

# Longthorpe Primary School Curriculum Map 2019 – Latin

Concepts, knowledge and skills

## Intent

At Longthorpe Primary School, we believe that Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We believe a high-quality languages education will foster pupils' curiosity and deepen their understanding of the world. Our teaching will enable pupils to express their ideas and thoughts in another language as well as learn new ways of thinking.

At Longthorpe Primary School, we intend to provide children with an engaging and purposeful language curriculum, and through teaching Latin, we aim:

- to support the KS2 curriculum, particularly English grammar and literacy
- to lay the foundations of future foreign language learning
- to be engaging, enjoyable and accessible to all abilities, through games, song and creative activity
- be a relevant and enjoyable pathway for pupils to Classical language, history and culture Classics.

## Implementation

Latin will be taught as a whole-class lesson following the 'Minimus' scheme of work, where pupils can learn basic grammar and Latin vocabulary through a range of activities and stories. Throughout the course of the year, each KS2 year group will take part in Latin, which will be taught alongside complementary overarching topics (for example Romans in LSK2 or Myths and Legends in UKS2).

A one-hour lesson of Latin is split into two parts:

**Language:** to teach a foundational level of Latin language. Focusing on grammatical and etymological understanding to support English Language, where teachers will endeavour to make links to literacy.

**Culture:** exploring and focusing on its relevance on modern history and society. Cultural segments in a lesson may range from food to philosophy, or art to the military. Supporting emphasis on active debate and hands-on creativity.

## Intended Impact

- Children will create links between the English language
- Children will develop a stronger understanding of English grammar
- Children will develop interest, learn and enquire about other cultures and history
- Latin teaching will provide a foundation for learning a foreign language in later life
- Teachers will use opportunities for cross-curricular learning
- Children will develop ability to evaluate and infer from a range of sources

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All/majority of pupils will be taught and learn the subject essential skills; once they have been secured then children may begin to learn the additional skills/knowledge.

### Key concepts

**Grammar**   **Vocabulary**   **Culture/History**

|                          | Essential Knowledge   | Essential Skills   | Additional Knowledge   | Additional Skills   |
|--------------------------|---|--|--|---|
| <b>END EYFS</b>          | N/A   | N/A  | N/A  | N/A   |
| <b>Key Vocabulary</b>    |   |  |  |   |
| <b>Key Stage 1</b>       | N/A   | N/A  | N/A  | N/A   |
| <b>Key Vocabulary</b>    |   |  |  |   |
| <b>Lower Key Stage 2</b> | Essential Knowledge   | Essential Skills   | Additional Knowledge   | Additional Skills   |
| <b>Culture/History</b>   | <b>Background information</b><br>- Julius Caesar was the Emperor and he was expanding his Empire across Europe including Britain<br>- Boudicca lived in Britain and was the Celtic queen of Iceni tribe in East Anglia and led the revolt against Rome<br>- Meaning of 'BC' and 'AD'<br>- Myths including Medusa & Icarus<br>- There are real artefacts in the museum of Vindolanda, which is what the stories are based on in Minimus<br>- Our language is intertwined with Latin - origins of words | - Reading and understanding a timeline<br>- Can place events on a timeline during 'BC' and 'AD' period | - The Roman fort 'Vindolanda'<br>Marcellus (Governor of Britain)<br>- How is Peterborough linked to the Romans?<br>-Roman <i>cena</i> was similar to a dinner party (exploring similarities and differences)<br>-Romans' didn't have sugar for cooking, but they liked sweet food.<br>-Romans didn't have gas or electricity- how did the Romans cook their food?<br>-Gallic War<br>- Travel in the Ancient world<br>- Story of Barates and his beloved Regina | - Knowledge of Primary and secondary sources<br>-Join in with discussions about reliability of a source<br>-Mark locations on a map |

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|                              |   |   |  |  |  |  |
|------------------------------|---|---|--|--|--|--|
| <p><b>Grammar</b></p>        | <ul style="list-style-type: none"> <li>- Men and boys have names ending in '-us'.</li> <li>- Women and girls have names ending in '-a'</li> <li>- A noun is a person, place or thing</li> <li>- An adjectives describes a noun</li> <li>- A verb in an action wod</li> <li>- Look at ending of the verb to identify the subject</li> <li>- An adverb describes a verb (which three letters are added to the end of the word in Latin?-ter)</li> </ul> | <ul style="list-style-type: none"> <li>- Apply grammar rules to new words (e.g. ending to own name)</li> <li>- Add 'ter' to Latin words to create an adverb</li> <li>- Know how nouns and adjectives change for plurals</li> </ul>                                    | <p>Verb 'to be' (erit)<br/>Feminine and masculine (context animals)</p>  | <p>-applying grammar rules to new vocabulary</p>   |  |  |
| <p><b>Vocabulary</b></p>     | <p><b>Reading aloud:</b></p> <ul style="list-style-type: none"> <li>- There are no silent letters in Latin. pronounce every letter.</li> <li>- There was no letter 'j' in the Roman alphabet</li> <li>- Evidence suggests that Romans in Italy pronounced letter 'v' as 'w'</li> <li>- Romans stressed both letters in double consonants.</li> <li>- The letter 'c' is always hard as in 'cat'.</li> </ul>  | <ul style="list-style-type: none"> <li>- Reading and pronunciation of key vocabulary</li> <li>- Applying key vocabulary to translate pieces of text</li> </ul>  |  |  |  |  |
| <p><b>Key Vocabulary</b></p> | <p><b>Meet the Family</b></p> <p>Quis es?/ Who are you? (singular)<br/>Qui estis? Who are you? (plural)<br/>Vindolandae/ at Vindolanda<br/>sum / I am<br/>es / you are (singular)<br/>sumus / we are<br/>estis / you are (plural)<br/>salve / hello (singular)<br/>salvete / hello (plural)<br/>omnes / everyone<br/>quid? / what?</p>  | <p><b>Food, glorious food!</b></p> <p>servi / slaves<br/>miles / soldier<br/>cibus / food<br/>villa / house<br/>parvus/parva / small<br/>improbus/improba / naughty<br/>bonus/bona / good<br/>optimus/optima / very good<br/>eheu! / oh dear!<br/>euge! / hooray!</p> | <p><b>Work, work, work!</b></p> <p>coquo / I cook<br/>facio / I do<br/>intro / I enter<br/>laboro / I work<br/>lego / I read<br/>rideo / I smile<br/>scribo / I write<br/>sedeo / I sit<br/>specto / I watch<br/>semper / always<br/>subito / suddenly</p> | <p><b>The best days of your life</b></p> <p>dormio / I sleep<br/>lacrimo / I cry<br/>laboro / I work<br/>scribo / I write<br/>lego / I read<br/>sedeo / I sit<br/>rideo / I smile<br/>cur? / why?</p> <p><b>Latin Roots:</b></p> | <p><b>Romans and Britons</b></p> <p><b>Verbs</b><br/>ludo / I play<br/>equito / I ride<br/>pugno / I fight</p> <p><b>Adverbs</b><br/>celeriter / quickly<br/>ferociter / fiercely<br/>diligenter / carefully</p> <p><b>Nouns</b></p> | <p><b>Off to town</b></p> <p>arma / weapons<br/>ludus / game<br/>stilus / pen<br/>cera / wax tablet<br/>gladius / sword<br/>callidus/callida / clever<br/>habitat / he lives<br/>its vero / yes</p> <p><b>Latin Roots:</b></p> |

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|                                 |  |   |   |  |   |   |
|---------------------------------|--|---|---|--|---|---|
|                                 | <p><b>sedete / sit down</b></p> <p><b>Latin Roots:</b></p> <ol style="list-style-type: none"> <li>1. maternal (from <b>mater</b>) means 'motherly'</li> <li>2. service (from <b>servi</b>, means slaves)</li> <li>3. <b>pater noster</b> means 'Our Father'- the Lord's prayer</li> <li>4. infantile (from <b>feles</b>) means 'cat-like.'</li> <li>5. Three times <b>per diem</b> means three times <i>a day</i></li> </ol> | <p><b>sede / sit</b></p> <p><b>noli lacrimare / don't cry</b></p> <p><b>Latin Roots:</b></p> <ol style="list-style-type: none"> <li>1. Pork from <b>porcus</b>, pig.</li> <li>2. equestrian from <b>equus</b>, horse.</li> <li>3. maximum from <b>maximus</b>, very large.</li> <li>4. minimal, from <b>minimus</b>, very small.</li> </ol> | <p><b>ancilla / slave girl</b></p> <p><b>novus/nova / new</b></p> <p><b>nunc / now</b></p> <p><b>Latin Roots:</b></p> <ol style="list-style-type: none"> <li>1. <b>scribit</b> (he writes): scribe, script, scribble, prescription, description, inscription...</li> <li>2. <b>spectat</b> (he watches): spectate, spectator, spectacle, prospect, inspect...</li> <li>3. <b>laborant</b> (they work): labour, labourer, laboratory, collaborate, laborious...</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>dormio</b> (I sleep): dormitory, dormant, dormouse</li> <li>2. <b>irate</b> from iratus, angry</li> </ol>   | <p><b>viae / streets</b></p> <p><b>villae / houses</b></p> <p><b>Phrases</b></p> <p><b>ita vero / yes</b></p> <p><b>nobiscum / with us</b></p> <p><b>Latin Roots:</b></p> <ol style="list-style-type: none"> <li>1. diligent from <b>diligenter</b>, carefully</li> <li>2. ferocious, from <b>ferociter</b> (fiercely)</li> <li>3. pugnacious from <b>pugno</b>, I fight</li> <li>4. accelerator from <b>celeriter</b>, quickly.</li> </ol> | <ol style="list-style-type: none"> <li>1. Habitat from <b>habitat</b>, he lives.</li> <li>2. acute from <b>acutus</b>, sharp</li> <li>3. obese, from <b>obesus</b>, fat</li> <li>4. fractured from <b>fractus</b>, broken.</li> </ol> |
| <p><b>Upper Key Stage 2</b></p> | <p style="text-align: center;"><b>Essential Knowledge</b></p>  | <p style="text-align: center;"><b>Essential Skills</b></p>  | <p style="text-align: center;"><b>Additional Knowledge</b></p>  | <p style="text-align: center;"><b>Additional Skills</b></p>  |   |   |
| <p><b>Culture/History</b></p>   | <ul style="list-style-type: none"> <li>-The Roman military- it's formations</li> <li>-Roman toilets</li> <li>-Roman suffered from many of the same illnesses that we do today</li> <li>-Roman baths</li> <li>-Roman soldiers life (were the soldiers allowed to have families? Where did the soldiers sleep? Were the soldiers allowed out on leave?)</li> </ul>   | <ul style="list-style-type: none"> <li>- Interpret information from primary and secondary sources</li> </ul>  | <ul style="list-style-type: none"> <li>-Story of Odysseus</li> <li>-Reasons for wars, the growth of the Roman Empire</li> <li>- The illness conjunctivitis (relevant to storyline in textbook)</li> <li>-Roman baths which are around today.</li> </ul>   | <ul style="list-style-type: none"> <li>- map skills to place growth of the Roman Empire</li> <li>- compare similarities and differences between their way of life and ours.</li> <li>- Compare beliefs with different religions</li> </ul> |   |   |

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|                   |  |   |   |   |
|-------------------|--|---|---|---|
|                   | <ul style="list-style-type: none"> <li>-Use of a catapult</li> </ul>   |   | <ul style="list-style-type: none"> <li>- Comparing different materials</li> <li>-How jewelry and clothes were made</li> <li>-Story of Pyramus and Thisbe</li> <li>-Roman beliefs, rituals and festivals</li> </ul>  |   |
| <b>Grammar</b>    | <ul style="list-style-type: none"> <li>-Imperative verbs</li> <li>-neither masculine or feminine nouns</li> <li>-plural ending -te</li> <li>-Give definition and examples of verbs and adverbs</li> <li>-Reminder that adverbs end with -ter</li> <li>-Conjunctions</li> </ul>   | <ul style="list-style-type: none"> <li>- Recognising and reading imperative verbs in a text.</li> <li>- Recognise the ending of words for feminine, masculine and neither</li> <li>- Identify and and recognise verbs and adverbs in a text</li> <li>- apply adverb endings to verbs</li> </ul> | <ul style="list-style-type: none"> <li>- punctuation applied with conjunctions</li> <li>-Join in with discussions to identify Latin Root words</li> <li>-Nouns change their endings depending on the role in the sentence</li> <li>-Know why some verbs change their endings differently</li> </ul> | <ul style="list-style-type: none"> <li>- apply feminine, masculine, and 'neither' endings to nouns</li> <li>- apply plural endings to adjectives and nouns</li> </ul> |
| <b>Vocabulary</b> | <p><b>Reading aloud:</b></p> <ul style="list-style-type: none"> <li>- There are no silent letters in Latin. pronounce every letter.</li> <li>- There was no letter 'j' in the Roman alphabet</li> <li>- Evidence suggests that Romans in Italy pronounced letter 'v' as 'w'</li> <li>- Romans stressed both letters in double consonants.</li> </ul> | <ul style="list-style-type: none"> <li>- Reading and pronunciation of key vocabulary</li> <li>- Applying key vocabulary to translate pieces of text</li> </ul>  |   |   |

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|                       | - The letter 'c' is always hard as in 'cat'.   |  |   |   |   |  |
|-----------------------|--|--|---|---|---|--|
| <b>Key Vocabulary</b> | <b>The military machine</b>  | <b>Clean and healthy</b>   | <b>A soldier's life</b>   | <b>How beautiful!</b>   | <b>A sad day</b>  | <b>Gods! Hear our prayers!</b>   |
|                       | <p><b><u>Weapons</u></b><br/> <b>galea</b> / helmet<br/> <b>gladius</b> / sword<br/> <b>pilum</b> / javelin<br/> <b>scutum</b> / shield<br/> <b>pugio</b> / dagger<br/> <b>lorcia</b> / breastplate</p> <p><b><u>Commands</u></b><br/> <b>audite!</b> / listen!<br/> <b>redite!</b> / go back!<br/> <b>siste!</b> / stop!<br/> <b>procedite!</b> / go forward!</p> <p><b><u>Latin Roots</u></b></p> <ol style="list-style-type: none"> <li>1. military from <b>milites</b> (soldier)</li> <li>2. auditorium from <b>audite!</b> (listen)</li> <li>3. porter from <b>portate!</b> (carry)</li> <li>4. proceed from <b>procedite!</b> (go forward)</li> <li>5. factory from <b>facite!</b> (make)</li> </ol> | <p><b>apodyterium</b> / changing rooms<br/> <b>tepidarium</b> / warm room<br/> <b>caldarium</b> / hot room<br/> <b>frigidarium</b> / cold room<br/> <b>breviter</b> / briefly<br/> <b>hilariter</b> / cheerfully<br/> <b>segniter</b> / lazily<br/> <b>prutenter</b> / skilfully</p> <p><b><u>Latin Roots</u></b></p> <ol style="list-style-type: none"> <li>1. <b>frigidarium</b>, fridge</li> <li>2. <b>Tepid</b>, warm</li> </ol> | <p><b>quis?</b> / who?<br/> <b>prope</b> / near<br/> <b>circum</b> / round<br/> <b>sub</b> / under<br/> <b>super</b> / on top of<br/> <b>in</b> / in or on<br/> <b>pro</b> / in front of<br/> <b>ad</b> / to<br/> <b>e</b> / away<br/> <b>fessus/fess</b> / tired</p> <p><b><u>Latin Roots</u></b></p> <ol style="list-style-type: none"> <li>1. submarine from <b>'sub'</b> (under)</li> <li>2. circumnavigate from <b>'circum'</b> (round)</li> <li>3. propeller from <b>'pro'</b> (infront)</li> </ol> | <p><b>gratias tibi ago</b> / I thank you<br/> <b>laetus/laeta</b> / happy<br/> <b>diu</b> / for a long time<br/> <b>cur?</b> / why?<br/> <b>quid?</b> / what?<br/> <b>ubi?</b> / where?</p> <p><b><u>Latin Roots</u></b></p> <ol style="list-style-type: none"> <li>1. animated from <b>'anima'</b> (lively manner)</li> <li>2. verbose from <b>'verba'</b> (the story is too wordy)</li> </ol> | <p><b>accipit</b> / receives<br/> <b>parat</b> / prepares<br/> <b>portat</b> / carries<br/> <b>ponit</b> / places<br/> <b>epistula</b> / letter<br/> <b>mortuus/mortua</b> / dead</p> | <p><b>fabulam</b> / story<br/> <b>narrat</b> / tells<br/> <b>lambit</b> / licks<br/> <b>capillos</b> / hair<br/> <b>pectit</b> / combs<br/> <b>caseum</b> / cheese<br/> <b>dat</b> / gives<br/> <b>plaustrum</b> / cart<br/> <b>facit</b> / makes<br/> <b>sacrificium</b> / sacrifice<br/> <b>suaviter</b> / sweetly<br/> <b>cantat</b> / sings<br/> <b>tenet</b> / cuddles</p> <p><b><u>Latin Roots</u></b></p> |