

## Latin Curriculum Information Year 9

### Autumn Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 1	<p>Where was Pompeii and what makes it an ideal setting for learning about the Romans?</p> <p>Who were Caecilius and Metella and what claims can we make about them and their household?</p> <p>What similarities and differences are there in Latin and English sentences?</p>	<p>Latin word order and omission of the article</p> <p>Alternative translations of the present tense</p> <p>Roman houses and Caecilius' family</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>Stages I-IV Vocabulary Tests Stage IV</i>  <i>Comprehension Assessment</i>  <i>Cultural Material Project III - A Day in the Life...</i></p>
Stage 2	<p>How did Caecilius', Metella's and Grumio's daily activities reflect and reinforce their social status?</p> <p>How does Latin show subject and object?</p>	<p>Nominative and Accusative Singular</p> <p>Daily routines</p>	
Stage 3	<p>What would it be like to walk around Pompeii in AD 79?</p> <p>How and why can Latin noun endings be different?</p>	<p>Declensions</p> <p>Living and working in Pompeii</p>	
Stage 4	<p>How did Caecilius', Metella's and Grumio's daily activities reflect and reinforce their social status?</p> <p>How and why can Latin verb endings be different?</p>	<p>Direct Questions</p> <p>1st, 2nd and 3rd person singular present verb endings</p> <p>The Forum at Pompeii; finance and the law courts</p>	

Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 5	<p>How would attending the theatre in Pompeii have compared with modern expectations of theatrical performances?</p> <p>How does Latin express the plural?</p>	<p>Nominative Plural and 3rd person plural present verb ending</p> <p>The theatre: actors and performances; pantomime, comedy</p>	<p><b>How understanding is assessed</b></p> <p><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 &amp; Character Analysis</i></p> <p><b>Assessment Point Information</b>  <i>Stages V-VIII Vocabulary Tests</i>  <i>Stage VIII Translation Assessment</i>  <i>Cultural Material Project III - A Day in the Life...</i></p>
Stage 6	<p>How much do we know about the lives of people enslaved by the Romans?</p> <p>How does Latin express past tenses?</p>	<p>Perfect v-stem and Imperfect tenses, 3rd person endings</p> <p>Erat and erant</p> <p>Enslaved and freed people</p>	
Stage 7	<p>To what extent were Roman burial customs more for the living than for the dead?</p> <p>How does Latin express the perfect tense in different ways?</p>	<p>Perfect tense (other than v-stems)</p> <p>Sentences without a Nominative</p> <p>Roman burial customs, beliefs about life after death</p>	
Stage 8	<p>'The Romans attended the amphitheatre to watch men kill each other in pursuit of glory.'                      To what extent do you agree with this claim?</p> <p>How does Latin express plural objects?</p>	<p>Accusative plural</p> <p>Superlative Adjectives</p> <p>The amphitheatre and gladiatorial shows</p>	

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Stage 9	<p>How much do we know about a typical visit to a Roman bath house?</p> <p>How does Latin express 'to' or 'for'?</p>	<p>Dative singular and plural</p> <p>The Roman baths</p>	<p><b>How understanding is assessed</b></p> <p><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 &amp; Character Analysis</i></p> <p><b>Assessment Point Information</b>  <i>Stages IX-XII Vocabulary Tests</i>  <i>Stage XII Comprehension Assessment</i>  <i>Cultural Material Project III - A Day in the Life...</i></p>
Stage 10	<p>How did the Roman education system prepare Roman children for adult life?</p> <p>How does Latin express 'we' and 'you'?</p>	<p>1st and 2nd persons plural present</p> <p>Comparative adjectives</p> <p>The Roman education system; books and writing materials</p>	
Stage 11	<p>How democratic were local politics in Pompeii?</p> <p>How else can we use the Dative case?</p>	<p>Intransitive verbs + dative</p> <p>Elections and local government in Pompeii</p>	
Stage 12	<p>How useful are the sites of Pompeii and Herculaneum for historians studying everyday life in Roman towns?</p> <p>How do the person endings of verbs change in different tenses?</p>	<p>1st and 2nd persons plural imperfect and perfect</p> <p>Imperfect of sum</p> <p>The eruption of Vesuvius; the excavation of Pompeii and Herculaneum.</p>	