Maybury Primary School
Latin Curriculum

Becoming a Linguist

🏺 Latin at Maybury

In Key stage 2, children are introduced to Latin following the Maximus Classics scheme of work, implemented by Classics for All at Oxford University. Our intent for the teaching of Latin is to teach children in a rich, balanced and progressive curriculum, using Latin to support vocabulary development, a deeper understanding of grammatical structures in English and foreign languages and for children to investigate the derivatives of language alongside historical stories.

Maximum Classics Latin language scheme of work
Maximum Classics 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. It is designed to be teachable by non-specialist teachers and accessible by all abilities of student.

Substantive and Disciplinary Knowledge
Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:
- Language content
- Transactional language
- Personal information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language learning skills

Disciplinary Knowledge refers to how the children acquire the substantive knowledge, and the elements which are unique to learning languages.

Linking language and literacy at KS2
One of the main benefits of teaching Latin as a KS2 language is its useful interplay with English grammar and vocabulary. Maximum Classics' introductory unit explores the history behind English's links to Latin and Ancient Greek. 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 SPaG teaching.

Opportunities to explore culture
The study of Latin and the civilisation of Ancient Greece and the Roman Empire allows students to encounter much of the foundational literature, art, science and learning of much of Western culture. The Maximum Classics scheme incorporates aspects of classical civilisation that complement and enrich the whole KS2 curriculum, integrating cultural aspects from across the Roman and Greek worlds in the form of dedicated cultural lessons, usually one or two per Unit. These often have a hands-on or interactive focus and are all designed to draw links between ancient and modern From Intention to Ofsted: Effective Primary Latin Leadership and KS2 Implementation 7 culture. In addition, each Unit features a myth or historical story. From Units 1-10 these are told in a mixture of Latin and English to promote retention and recall of vocabulary, and from Unit 11 onwards – by which point the students have the necessary language skills – the text is in entirely in Latin.

Primary to secondary transfer & language skills co-ordination
The transfer from Primary to Secondary represents an often-missed opportunity in establishing the success of a student as a language learner. As noted in Ofsted's 2021 paper:

"Crucially, the lack of effective transition in languages from primary to secondary school means that many pupils across England 'start again' in Year 7. This can have a negative impact on their motivation and perspective of the subject. Some studies show that learners find it important to feel that they are making good progress, specifically in relation to transition."

Learning Latin as a KS2 language puts students in a strong position to start KS3 as competent and confident language learners.

The Maximum Classics courses:
• introduce the notion of different linguistic methods for conveying meaning
• explore the paradigm of inflected language
• use vocabulary that is at the foundation of romance languages such as French, Spanish and Italian
• encourage the learning, retention and manipulation of vocabulary
• explore links and relationships between languages
• introduce grammatical concepts such as the infinitive, impersonal verbs and personal endings
• situate language learning within a distinct and different culture

All of these are skills that will stand students in good stead for whichever language they learn at secondary level (and beyond). The final unit of Maximum Classics is also designed to cover aspects of various KS3 subjects, to help students get a 'head start' across the curriculum.

Teaching Latin
The teaching of Latin follows a clear progression in line with age-related expectations.

Our KS2 pupils take part in a weekly Latin lesson following the 'Maximum Classics' scheme of work. Through these lessons, our pupils:
• write Latin words, phrases and sentences to communicate meaning
• develop an appreciation of the Latin language and culture
• develop an understanding of etymology and the relevance of this and the words we use in modern English
• increase their knowledge and understanding of English grammar and spelling

Latin lessons are divided into two distinct sessions. The first being language instruction; repetition of previous learning, deliberate practise and an introduction to new learning. The second session is based on a cultural element usually consisting of fact learning and hands on, interactive focus.

Assessing Progress
Pupils' progress will be assessed using regular formative assessment in lessons through strategies such as questioning, regular retrieval practice, quizzing, independent learning tasks and assessment of work in books and feedback. Maximum Classics 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. Summative testing allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level.

SEND
The approach taken by Maximum Classics aims to be inclusive of all children. However, just as in all other areas of the curriculum, for the delivery of Latin, teachers need to anticipate barriers to participation for pupils with particular SEN. Planning will minimise those barriers so that all pupils can fully take part and learn. When assessing pupils with SEN, again, planning is crucial and an altered or alternative method of assessment may be appropriate.

Maybury Primary School
Latin Curriculum

Long Term Plan: Teaching Unit Plan Overview

🔴 KS2 Long Term Plan: Teaching Unit Plan Overview

	Unit	Unit	Unit	
Y3	**Unit 1** The origins of the English language, sentence construction Story: Achilles Background: Classical culture in modern times	**Unit 2** Present tense verbs, six personal endings Story: Orpheus Background: Greek gods	**Unit 3** More present tense verbs, adverbs Story: Midas Background: Mosaics, curse tablets	**Unit 4** Subject & object nouns, masculine and feminine nouns Story: Boudica Background: Games, Roman army
Y4	**Unit 5** Reading simple sentences in Latin (noun, adverbs & verbs) Story: Town Mouse & Country Mouse Background: Roman food	**Unit 6** Numerals 1-10, 100, 1000, the irregular verb 'to be' (present tense) Story: Hercules Background: Greek numbers, dinosaur compounds, The Olympics	**Unit 7** Adjectives & agreement with noun in number, gender & case Story: Trojan Horse Background: Scientific classification	**Unit 8** Prepositions Story: Hannibal Background: Roman millefiore
Y5	**Unit 9** Past continuous tense Story: Echo & Narcissus Background: Aristotle & the Golden Mean, constellation myths	**Unit 10** Third group nouns (masculine and feminine), glossing technique Story: Romulus & Remus Background: Greek writing	**Unit 11** Possessive noun endings Story: Proserpina Background: Pythagoras' & triangles, reasons for myth	**Unit 12** Negatives, commands & conjunctions Story: Cleopatra Background: Inscriptions
Y6	**Unit 13** Simple past tense Story: Greek theatre Background: Music	**Unit 14** Questions & answers Story: Best & worst Roman leaders Background: Democracy, Plato	**Unit 15** Auxiliary verbs Story: The Odyssey	**Unit 16** Reading practice, KS2-3 transfer focus Story: Hypatia, Caesar, Pygmalion, Geese of Rome Background: influences on science, law, medicine, Shakespeare

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Progression in Latin Knowledge and Skills

KS2 Progression in Knowledge and Skills – Grammar

	Year 3		Year 4		Year 5		Year 6
Unit 1	Understand the origins of the English language and its connection to historical events Understand the concept of meaning communicated through word order vs word ending (inflection)	Unit 5	Use knowledge of Latin verb and noun endings to translate simple sentences	Unit 9	Understand how a Latin verb ending can also change its tense as well as person Understand how the past continuous tense is expressed in both Latin and English Apply knowledge of Latin past continuous verb endings in translating words and sentences	Unit 13	Understand how a Latin verb ending can also change its tense as well as person Understand how the simple past tense is expressed in both Latin and English Apply knowledge of Latin simple past verb endings in translating words and sentences
Unit 2	Understand how a Latin verb is composed of a root meaning and an inflected ending showing person Apply knowledge of verb endings to translate present tense verbs	Unit 6	Learn the irregular verb 'to be' in the present tense Apply knowledge of the verb 'to be' to translate Latin sentences	Unit 10	Encounter third declension (group) nouns and their endings Apply knowledge of third group noun endings to translate Latin sentences	Unit 14	Learn how Latin forms simple questions Understand how relative clauses work in English and Latin and to translate Latin sentences containing relative clauses
Unit 3	Understand the role of adverbs in Latin and English	Unit 7	Understand the concept of Latin adjectives agreeing with their noun in number, gender and case Apply that knowledge in the translation of sentences containing nouns and adjectives	Unit 11	Understand that Latin noun endings can show possession Apply knowledge of possessive noun endings in all three noun groups encountered to translate Latin sentences using apostrophes correctly	Unit 15	Understand the auxiliary verbs 'to be able' and 'to want' in present, past continuous and simple past tenses Apply that knowledge in the translation of sentences containing auxiliary verbs
Unit 4	Learn how Latin nouns have a gender and show this in their ending Understand how Latin noun endings change depending on whether they are subject or object Apply knowledge of noun endings to choose English translations for Latin sentences	Unit 8	Understand the role of prepositions in Latin and English	Unit 12	Understand the role of negatives in Latin and English Encounter the imperative form and translate in sentences Understand the role of conjunctions in English and Latin	Unit 15	Recap course grammar

KS2 Progression in Knowledge and Skills – Vocabulary

	Year 3		Year 4		Year 5		Year 6
Unit 1	Learn the spelling and meaning of 6 core vocab words Match English words with their Latin root words	Unit 5	Learn the spelling and meaning of 6 core vocab words Match English words with their Latin root words	Unit 9	Learn the spelling and meaning of 9 core vocab words Match English words with their Latin root words	Unit 13	Learn the spelling and meaning of 14 core vocab words Match English words with their Latin root words
Unit 2	Learn the spelling and meaning of 6 core vocab words Match English words with their Latin root words and use Greek/Latin compounds to create novel English words	Unit 6	Learn the spelling and meaning of 15 core vocab words Match English words with their Latin root words and use Greek/Latin compounds to create novel English words	Unit 10	Learn the spelling and meaning of 19 core vocab words Match English words with their Latin root words and use Greek/Latin compounds to create novel English words Start to learn the technique of 'glossing' previously unencountered words	Unit 14	Learn the spelling and meaning of 16 core vocab words Match English words with their Latin root words and use Greek/Latin compounds to create novel English words
Unit 3	Learn the spelling and meaning of 10 core vocab words Match English words with their Latin root words	Unit 7	Learn the spelling and meaning of 18 core vocab words Match English words with their Latin root words	Unit 11	Learn the spelling and meaning of 17 core vocab words Match English words with their Latin root words	Unit 15	Learn the spelling and meaning of 18 core vocab words Match English words with their Latin root words
Unit 4	Learn the spelling and meaning of 13 core vocab words Match English words with their Latin root	Unit 8	Learn the spelling and meaning of 19 core vocab words Match English words with their Latin root words	Unit 12	Learn the spelling and meaning of 20 core vocab words Match English words with their Latin root words	Unit 15	Recap course vocabulary Explore Latin and Greek words that will be useful for subject literacy at KS3

🦁 KS2 Progression in Knowledge and Skills – Cultural Skills

	Year 3		Year 4		Year 5		Year 6
Unit 1	Identify some classical aspects of modern culture Encounter the story of Achilles in a mixture of English and Latin	Unit 5	Understand what foods the Romans ate and how they differ from what we eat today Encounter the fable of The Town Mouse and the Country Mouse in a mixture of English and Latin	Unit 9	Understand Aristotle's theory of the Golden Mean Encounter ancient Mediterranean constellation myths Encounter the myth of Echo and Narcissus in a mixture of English and Latin	Unit 13	Learn about music and musical instruments in the ancient world Read about ancient playwrights and the highlights of Greek theatre in Latin
Unit 2	Learn about the classical pantheon of gods Encounter the story of Orpheus in a mixture of English and Latin	Unit 6	Learn about the use of Greek roots in compound dinosaur names and to create novel dinosaur names Learn about the ancient Olympics and how they differ from the modern ones Encounter the myth of Hercules in a mixture of English and Latin	Unit 10	Investigate the ancient Greek alphabet and its relationship with our modern alphabet Learn about the Roman method of numeral notation Encounter the myth of Romulus and Remus in a mixture of English and Latin	Unit 14	Learn about Plato's approach to virtue Explore ancient and modern government systems including democracy Read about notable Roman leaders in Latin
Unit 3	Learn about traditional Roman mosaics b) to investigate the Bath curse tablets Encounter the myth of Midas in a mixture of English and Latin	Unit 7	Learn about the use of Latin in binomial Linnaean classification Learn about Homer and the story of the Iliad and its protagonists Encounter the myth of the Trojan Horse in a mixture of English and Latin	Unit 11	Learn about the Pythagoras' theorem and its origins Learn about theories for the origins of myth Encounter the myth of Proserpina in Latin	Unit 15	Read the story of the Odyssey in Latin
Unit 4	Learn about the Roman army Make and play a Roman board game Encounter the history of Boudicca in a mixture and Latin	Unit 8	Learn about the Roman art of millefiore glass Encounter the history of Hannibal in a mixture of English and Latin	Unit 12	Learn about Roman inscriptions and *depinti* Encounter the history of Cleopatra in Latin	Unit 15	Understand Latin's impact on modern romance languages

🔴 KS2 Progression in Knowledge and Skills – Spoken Language (Conversation Skills)

Year 3		Year 4		Year 5		Year 6	
Unit 1	To understand the rules of phonetic Latin pronunciation, reading out single words	Unit 5	To greet someone by name in Latin	Unit 9	To discuss favourite animals in Latin	Unit 13	To describe current and past activity
Unit 2	To be able to say hello and goodbye to one or many people in Latin	Unit 6	To sing Happy Birthday in Latin	Unit 10	To respond in Latin to picture clues accompanied by the question, "What is this?"	Unit 14	To describe age, location of birth, hobbies, what you want to be when grown up
Unit 3	To ask, 'How are you?' and give a simple one-word reply in Latin	Unit 7	To ask someone's name, describe your appearance and to play Latin 'Guess Who?'	Unit 11	To express preferences	Unit 15	To name the countries represented by flags
Unit 4	To answer to a Roman names register in Latin	Unit 8	To talk about the weather in Latin	Unit 12	To describe personality traits	Unit 15	To describe ailments and illnesses

Maybury Primary School

Medium Term Plans and Curricular Goals

Year 3 - Unit 1 – The Origins of the English Language

Units of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
1.1 The origins of English	Contextualise where Ancient Greece and Rome sit in the history timeline. Understand the role of the Roman Empire and its importance to linguistic inheritance. Look at other influences on the modern English language	To know that the modern English Language contains words rooted in Latin and Greek and be able to give some examples	
1.2 Ancient roots in English	Recognise Ancient Greek roots in English words		Root words Prefixes
1.3 Classical culture in modern times	Understand Ancient Greek and Roman influences in our lives today\n\nTo understand how Latin and Ancient Greek appear in the English language.\n\nTo understand how elements of ancient culture that have persisted into modern times.		Root words Roman Numerals Calendar dates – based on Roman system/names
1.4 Inventing a product	To see how Latin roots are used to name modern products, and to invent and name a product of our own.		Root words
1.5 Word order v.s word ending	To understand how English creates meaning through use of word order, and how Latin is different.\n\nTo understand how English constructs meaning using the subject-verb-object ordering.	Know that English uses word order to create meaning but Latin uses word ending	Subject/object Nouns Verbs
1.6 Story Translation	Create and use dictionaries and to use Latin vocabulary knowledge to read and illustrate the Myth of Achilles.\n\nVocabulary consolidation. Children will encounter and translate this vocabulary in the Myth of Achilles		Using dictionaries
1.7	Summary and Assessment		

Year 3 - Unit 2 – Present Tense Verbs

Units of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
2.1 Verbs	To understand the concept of verbs.	. To know that Latin verbs use endings to show who is doing the action of the verb To know that the beginning of a Latin verb tells us what is happening	Verbs Nouns
2.1 Verb codes	To see how Latin shows who is doing the verb by using codes.		Singular Plural
2.3	To identify verbs and understand that to make sense of them, we also need to include nouns/pronouns. To understand that word order in Latin for meaning does not apply (as in English) and that this rule applies to verbs too.		Verbs Nouns Pronouns
2.4 Mythical Monster Making	To understand the meaning of Greek roots in English compound words.		Compound Words
2.5 More verb endings	To rehearse Latin verb endings and translate various Latin verbs.		Verbs
2.6 Story	To record more vocabulary in mini dictionaries. To use this knowledge to read and illustrate the myth of Orpheus.		Using dictionaries
2.7	Summary and Assessment		

Units of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
3.1 Recapping Verbs	To rehearse Latin verb endings and translate various Latin verbs.	To know that adverbs describe verbs and make them more interesting

To know that Latin uses adverbs and they tend to end in **–e** or **-ter** | Verbs Nouns |
3.2 Adverbs	To understand the role of adverbs in English and Latin.		Singular Plural
3.3 Adverbs and curse tables	To use adverbs to make a replica Latin curse (or blessing) tablet. To match Latin adverbs to the English translation.		Verbs Nouns Pronouns
3.4 Story	To record more vocabulary in mini dictionaries. To use knowledge to read and illustrate the Myth of Midas.		Compound Words
3.5	Summary and Assessment		

Year 3 - Unit 4 – Subject and Object Nouns

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
4.1 Nouns in English	To revisit the noun word class and to sort nouns by gender	To know that Latin uses different noun endings to show **subject** and **object**

To know that Latin nouns can be split into nouns ending in **–a** and nouns ending in **–us**

To know that Latin uses different noun endings to show singular and plural | Nouns |
4.2 Subject and object recap	To revisit the ideas of subject and object nouns		Subject Object nouns
4.2a Roman board games	To make and play an authentic Roman board game		History
4.3 'A' nouns	To extend our knowledge of Latin nouns that end in '-a'. To develop understanding of singular subject and object endings, moving onto plurals.		Latin Nouns – singular and plural
4.3a The Roman army	To discover what made the Roman army so effective and to make a mini onager (catapult).		History
4.4 'US' nouns	To extend our knowledge of Latin nouns that end in '-us'.		Latin nouns – singular and plural
4.5 Story Translation	To record vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Boudica.

To look at important historical figures from the Ancient Greek and Roman eras | | History |
| 4.6 | Summary and Assessment | | |

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
5.1 How to read a Latin sentence	To learn the verb-subject-object approach to Latin translation. To tackle reading whole Latin sentences by learning to look for verb first, then subject, next object and finally anything else (adverbs).	To know how to translate and read Latin sentences : understand the key concept of verb-subject-object agreement and how this allows for Latin translation of sentences.	Verb-subject-object agreement
5.2 Sentence Practice	To rehearse the verb-subject-object approach to Latin translation. To practice using the verb-subject-object technique of translating various types of Latin sentence.		Verb-subject-object agreement
5.3 Sentence Practice	To further practice the verb-subject-object approach to Latin translation. To practice using the verb-subject-object technique of translating various types of Latin sentence.		Verb-subject-object agreement
5.3a Roman Food	To further practice the verb-subject-object approach to Latin translation. To practice using the verb-subject-object technique of translating various types of Latin sentence – Roman recipes		Verb-subject-object agreement
5.4 Story Translation	To record vocabulary in our mini dictionaries. To use knowledge to read and illustrate the Story of the Town Mouse and the Country Mouse. This is one of the most famous of Aesop's fables, a collection of allegorical stories originating in Greece in the 7th—6th Centuries B.C.E. The popular tale was also retold in Roman literature, most notably by the poet Horace.		Dictionaries Greek Fables
5.5	Summary and Assessment		

Year 4 - Unit 6 – Numerals and 'to be'

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
6.1 Recap	To revisit and practice the grammar and vocabulary we've learned so far	To identify and read Latin number words To translate and use the Latin verb 'to be'	
6.2 Latin Numbers	To learn about Latin number words.		Reading Latin words
6.2a Greek Numbers	To learn about Ancient Greek number words. Greek number words find their way into geometry, sport and various other parts of our language, and so understanding them can help with English word decoding and recall.		Reading Latin words
6.3 'To be'	To read, translate and use the Latin verb 'to be'. So far, we have learnt regular Latin verbs, but now we will look an irregular but important example – 'esse', 'to be'.		Verb 'to be'
6.4 'To be'	To further read, translate and use the Latin verb 'to be'.		Verb 'to be'
6.4a Dinosaur compounds	To use Ancient Greek-derived compound word parts to create a 'new' dinosaur.		Compound words
6.5 Story Translation	To record more vocabulary in our mini dictionaries. To use knowledge to read and illustrate the myth of Hercules.		Dictionaires
6.6	Summary and Assessment		
6.6a The Olympics	To discover the similarities and differences between the Modern and Ancient Olympics		

Year 4 - Unit 7 – Adjectives and Agreement

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	End of Key Stage Statements
7.1 Self descriptions	To use adjectives in describing ourselves in Latin. To understand adjectival agreement, when describing ourselves.	To know how Latin adjectives match the noun they describe by changing their ending Understand that Latin adjectives have to match the noun they are describing in three ways: 1)Feminine or masculine 2)Singular or plural 3)Subject or object	Adjectives
7.2 Guess who?	To listen to and translate descriptions of ourselves. To switch tenses - from first person to third person.		Adjectives First Person Third Person
7.2a Scientific classification	To learn about the Latin binomial classification system. The scientific naming of various animals and organisms is an instance of Latin still being used today.		Science
7.3 Adjectival agreement: gender	To see how Latin matches adjectives with the nouns being described. To explore how adjectives have to match the noun they're describing by reflecting whether the noun is masculine or feminine, singular or plural, subject or object.		Latin Nouns – masculine, feminine, singular or plural, subject or object
7.3a Homeric Epic	To encounter stories from Homer's Iliad and Odyssey and to make a card game based on the characters in these stories		History
7.4 Adjectival agreement: number	To see how Latin matches adjectives with the nouns being described depending on whether the nouns are singular or plural.		Latin nouns – singular and plural
7.5 Adjectival agreement: subject/order	To see how Latin matches adjectives with the nouns being described depending on whether the nouns are subject or object.		Adjectives Subject Object
7.6 Adjectives Practice	To practice matching and translating Latin adjectives. Consolidation and practice.		Adjectives
7.7 Story Translation	To record more vocabulary in our mini dictionaries. To use knowledge to read and illustrate the myth of the Trojan Horse.		Dictionaries History
7.8	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
8.1 Recap	To use new vocabulary to recap the grammar we've learned so far.	To know that prepositions tell us where something happens in physical space or time	
8.2 Prepositions	To learn some Latin prepositions and see how they're used in sentences.		Prepositions
8.3 Preposition roots in English	To discover Latin preposition roots in English and use them as a key to understand English words.		Prepositions Root words
8.4 Story Translation	To record more vocabulary in our mini dictionaries. To use knowledge to read and illustrate the history of Hannibal	To know that Latin prepositions don't change their endings but they can affect the endings of the noun that follows them	Dictionaries History
8.5	Summary and Assessment		
8.6a	Millefiori Pots

To make a replica Roman millefiori pot. In this session, we explore the Roman art of millefiore ('thousand flowers' in Italian) glass making, which is still a style popular today. After investigating how these amazing artefacts are made, pupils will then turn their hand to making their own millefiore bowls from colourful polymer clay. | | |

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
9.1 Tenses in English	To explore how time of action is expressed in English verbs. To express the past continuous/past progressive in Latin	To know what the past continuous tense is To know how the past continuous tense works in Latin and how we translate it into English: Latin shows the past continuous with the endings 'bam, bas, bat, bamus, batis, bant'	Past continuous Past progressive
9.2 Past continuous in Latin	To see how Latin expresses the past continuous tense then to sort and translate examples of it. To see the different endings Latin uses to express the past continuous/progressive.		Past continuous Past progressive
9.2a Aristotle & the Golden Mean	To discover and debate Aristotle's ideas on being a good person.		
9.3 Past continuous	To translate examples the past continuous tense in Latin.		Past continuous translations Past progressive translations
9.4 Past continuous in sentences	To distinguish the past continuous from the present tense and to translate both tenses in Latin sentences.		Past continuous translations Past progressive translations
9.4a Constellation myths	To discover the myths associated with star constellations.		
9.5 Story Translation	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Echo & Narcissus.		
9.6	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
10.1 A new kind of noun	To encounter a new group of nouns and their singular subject endings. In this unit we'll be looking at a third group of nouns that don't end in -a or -us.	To know there are a third group of nouns that end in –s, -r, and –x	Nouns
10.2 More new nouns	To encounter more third group nouns and their singular object endings. In this unit we'll be looking at a third group of nouns that don't end in -a or -us.		Nouns
10.3 Roman Numerals	To understand how to decode Roman numerals, including year dates	To know that these nouns have some similarities with –a and –us nouns, but there are some differences	Roman Numerals
10.4 Third group nouns: plural	To learn about third group nouns and their plural endings.		Nouns Plurals
10.4a Greek Writing	To learn about the Ancient Greek alphabet and to write our names using it.		Greek Alphabet
10.5 Glossing	To incorporate the technique of glossing into our translating work.\n\nGlossing – the ability to refer to a word list and include new words in a translation – is an important part of studying any language		Translating - glossing
10.6 Story Translation	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Romulus and Remus	To be able to use a gloss (word list) to help translate words not seen before	
10.7	Summary and Assessment		

Year 5 - Unit 11 – Possessive Noun Endings

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
11.1 Possessive nouns in English	To recap how English shows possession and to see how Latin does this.	To know that English uses possession by using the word 'of' or by using ''s or s' To know that Latin changes the endings of nouns to show possession	Possession
11.2 Possessive nouns in Latin	To learn how singular Latin nouns show possession.		Possession
11.2a Pythagoras and triangles	To investigate Pythagoras' theorem.		Maths - Pythagoras
11.3 Possessive nouns	To learn how plural Latin nouns show possession.		Possession
11.4 Possessive nouns in sentences	To translate Latin sentences containing possessive nouns.		Possessive Nouns
11.4a Behind the Myths	To learn about different ways of interpreting mythology and to write our own myth.		Mythology
11.5 Story	To record more vocabulary in our mini dictionaries To use knowledge and the glossing technique to translate the myth of Proserpina. 'Proserpina' is the Latinised form of the Greek name 'Persephone'. The written exercise this lesson marks an important point as the story is 100% Latin – no English!		Dictionaries Myths
11.6	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
12.1 Negatives	To discover how to use and how to translate negatives in Latin sentences.	To know that Latin can express negatives by using words such as 'non' in a sentence or by adding a negative prefix to an adjective

To know how to give a command in Latin

To know that conjunctions are used to join phrases and sentences in Latin just like in English | Negatives |
| 12.2 Negative prefixes | To discover how Latin makes opposite adjectives (antonyms) using prefixes and to translate these adjectives using a variety of English words.

To investigate how Latin systematically creates adjectival antonyms. | | Antonyms Prefixes Adjectives |
12.3 Latin negatives in English	To explore Latin-derived English words and ways of making their antonyms.		Antonyms
12.4 Commands	To find out about and translate Latin commands and prohibitions (imperatives).		Imperative Verbs
12.4a Inscriptions	To encounter different forms of ancient lettering and to use these alphabets to write our own names on various media.		Ancient Alphabets
12.5 Conjunctions	To encounter and translate Latin conjunctions.		Conjunctions
12.6 Story	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the history of Cleopatra.

 The written exercise in this lesson is again 100% in Latin. | | History - Cleopatra |
| 12.7 | Summary and Assessment | | |

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
13.1 Recap	To recap grammar encountered so far (including present and past continuous tense endings, subject, object and possessive noun endings, commands, negatives and conjunctions). Recap and consolidate the main grammar points, with a focus on close reading of Latin texts.	To know that Latin uses the simple past tense to show actions that took place in the past and are completed To know how to recognise and translate the simple past in Latin: that the past continuous can often be spotted in Latin if there is a 'v' before the verb ending (but not always!)	
13.2 Simple past V past continuous	To understand different ways of expressing action in the past in English. Before starting to learn how to form a new past tense in Latin, we will explore the difference between two past tenses in English.		Tenses
13.3 Simple past tense in Latin	To encounter how Latin shows the simple past by changing parts of the verb.		Simple Past Tense
13.4 Simple past V PC in Latin	To identify the two past tenses we now know and to look at the differences in translating them into English.		Past Tenses – past continuous, past progressive.
13.4a Music in the Ancient World	To discover how music was made in the Ancient World and to make a replica syrinx.		Music
13.5 SP – the next level	To encounter Latin verbs that act slightly differently to verbs we've already seen in the simple past tense.		Verbs
13.6 PC – the next level	To see how 'to be' works in the past continuous. To discover a new way of translating the past continuous in Latin.		Past continuous tense
13.7 Story	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate a fact sheet about Greek plays. The written exercise in this lesson is again 100% in Latin.		Dictionaries Translation -Reading
13.8	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
14.1 Recap	To revisit vocabulary and grammar we've learned so far.	To understand how to use relative pronouns and relative clauses in Latin and English To know how to ask questions in Latin	Verb tenses, noun endings, commands, conjunctions, negatives
14.2 Questions	To look at various ways of asking questions in Latin. We will learn new vocabulary that will allow us to turn Latin statements into Latin questions.		Statements Questions
14.3 Questions	To learn how the suffix '-ne' turns a statement into a question in Latin.		Suffixes
14.4 Relative Clauses	To recognise relative pronouns in masculine/feminine, singular/plural subject form		Relative pronouns
14.4a Democracy			
14.5 Relative Clauses	To recognise relative pronouns in masculine/feminine, singular/plural object form in Latin relative clauses.		Relative pronouns
14.5a Plato and virtue	To find out about Plato and, using his tale of Gyges, to explore both his and our own thoughts on why humans behave how they do.		Plato
14.6 Story	To record vocabulary in our mini dictionaries To use knowledge and the glossing technique to translate a fact sheet about Roman leaders. The written exercise in this lesson is again 100% in Latin.		Dictionaries Roman Leaders
14.7	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
15.1 Recap	To revisit vocabulary and grammar we've learned so far.	To know that Latin uses 'posse' (to be able to) along with an infinitive version of the verb to show when someone can or could do something To know that Latin uses 'velle' (to want) along with an infinitive version of the verb to show when someone wants or wanted to do something	Numbers, questions, commands, relative clauses.
15.2 Posse – to be able	To look at the verb 'posse' ('to be able') and see how it pairs with the infinitive in Latin.		Verbs - infinitive
15.3 Posse	To look at the verb 'posse' ('to be able') in the past continuous and simple past tenses		Verbs Past continuous Simple past tense
15.4 Story – Odyssey 1	To recap the verb 'posse' ('to be able') in three tenses and to translate the first part of our Odyssey story.		Verbs Past continuous Simple past tense
15.5 Velle – to want	To look at the verb 'velle ('to want') and see how it pairs with the infinitive in Latin. This is the second of the two verbs this unit that pair with an infinitive (the other being 'posse, 'to be able'		Verbs Past continuous Simple past tense
15.6 Velle	To look at the verb 'velle' ('to want') in the past continuous and simple past tenses.		Verbs Past continuous Simple past tense
15.7 Story- Odyssey 2	To recap the verb 'velle ('to want') in three tenses and to translate the second part of our Odyssey story.		Verbs Past continuous Simple past tense
15.8 Story – Odyssey 3	To record more vocabulary in our mini dictionaries and to translate the final part of our Odyssey story.		Dictionaries History - Odyssey
15.9	Summary and Assessment		

Unit of Learning	Essential core knowledge, skill and understanding	End of Unit Curricular Goal	This learning contributes to the following End of Key Stage Statements
Useful to know: Maths	To explore the roots of modern maths words and to read about the life of the mathematician Hypatia.	To have understanding of Latin vocabulary that will support me in my Secondary Education.	
Useful to know: Science	To explore how scientific language and discoveries influence modern science teaching		
Useful to know: MFL	To explore the connection of modern European languages to Latin		
Useful to know: Citizenship			
Useful to know: Geography			
Useful to know: Art			

Latin

Vocabulary Progression

Vocabulary by Year of Study- Year 1

Year of Study	Unit Group	Nouns		Verbs		Adverbs		Adjectives	
1 **(Year 3)**	*Units 1-4* *Count = 35* *Rolling = 35*	**aqua** **digitus** **equus** **femina** **gladius** **maga** **magus** **medicus** **porcus** **regina** **rota** **sonus** **stella** **vacca** **ventus** **victoria** **villa**	water finger horse woman sword witch wizard doctor pig queen wheel sound star cow wind victory house	**amare** **cantare** **curare** **dare** **habitare** **laborare** **ridere** **videre**	to love to sing to take care of to give to live (in) to work to laugh to see	**bene** **celeriter** **facile** **fortiter** **irate** **laete** **male** **optime**	well quickly easily bravely angrily happily badly very well	**magnus** **optimus**	big best

Vocabulary by Year of Study- Year 2

Year of Study	Unit Group	Nouns		Verbs		Adverbs		Adjectives	
2 (Year 4)	*Units 5-8* *Count = 55* *Rolling = 90*	**campus** **dea** **deus** **hortus** **insula** **taberna**	field goddess god garden island shop, inn	**audire** **consumere** **currere** **dicere** **dormire** **ducere** **facere** **habere** **legere** **manere** **numerare** **salutare** **scribere** **stare**	to hear to eat, to drink to run to say to sleep to lead, to take to do to have to read to stay to count to greet to write to stand			**bonus** **frigidus** **iratus** **malus** **mirus** **primus** **secundus** **sordidus** **tertius** **totus**	good cold angry bad amazing first second dirty third all, whole
		Prepositions		**Numerals**		**Conjunctions**		**Interrogatives**	
		ad **ante** **circum** **e/ex** **in** **per** **post** **sub** **super** **trans**	to before around out, out of in, on, into through after under above across	**unus** **duo** **tres** **quattuor** **quinque** **sex** **septem** **octo** **novem** **decem** **centum** **mille**	one two three four five six seven eight nine ten hundred thousand	**et**	and	**quid** **quis**	what who

Year of Study	Unit Group	Nouns		Verbs		Adverbs		Adjectives	
3 **(Year 5)**	*Units 9-12* *count = 63* *rolling = 153*	**amicus/amica** **animus** **canis** **dux** **familia** **flos** **frater** **infans** **lingua** **locus** **luna** **mater** **mons** **nox** **pastor** **pater** **pax** **populus** **rex** **silva** **sol** **soror** **terra** **urbs**	friend mind, spirit dog leader family flower brother baby, child tongue place moon mother mountain night shepherd father peace people king woods, forest sun sister ground, land town, city	**ambulare** **ascendere** **clamare** **delere** **descendere** **finire** **invenire** **lacrimare** **ponere** **pugnare** **quaerere** **regere** **rogare** **sentire** **sperare** **surgere** **tacere** **vexare** **visitare**	to walk to go up to shout to destroy to go down to finish to find to cry to put to fight to look for to rule to ask to feel to hope to get up to be quiet to annoy to visit	**numquam**	never	**bellus** **cautus** **gratus** **meus** **mortuus** **novus** **paratus** **probus** **quietus** **solus** **validus** **verus** **victus** **vivus**	beautiful careful thankful my dead new prepared honest calm alone strong real, true defeated alive
		Conjunctions		Other					
		itaque **quod** **sed**	therefore because but	**non** **nemo**	not no-one				

Vocabulary by Year of Study – Year 4

Year of Study	Unit Group	Nouns		Verbs		Adverbs		Adjectives	
4 **(Year 6)**	*Units 13-16 count = [43] rolling = 196*	**annus** **fabula** **fortuna** **ignis** **iuvenis** **navis** **nihil** **panis** **senex** **umbra** **unda** **via** **vita**	year story luck fire young man ship nothing bread old man shadow, ghost wave street life	**capere** **celare** **construere** **monstrare** **mutare** **narrare** **navigare** **nescire** **portare** **posse** **respondere** **rogare** **scire** **sedere** **servare** **spectare** **velle** **vetare**	to take, capture to hide to build to show to change to tell to sail to not know to carry to be able to reply to ask to know to sit to save to watch to want to forbid, say no			**aequus** **clarus** **doctus** **maximus** **multus** **salvus**	fair, equal famous clever biggest many safe
		Interrogatives							
		cur **quando** **quid** **quis** **quomodo** **ubi**	why when what who how where						