Chapter 1-6	Year 6 Minimus 2 Chapters 7-12
	Introduction to Ancient Rome and Latin (Maximus) to give context.			
Subject matter	Introductions and Greetings. Food and Entertaining. Society hierarchy -enslaved people. Education. Invasion of Britain. Travelling.	Roman Civilisation: Military. Health. Death and burial. Gods. Religion. Socialising. Hygiene. Jewellery, clothes, cosmetics	Leaving Vindolanda, Roman Army, Travel and Health. Life in a developing Roman Town. Saturnalia Festival (Christmas)	Birth. Roman Seafaring. Naming a baby. Hunting. Slavery. Construction work in York. Freedom and betrothal. Ancient site of Delphi
Grammar content	Familial, animal nouns and associated adjective such as big, small. Verbs such as 'speak', 'write', 'clean', 'work'. Adverbs ending in 'ter' in Latin such as 'quickly', fiercely.	Revision and consolidation of previous content. Short phrases as Y3 with new vocabulary. Imperative verbs. Questions and answers using words such as 'what, who, where?' Conjunctions: because and 'and', 'but', 'although'. Subject and object such as 'Vibrissa chases Minimus' and associated nouns endings. Prepositions e.g. near, round, under.	Revision and consolidation of previous content. Revision of Present tense verbs, subject and objects. Nominative and accusative case e.g. nominative -the table is round, accusative-the table is being laid. Gender, feminine, masculine, neuter agreement. Adjective and adverb word order. Infinitives and impersonal verbs. Pronouns. Impersonal verbs with infinitives.	Revision and consolidation of previous content. Imperative verbs, imperfect tense including the irregular verb 'esse -to be', compound verbs, participles.



<p>Speaking and Listening</p>	<p>Listening to and repeating back short noun phrases. e.g. I am, you are. Adjectival phrases e.g. My house is dirty, simple subject verb phrases and simple adverbial phrases such as ‘riding quickly’</p>	<p>Build on Y3 and continue to learn new noun, verb, adjectival phrases. Listen to and repeat short phrases which include imperative verbs questions, prepositions and conjunctions.</p>	<p>Listen to and repeat back conversational sentences -back and forth interactions with questions and answers.</p>	<p>Listen to and repeat back longer conversational sentences which contain multiple grammatical structures -back and forth interactions with questions and answers.</p>
<p>Reading, Translation and Writing</p>	<p>Read, translate and write short noun phrases, adjectival phrases, simple subject verb phrases and simple adverbial phrases.</p>	<p>Read, translate and write short phrases which include imperative verbs and questions and answers. Respond to instructions. Recognise and use conjunctions and prepositions. Identify subject and object and use noun endings.</p>	<p>Read, translate and write short phrases and questions and short back and forth conversations, including the grammar content above.</p>	<p>Read and write sentences which contain multiple grammatical structures.</p>
<p>Cultural</p>	<p>Learn Greek myths, Medusa and Perseus, Icarus and Daedalus, Pandoras Box, Echo and Narcissus, the Traveller Tale, Actaeon and Diana and associated classical art works (see separate appendix). Learn about a Roman settlement in Britain. Explore archaeological artefacts.</p>	<p>Greek myths: Midas and Golden Touch, Procrustes, Odysseus and Cyclopes and Odysseus and the Trojan Horse, Prymus and Thisve, The Amazing Baby and associated classical art works (see separate appendix). Learn about Roman Gods and their beliefs, death and burial. Learn about Roman clothing and jewellery.</p>	<p>Pegasus the Wonder Horse, Odysseus at Sea, Very Strange Birth (Zeus), Heracles and the Hydra, Demeter and Persephone, Saturn and the Golden Age and associated classical art works (see separate appendix). Roman army, festivals and celebrations.</p>	<p>Romulus and Remus, Oceanus and Tethys, Titans, Hunt for the Caledonian Boar, The Beauty Goddess, Polyphemus and the Cyclopes, Marriage of Peleus and Thetis and associated classical art works (see separate appendix). Gaining freedom, marriage, building, trading and ceremonies. Ancient site of Delphi.</p>
<p>Etymology, word roots Multisyllabic words linked to KS2 reading curriculum</p>	<p>mater (mother)/maternal servi (slaves)/service pater noster (our father) the lord’s prayer infans (child)/infantile feles (cat)/feline per diem/ per day porcus/pork equus/equestrian maxima/maximum minimus/minimal scribit (to write) /scribe spectat (he watches)/spectator laborant (they work)/labour validus (strong)/invalid sedeo (I sit)/sedentary dormio (I sleep)/dormant/dormitory iratus (angry)/irate ferociter (fiercely) /ferocious diligenter (carefully)/ diligent pugno (I fight)/pugnacious celeriter (quickly)/accelerator habitat (he lives)/habitat acutus (sharp)/acute obesus (fat)/obese fractus (broken)/fractured</p>	<p>militus (soldiers)/military audite (listen)/auditorium portate (pick up)/porter procedite (go forward)/proceed facite (make)/Factory frigidarium (cold room)/refrigerator tepidarium (warm room)/tepid sub (under)/submarine terra (earth)/subterranean circum (round)/circumnavigate pro (in front)/propeller pretiosus (valuable)/precious donum (gift)/donation anima (life)/animate verba (words)/verbose accipit (receives)/accept epistulum (letter)/epistles mortua (dead)/mortuary; mortal; immortal</p>	<p>equitat/equestrian voco/vocal spectat/spectator milites/military dormio/dormant notus (famous)/notable princeps (the leading citizen)/principal mare (sea)/marina periculosum (dangerous)/perilous timere (to be afraid)/timid trans (across)/transatlantic lubricus (slippery)/lubricating propeller (to push forward)/propeller cantare (to sing)/cantata sedere (to sit)/sedentary multi (many)/multi (prefix) custodire (to keep safe)/custody volo (I want)/voluntary tibi licet (you are allowed)/licensed iuvenis (young man)/juvenile invenire (to discover or find)/invention benignus (kid)/benign detergere (to wipe clean)/detergent</p>	<p>aqua (water)/aqueducts validus (strong)/valid obstetrix (midwife)/obstetrics navigare (to sail)/navigation turbulentus (stormy)/turbulence tempestat (a storm)/The Tempest canis (dog)/canine amicus (a friend)/amicably portare (to carry)/imports; exports curare (to care for)/curator frustra (in vain)/frustrated mitter (to send)/mission novus (new)/novelty deridere (to mock)/deride inducere (to lead in)/induction dissecare (to cut)/dissecting diligenter (hard)/diligently incipere (to begin)/incipient medius (middle)/Mediterranean percutere (to hit)/percussion lapis (stone)/lapidary aedificare (to build)/edifice edere (to eat)/edible testis (witness)/testify squalor (mess)/squalid liberare (to free)/liberty</p>

