

KS5 Latin Curriculum



Year 13					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Content:</b> What will students know	Language: vocabulary & grammar acquisition (Livy vocab list to page 15; the grammar of impersonal verbs, gerunds & gerundives, correlatives, passive subjunctive verbs in all tenses); Comprehension; unseen translation. Literature: introduction to second prose & verse set texts.	Language: vocabulary & grammar acquisition (Livy vocab list to page 21; the grammar of adjectival agreement, dative or ablative, word building, the irregular verbs <i>esse</i> & <i>posse</i> in all tenses, voices & moods); Comprehension; unseen translation. Literature: prose & verse set texts.	Language: vocabulary & grammar acquisition (Livy vocab list to page 27; the grammar of Latin word families, <i>cum, dum</i> , the irregular verbs <i>velle</i> & <i>nolle</i> in all tenses, voices & moods); Comprehension; unseen translation. Literature: prose & verse set texts.	Language: vocabulary & grammar acquisition (Livy vocab list to page 34; the grammar of <i>ut, ne, quod</i> , the irregular verbs <i>malle</i> & <i>ire</i> in all tenses, voices & moods); Comprehension; unseen translation. Literature: prose & verse set texts.	Revision
<b>Skills:</b> What will students be able to do	Etymological links between Latin and Romance languages. Problem solving; using prior linguistic knowledge to predict new outcomes; close analysis of text; evaluation of cultural context.	Etymological links between Latin and Romance languages. Problem solving; using prior linguistic knowledge to predict new outcomes; close analysis of text; evaluation of cultural context.	Etymological links between Latin and Romance languages. Problem solving; using prior linguistic knowledge to predict new outcomes; close analysis of text; evaluation of cultural context.	Etymological links between Latin and Romance languages. Problem solving; using prior linguistic knowledge to predict new outcomes; close analysis of text; evaluation of cultural context.	Revision
<b>Other:</b> Literacy/ Numeracy/ Ethos	The comparison between the daily life and lot of the students and the inhabitants of ancient Rome in the 1st century. Writing scripts and reading in a foreign language in the original through comprehension questions. Working as part of a team.	The comparison between the daily life and lot of the students and the inhabitants of ancient Rome in the 1st century. Writing scripts and reading in a foreign language in the original through comprehension questions. Working as part of a team.	The comparison between the daily life and lot of the students and the inhabitants of ancient Rome in the 1st century. Writing scripts and reading in a foreign language in the original through comprehension questions. Working as part of a team.	The comparison between the daily life and lot of the students and the inhabitants of ancient Rome in the 1st century. Writing scripts and reading in a foreign language in the original through comprehension questions. Working as part of a team.	The comparison between the daily life and lot of the students and the inhabitants of Britain in the 1st century. Life in an international city in 1st century CE, Ancient trades (glassmaking). Racism. The idea of imperial control and civil riots.
<b>Assessment:</b>	Livy vocabulary tests to page 15; prose & verse unseen translation assessments; prose set text assessment; comprehension assessments.	Livy vocabulary tests to page 21; prose & verse unseen translation assessments; verse set text assessment; comprehension assessments.	Livy vocabulary tests to page 27; prose & verse unseen translation assessments; prose set text assessment; comprehension assessments.	Livy vocabulary tests to page 34; prose & verse unseen translation assessments; prose set text assessment; comprehension assessments.	External A level papers