

## Latin Curriculum Information Year 10

Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 13	What can stories and material culture tell us about Britannia before and during Roman rule?	<p>Infinitives and modal verbs - volo, nolo and possum</p> <p>Connectives</p> <p>Britain and its people before and during Roman occupation</p>	<p><b>How understanding is assessed</b>  <i>Questioning</i>  <i>Teacher, peer and self marking of translation and comprehension tasks, in-class and homework</i></p> <p><b>Skills</b>  <i>Vocabulary &amp; Derivations</i>  <i>Translation &amp; Comprehension</i>  <i>Source Analysis</i>  <i>Literary and Character Analysis</i></p> <p><b>Assessment Point Information</b>  <i>Vocabulary Tests Comprehension and Translation Assessments</i>  <i>Cultural Material Projects</i></p>
Stage 14	What can stories and material culture tell us about the Roman invasions of Britain?	<p>Infinitives and modal verbs - difficile, necesse, decorum</p> <p>Agreement of Adjectives: case and number</p> <p>The Roman occupation of Britain</p>	
Stage 15	What can stories and material culture tell us about Britannia's cooperation with and resistance to with Roman rule?	<p>Relative Clauses</p> <p>Imperfect Tense of volo, nolo and possum</p> <p>Client kings and rebels: Queen Catia; The reaction of various British leaders to the arrival of the Romans: Togidubnus, Cartimandua and Caratacus, Boudica</p>	
Stage 16	What can stories and material culture tell us about Romano-British architecture?	<p>Pluperfect Tense</p> <p>Relative Clauses with accusative pronouns</p> <p>The palace at Fishbourne: layout, construction, decoration and gardens</p>	

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 17	What can stories and material culture tell us about Alexandria?	Genitive Singular and Plural  Unrest in Alexandria: cultural tensions and treatment of the Jewish population*; The Museum of Alexandria*; Egypt before the Romans; The city of Alexandria: foundation, growth, trade, key buildings.	<p><b>How understanding is assessed</b> Questioning Teacher, peer and self marking of translation and comprehension tasks, in-class and homework</p> <p><b>Skills</b> Vocabulary &amp; Derivations Translation &amp; Comprehension Source Analysis Literary &amp; Character Analysis</p> <p><b>Assessment Point Information</b> Weekly Vocabulary Tests on GCSE specification Comprehension and Translation Assessments Cultural Material Projects</p>
Stage 18	What can stories and material culture tell us about Egyptian society and daily life?	Gender and Agreement of Adjectives  Neuter Nouns, singular and plural  Cats in Egypt*; The language and culture of Egypt Interaction of Egyptian and Roman arts and culture.	
Stage 19	What can stories and material culture tell us about cultural fusion and global influence?	Hic, ille  Imperatives + Vocative case  The worship of the goddess Isis in Egypt and beyond	
Stage 20	What can stories and material culture tell us about ancient science and medicine?	Present Participle  Is, ea in accusative, genitive and dative cases  Medicine and healing in the ancient world	
Narrative Literature	What is the context for our narrative text? What happens in the story in English? How is reading 'real' Latin different? What is the process for preparing the text for lessons? How do I find and explore literary techniques?	Reading, comprehension and stylistic analysis of prescribed literature.  Key themes and patterns in the author's work.	

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 21	What might the site of Aquae Sulis reveal about Roman attitudes towards the culture of the Britons?	Perfect Passive Participles  More complex sentence structures  Relationship between adverbs and adjectives  Romano-British town of Aquae Sulis, its baths and temple complex.	<b>How understanding is assessed</b> <i>Questioning</i> <i>Teacher, peer and self marking of translation and comprehension tasks, in-class and homework</i>
Stage 22	What do the Bath curse tablets tell us about life in the Roman empire?	Perfect Active Participles  Partitive Genitive and Genitive of Description  Adverbs ending in -ter  Magic, curses, and superstitions.	<b>Skills</b> <i>Vocabulary &amp; Derivations</i> <i>Translation &amp; Comprehension</i> <i>Source Analysis</i> <i>Literary &amp; Character Analysis</i> <i>Essay Planning and Writing</i>
Stage 23	How did religion and politics overlap in the Roman empire?	Indirect Statements: Accusative-Infinitive  Indirect statements with various tenses of main verbs  Participles consolidation  Nouns ending -or and -trix  Roman religion and romanization.	<b>Assessment Point Information</b> <i>Weekly Vocabulary Tests on GCSE specification</i> <i>Comprehension and Translation Assessments</i> <i>Cultural Material Projects</i>
Narrative Literature	How can I work more independently on literary texts? How do I write concisely about literary texts? How do I plan and write an essay on the whole text in English?	Reading, comprehension and stylistic analysis of prescribed literature.  Key themes and patterns in the author's work.  Exam Skills  Essay Skills	