

Latin Key Stage 4

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 Latin is formed of 4 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Indirect statements	Year 10	3
2 Deponent verbs	Year 10	2
3 4th and 5th declensions	Year 10	1
4 Irregular and compound verbs	Year 10	3



3. Lessons

Unit 1 Indirect statements

3 Lessons

Lesson
number

Lesson question

About the lesson

1.

Indirect Statements 1

Pupils will learn

- In this lesson, we will look at a new clause called the indirect statement.
- present infinitive including otherwise uncommon irregular forms, e.g. posse, velle, nolle; frequent 'head verbs' (throughout unit)

Essential additional subject-specific information

- Misconceptions/tricky grammar: Distinguishing indirect statements and present participles, relative clauses and causal clauses with quod; mistranslating indirect statements as indirect questions with asking/knowing 'head verbs' or as indirect commands with persuadeo; translating indirect statements with multiple accusatives and/or infinitives; 'head verb' at the end of the sentence

2.

Indirect Statements 2: Tenses

Pupils will learn

- In this lesson, we will look at how the translation of indirect statements changes based on the tense of the verb introducing them.
- Past tenses of 'head verb'
- translation of present infinitive as imperfect indicative

Essential additional subject-specific information

- Misconceptions/tricky grammar: Correct use of tenses in English, e.g. mistranslating *nuntius dixit navem appropinquare* as the ungrammatical 'The messenger said that the ship is approaching' or 'The messenger said that the ship had approached'
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3.

Indirect Statements 3: se

Pupils will learn

- In this lesson, we will look more closely at how to translate indirect statements containing the tricky Latin word se.
- Use of reflexive pronoun when both clauses are done by the same person, including me, te, nos, vos and, specifically, se

Essential additional subject-specific information

- Misconceptions/tricky grammar: Mistranslating se, e.g. puella dixit se manere as 'The girl said that he was staying' or 'The girl said that she herself was staying' (lesson does not include ipse as only on OCR vocabulary list); distinguishing se, eam (etc.) and suus; distinguishing se in indirect statement and reflexive pronoun
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Lesson
number

Lesson question

About the lesson

1.

Deponent Verbs: Present, Imperfect and Future Tenses

Pupils will learn

- In this lesson, we will look at a special family of verbs called deponents and to distinguish them from the passive.
- This lesson only includes the eight deponent verbs from the Eduqas specification in 3rd person singular/plural forms (though explains 1st singular forms, e.g. conor, on vocabulary list)

Essential additional subject-specific information

- Misconceptions/tricky grammar: Mistranslating deponents as passive verbs; mistranslating imperfect as perfect, e.g. moriebatur as 'he was dead'; compound/complex sentences including a deponent and active/passive verb; conor with persuadere ut which is frequent at GCSE

2.

Deponent Verbs: Perfect Tense including the Perfect Participle

Pupils will learn

- In this lesson, we will look at deponents in the perfect tense (including the participle) and how to distinguish these from the passive.
- Translating perfect participles as adjectives and as 'participle sandwiches' or substitute clauses

Essential additional subject-specific information

- Misconceptions/tricky grammar: Distinction between perfect participle and perfect indicative of deponents; distinction between deponent and passive verbs, including perfect passive participle; mistranslating perfect active as present, e.g. *secuta est* as 'she is following'; mistranslating sentences with perfect participle as perfect active, e.g. *regina hoc locuta discessit* as 'The queen spoke this'
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Lesson
number

Lesson question

About the lesson

1.

4th and 5th Declensions

Pupils will learn

- In this lesson, we will look at the final two families of nouns, the 4th and 5th declensions, as well as frequent forms of nouns in these declensions.
- Includes only the six 4th and 5th declension nouns from the Eduqas specification
- includes most frequent declined forms or phrases, e.g. paucis diebus, manu
- domus: locative and use of accusative and (2nd declension) ablative without preposition

Essential additional subject-specific information

- Misconceptions/tricky grammar: manus (+ genitive plural) meaning 'band'; distinguishing singular nominative and plural nominative/accusative forms; distinguishing vultus and forms of volo, e.g. vult, vultis; mistranslating domo, e.g. domo revenio as 'I return home'



Lesson
number

Lesson question

About the lesson

1.

Irregular Verbs: eo

Pupils will learn

- In this lesson, we will look at the irregular verb eo ('I go').
- Present, imperfect, perfect and pluperfect indicative active
- imperfect and pluperfect subjunctive active
- present infinitive active; present participle;
- imperative active: singular and plural (Eduqas specification); with prefixes ab-, ad-, circum-, ex-, in-, red-,trans-

Essential additional subject-specific information

- Misconceptions/tricky grammar: Distinguishing compound verbs and pereo; distinguishing present and perfect, e.g. exit and exit

2.

Irregular Verbs: fero

Pupils will learn

- In this lesson, we will look at the irregular verb fero ('I bring, carry') in all forms.
- perfect passive (participle)
- compounds aufero, offero, refero, tollo
- other frequent compounds e.g. transfero

Essential additional subject-specific information

- Misconceptions/tricky grammar: Distinguishing all forms of aufero and offero, e.g. ablatus/oblatus, abstuli/obtuli; refero introducing indirect statement; distinguishing latus the participle and latus the adjective ('wide')
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3.

Compound Verbs

Pupils will learn

- In this lesson, we will look at compound verbs with eo, fero and sum, as well as other frequent forms and misconceptions.
- absum and adsum including present and imperfect, infinitive (in indirect speech) and imperfect subjunctive
- compound verbs using prefixes a(b)-, ad-, circum-, con- (col-/cor-), de-, e(x)-, in-, pro-, per-, re(d)-, sub- and trans- including ago, duco, i(a)cio, mitto
- common compounds with other verbs, e.g. convoco, depono

Essential additional subject-specific information

- Misconceptions/tricky grammar: Distinguishing compound verbs with those with modified meanings, e.g. invenio, exspecto; sentences with doubled prefix/preposition, e.g. equum a flumine abduxi; sentences where both prefix and preposition need to be translated, e.g. equum a flumine redegi; distinguishing compounds of sum and eo, e.g. ades, adis
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4. Learn More



Contents

Section number	Section contents
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2.	Curriculum principles details
3.	Unit structure details
4.	Crossover with Cambridge Latin Course, de Romanis and Latin to GCSE

1. Updates to secondary Latin curriculum from July 2021

As of July 2021, further Latin lessons are available on Oak National Academy which complete the course up to the end of Key Stage 4 (Eduqas board). These lessons are found on units 15-22 which are as follows:

Year 9:

Unit 15: ut Clauses Unit 16: Subordinate Clauses with the Subjunctive 2 (cum clauses, indirect questions) Unit 17: The Passive Voice Unit 18: The Future Tense

Year 10:

Unit 19: Indirect Statements Unit 20: Deponent Verbs Unit 21: 4th and 5th Declensions Unit 22: Irregular and Compound Verbs

In addition, the following lessons have been added to units earlier in the course to complete the GCSE provision:

Year 8:

Unit 9, lesson 5: Irregular Comparison of Adjectives Unit 11, lesson 5: The Present Participle

The sentences for translation and modelling in these lessons are all adapted from GCSE past papers (Eduqas, WJEC, OCR going back up to 2003). Due to time constraints and user demand, the above units are not supplemented by translation lessons.

There is much variation in the sequencing of content from the end of Key Stage 3 to Key Stage 4 across the most popular Latin courses (e.g. the future tense is covered in Stage 33 of the Cambridge Latin Course but comparatively early in Latin to GCSE). For this reason, the above units are stand-alone and it is possible for our sequence to be disregarded as befits the course you are using: students can, for example, learn the indirect statements unit before the ut clauses unit. Appendix 2 shows how the above units can be used to support the Cambridge Latin Course, de Romanis and Latin to GCSE.

2. Curriculum principles

Latin lessons on Oak National Academy are designed to supplement classroom teaching in order to ensure that every child who is taught Latin at school can continue their learning, even if they, or their teacher, cannot attend school. It is also a coherent course which students who have no access to any Classics provision can use to learn Latin. Lessons are designed to be both accessible to and challenging for everyone, achieved via frequent, efficient and imaginatively delivered opportunities to practise as well as intelligently sequenced modelling.

The course consists of short units on individual items of grammar, including lots of sentence practice. For units 1-14 these lessons are supplemented by short translation passages linked to these items of grammar. Grammar lessons directly address common misconceptions and potential sources of difficulty for translation. These units are not aligned to one particular course but have been written to be a useful contribution to students studying the most popular courses, including the Cambridge Latin Course. An example of how units 1-14 could be used to support the Cambridge Latin Course is given in Appendix 1 at the end of this document.

With very few exceptions, all lessons use only the vocabulary from the GCSE vocabulary list (OCR and Eduqas collated). Where students encounter a word which is taught early in one course but later in another (e.g. in Latin to GCSE and de Romanis, *dea* is learnt early; in the Cambridge Latin Course, it is in the vocabulary checklist of Stage 18), this is referenced and the word is taught explicitly.



Latin at Oak National Academy has been received very well at Key Stage 2. While our course continues to be designed for use at key stages 3 and 4, where relevant it could continue to be used at Key Stage 2.

We are unable to provide any provision for Roman or Classical Civilisation learning but are aware that this is amply resourced elsewhere.

3. Unit structure details

Each unit covers an item or related items of grammar. Within the unit, each grammar lesson is followed by a translation lesson of a short passage. These passages are designed to provide sufficient opportunities to consolidate the new grammatical topic while still being engaging. Passages for translation are based on texts or content from the ancient world but (as above) are not aligned to one particular course.

Grammar lesson format:

Grammar lessons use a limited number of words, which appear frequently in all courses or have obvious English derivations, in order to encourage scrutiny of word endings. Grammar lessons are structured as follows:

- Optional quiz recapping previous content;
- Students are shown Latin sentences containing the item of grammar and are encouraged to infer the correct translation;
- Grammar exposition by the teacher;
- Practice of the grammar point in isolation (i.e. not in full sentences);
- Modelled translation of full Latin sentences containing grammar point, with assessment via hinge questions;
- Independent student translation task; a Challenge task is always provided which includes one of the following: translation of more complex sentences, manipulation of the grammar point before translation or translation from English into Latin;
- Review translation task;
- Students take a plenary quiz on the grammar point.

Translation lesson format:





Passages for translation are based on texts or content from the ancient world but (as above) are not aligned to one particular course. Stories for translation are 100-150 words and split into three paragraphs. Students translate independently the second paragraph, which is always 50-70 words and contains as many instances of the linked item of grammar as possible.

Translation lessons are structured as follows:

- Optional quiz recapping previous content;
- Pre-teaching or revision of trickier items of upcoming vocabulary (adverbs, conjunctions, words without obvious derivations);
- Vocabulary practice (including recognition and translation of vocabulary in declined/conjugated forms and in the context of full sentences);
- Brief exposition of the historical/cultural/mythical context of the passage;
- Modelled translation of the first paragraph of the story (with special emphasis given to sentences which contain the linked item of grammar);
- Independent student translation of second paragraph; for the Challenge task, students the third paragraph independently (this will not have been modelled as explicitly and will contain harder Latin);
- Review translation of second paragraph;
- Translate final paragraph together;
- Students take a plenary quiz on the grammar point, tricky vocabulary and comprehension of the passage.

4. Crossover with Cambridge Latin Course, de Romanis and Latin to GCSE

Oak National Academy (unit)	Cambridge Latin Course (Stage)	de Romanis (chapter)	Latin to GCSE (chapter)	Comment
15. ut Clauses	26. (purpose clause) 27. (indirect command and result clause)	N/A	10	Following Latin to GCSE, ut clauses are covered before cum clauses and indirect questions as the



former only require the imperfect subjunctive. Harder sentences assess more than one ut clause but not other subordinate clauses with the subjunctive.

16. Subordinate Clauses with the Subjunctive

24. (cum clause)
25. (indirect question)

N/A

10

See Unit 15 above for explanation of this sequence. Challenge sentences for indirect questions includes cum clauses but not ut clauses to facilitate crossover with the Cambridge Latin Course.

17. The Passive Voice

21 (perfect passive participle) 29 (present and perfect passive)

9 (ppp, perfect passive) 10 (imperfect) 11 (present)

7 (present, imperfect, ppp) 8 (perfect)

The unit follows the Latin to GCSE sequence with the following additions and exceptions:

- Lesson 2 (imperfect passive): present passives are retaught or signposted explicitly to facilitate use with de Romanis;



- Lesson 3 (perfect passive participle) is discrete, excluding passive indicatives to facilitate use with the Cambridge Latin Course;
- Lesson 4 (perfect passive) includes perfect passive participle and imperfect passive but not present passive. This can be used with *de Romanis* from, e.g., Exercise 10.9 onwards.

18. The Future Tense 33

6

5

The unit does not include revision of the pluperfect in order to facilitate crossover with *de Romanis* and Latin to GCSE where the future is taught prior to the pluperfect.

19. Indirect Statements 35

11

9

Potential misconceptions with subordinate clauses are addressed, e.g.



					persuadeo (indirect command), (ne)scio (indirect question). Students following de Romanis and/or Latin to GCSE will not have covered these yet; this is referenced in the video.
20. Deponent Verbs	22 (perfect participle) 32 (present, imperfect, perfect)	N/A		9	Unlike Unit 17, there is not be a discrete lesson for the perfect participle to cater for Cambridge Latin Course, Stage 22. This unit does include subordinate clauses with the subjunctive in order to include, for example, the frequent use of conor and persuadeo ut at GCSE, and so should be used for revision for de Romanis/Latin to GCSE learners.
21. 4th and 5th Declensions	passim	N/A		10	Challenge sentences include subordinate clauses in the subjunctive which are flagged for Latin to GCSE learners.

22. Irregular and
Compound Verbs

29, 31, 34 and prior

3 (eo), 4 (fero), 5 (absum, 6 (eo and compound
adsum) verbs), 8 (fero)

The focus of this unit is not only the verbs eo and fero but compounds of the verbs formed with prefixes, including, as with many forms of fero, where the compound has a new meaning. Despite these verbs and forms being introduced at different points in all courses, in order to cover the GCSE specification, the grammar for this unit is advanced and should be used for revision; it must, e.g., include the perfect passive to cover all forms of fero.

