



At Pool Hayes Primary School, we are committed to providing our children with a curriculum that inspires and challenges them to learn

### Curriculum statement for the teaching and learning of Latin

INTENT	<p>At Pool Hayes Primary we value Latin as it provides an opportunity to enrich the vocabulary and understanding of children’s English language while simultaneously providing a strong foundation for the study of language at a secondary school level. The study of Latin provides our children with an appreciation of classical civilisation. Our intention is for our children to develop a love and appreciate of languages and the patterns within them. At Pool Hayes Primary School, the children learn vocabulary, grammar and key phrases. They are able to read, write and speak words and simple phrases in Latin.</p> <p>The national curriculum for Latin aims to ensure that all pupils by the time they leave Key Stage 2:</p> <ul style="list-style-type: none"> <li>• To know and recall vocabulary sets (nouns, verbs and adverbs) and their meanings</li> <li>• To be able to listen attentively to spoken language</li> <li>• To explore and learn the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• To read carefully and show understanding of words, phrases and simple writing</li> <li>• To appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions in writing</li> <li>• To understand basic grammar including feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> </ul>			
	Underpinned By	High Expectations	Modelling	Fluency
	<p><b>All</b> children are expected to succeed and make progress from their starting points.</p> <p>Staff are trained by Maximum Classics experts to enable children to make the best possible progress from their starting points.</p>	<p>Staff model skills to children who then practise them together to identify areas of success.</p>	<p>Children soon become confident at applying their skills into other areas of the curriculum, e.g. Identifying adverbs in Latin can be applied to English lessons.</p>	<p>Subject specific vocabulary is taught explicitly and is regularly reinforced and revisited.</p>

Implementation

The implementation of the Latin curriculum at Pool Hayes Primary School is based on the National Curriculum and is taught discretely throughout Key Stage 2. We use the Maximum Classics scheme to ensure expert progression across the key stage. Lessons are taught weekly involving a mix of vocabulary and grammar work, art work and drama. Each lesson is from a dedicated unit of work and is assessed using low-stakes testing at the end of each unit. Please see below for year group, topic and skill progressions.

	<p><b>Cross Curricular</b> Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. Roman Numerals can be used in maths and when telling the time. Greek myths in English and history. Latin root words in spelling.</p>	<p><b>Progression</b> Progression is planned through Maximum Classics to enhance English language in its choice of vocabulary and grammar covered. Please see the table below for language and skill progression.</p>	<p><b>Showcasing Our Achievements</b></p> <ul style="list-style-type: none"> <li>• When appropriate, class display children's work and relevant vocabulary</li> <li>• Children's Latin work is published in the Family Newsletter when appropriate</li> </ul>
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<b>Impact</b>	<p><b>PUPIL VOICE</b> Through discussion and feedback, children talk enthusiastically about their experiences in class. They can draw on specific memories of lessons and skills.</p>	<p><b>EVIDENCE IN KNOWLEDGE</b> Pupils can explain definitions of words and phrases and when to use them. As pupils move through Key Stage 2, they can apply them</p>	<p><b>EVIDENCE IN SKILLS</b> Children are taught how to use their skills independently and apply them to new learning.</p>	<p><b>OUTCOMES</b> At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group.</p>
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### Maximum Classics Language Scheme of Work

First Year	<u>Unit One</u> The origins of the English language , sentence construction	<u>Unit Two</u> Present tense verbs, six personal endings	<u>Unit Three</u> More present tense verbs, adverbs	<u>Unit Four</u> Subject & object nouns, masculine and feminine nouns
Second Year	<u>Unit Five</u> Reading simple sentences in Latin (noun, adverbs and verbs)	<u>Unit Six</u> Numerals 1-10, 100, 1000, the irregular verb 'to be' (present tense)	<u>Unit Seven</u> Adjectives and agreement with noun in number, gender and case	<u>Unit Eight</u> Prepositions
Third Year	<u>Unit Nine</u> Past continuous tense	<u>Unit Ten</u> Third group nouns (masculine and feminine), glossing technique	<u>Unit Eleven</u> Possessive noun endings	<u>Unit Twelve</u> Negatives, commands and conjunctions
Fourth Year	<u>Unit Thirteen</u> Simple past tense	<u>Unit Fourteen</u> Questions and answers	<u>Unit Fifteen</u> Auxiliary verbs	<u>Unit Sixteen</u> Reading practice, transition between Key Stages 2 and 3

### Linking Language and Literacy at Key Stage 2

First Year	<u>Unit One</u> The origins language	<u>Unit Two</u> Present tense verbs	<u>Unit Three</u> Verbs and adverbs	<u>Unit Four</u> Subject & object nouns
Second Year	<u>Unit Five</u> Simple sentences in Latin	<u>Unit Six</u> Numerals and 'to be' (present tense)	<u>Unit Seven</u> Adjectives and agreement with nouns	<u>Unit Eight</u> Prepositions
Third Year	<u>Unit Nine</u> Past continuous tense	<u>Unit Ten</u> Third group nouns	<u>Unit Eleven</u> Possessive noun endings	<u>Unit Twelve</u> Negatives, commands and conjunctions
Fourth Year	<u>Unit Thirteen</u> Simple past tense	<u>Unit Fourteen</u> Questions and answers	<u>Unit Fifteen</u> Auxiliary verbs	<u>Unit Sixteen</u> Key Stages 2 and 3 transition

### Cross Curricular Links and Opportunities to Explore Culture

First Year	<u>Unit One</u> Story: Achilles Background: Classical culture in modern times	<u>Unit Two</u> Story: Orpheus Background: Greek gods	<u>Unit Three</u> Story: Midas Background: Mosaics and curse tablets	<u>Unit Four</u> Story: Boudica Background: Games, Roman army
Second Year	<u>Unit Five</u> Story: Town Mouse and Country Mouse Background: Roman food	<u>Unit Six</u> Story: Hercules Background: Greek numbers, dinosaur compounds, The Olympics	<u>Unit Seven</u> Story: Trojan Horse Background: Scientific Classification	<u>Unit Eight</u> Story: Hannibal Background: Roman millefiore
Third Year	<u>Unit Nine</u> Story: Echo and Narcissus Background: Aristotle and the Golden Mean, constellation myths	<u>Unit Ten</u> Story: Romulus and Remus Background: Greek writing	<u>Unit Eleven</u> Story: Proserpina Background: Pythagoras and triangles, reasons for myth	<u>Unit Twelve</u> Story: Cleopatra Background: Inscriptions
Fourth Year	<u>Unit Thirteen</u> Story: Greek theatre Background: music	<u>Unit Fourteen</u> Story: Best and worst Roman leaders Background: Democracy, Plato	<u>Unit Fifteen</u> Story: The Odyssey	<u>Unit Sixteen</u> Story: Hypatia, Caesar, Pygmalion, Geese of Rome Background: influences on science, law, medicine, Shakespeare