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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A**  **Year 9** | Stage 21 Aquae Sulis  Stage 22 defixio  Translations  21 fons sacer  21 senator advenit  21 Memor rem suscipit  22 Vilbia  22 Modestus  22 amor omnia vincit  Comprehensions  21 Lucius Marcius Memor | **THROUGHOUT**  Focus on vocabulary  Syntax  Morphology  Picture captions  Reading  Translations  Comprehension  Hearing Latin read aloud  Discussing aspects of the Classical world  Exposure to genuine Latin poetry and history  Links to other Ancient Civilisations, especially the Greeks  **Stage 21**   * Perfect passive participles * Adjectives to adverbs – also type 3 adverbs ending –ter, especially “fortiter”   **Stage 22**   * Perfect active participles * Genitive case – genitive of quality, partitive genitive * Adjectives to adverbs – Type 3 | **THROUGHOUT**  Translation Latin to English and English to Latin  Practice exercises  Comprehension  Termly test of comprehension, grammar, translation both ways  Working towards < 80%  Scholar >= 80%  Super scholar >= 90%  (Averaged out over ALL assignments in the reporting period)  Field trips where possible  Research tasks  The baths at Aquae Sulis and their use in more recent times  Spa towns – Tunbridge Wells  Extension tasks / cross curricular  Holy wells and “treacle” wells  Horace’s Eclogue and the famous phrase “amor omnia vincit” - reception in Mediaeval times. Chaucer’s Prioress  Do we still “do” curses?  Make your own curse tablet for Orbilius plagosus – with a concurrent activity / get out clause; this upsets some students.  Shakespeare and the power of the witch.  Dido’s curse on Aeneas in Aeneid 4  Psalm 109  Mediaeval poems: `The Scholar Complains’ and `Philip Sparrow’  Beard: *SPQR* p.465 |
| **Autumn Term**  **1B**  **Year 9** | Stage 23 Haruspex  Stage 24 fuga  Translations  23 in thermis  23 Epistula Cephali  24 in itinere  24 Salvius consilium cognoscit  Comprehensions  23 Britannia perdomita  24 Quimtus consilium capit | **Stage 23**   * Revision of participles * Plural of neuter nouns * Verbs and nouns * Cognates – 4th principal part and finding derivations   **Stage 24**   * Cum + pluperfect subjunctive * Cum + imperfect subjunctive * Negating and forming opposites | Research Tasks  Haruspex – meaning and origin?  Fortune telling  English words that and in - mancy  Roman roads – Watling Street / Ermine Street / Fosse Way... Get a map  Extension tasks / Cross curricular  Mocked up GCSE research on Roman religion, deification of emperors, Jews and Christians  Mind mapping  Ways of negating in other languages |
| **Spring Term**  **2A**  **Year 9** | Stage 25 milites  Translations  25 Strythio  25 Modestus custos  25 Modestus perfuga | **Stage 25**   * Indirect questions with imperfect / pluperfect subjunctive * Masculine and feminine endings * Form of imperfect / pluperfect subjunctive | Research Tasks  The Roman army: organization, training and equipment  Extension Tasks  “quis custodiet ipsos custodes?”  W H Auden `Wall Soldier’  Trip out to Richborough? |
| **Spring Term**  **2B**  **Year 9** | Stage 26 Agricola  Translations  26 adventus Agricolae  26 tribunus  26 contentio  Comprehensions  26 in principiis | **Stage 26**   * Purpose clauses with subjunctive * Ways of translating ut * Gerundive of obligation * Nouns from verbs | Research Tasks  Agricola’s career as recounted by Tacitus  Romanisation and Latinisation – good or bad?  Empire building – a contentious subject.  Extension Tasks  Virgil as a propagandist for Augustus – or not.  “memento Romane...” the Roman view of their destiny.  Kipling on the Brits – a modern parallel. |
| **Summer Term**  **3A**  **Year 9** | Stage 27 in castris  Translations  27 in horreo  27 Modestus promotus 1  Comprehensions  27 Modestus promotus 2 | **Stage 27**   * Indirect commands (and an opportunity to revise direct commands) * Ways of translating indirect commands * Result clauses with subjunctive * Nouns from adjectives | **OCR Entry to Latin qualification**- 50% language paper, 50% coursework element |
| **Summer Term**  **3B**  **Year 9** | Stage 28 imperium  Translations  28 testamentum  28 cena Salvii  28 Belimicus rex  Comprehensions  28 in aula Salvii | **Stage 28**   * Ablative case: by, with, from * Ablative of separation / instrument / means / cause / manner / quality – and there are more besides * Time expressions with ablative amd accusative * Nouns from adjectives (again) | Research Tasks  Cogidubnus’ will as an example of irony  How do we know about the ancient world? What are some of the more recent discoveries? What’s at the top of our “to find” list?  Extension Tasks  Traditional uses of the ablative case; Marchant and Watson p. 148 ff. |