



## KS4 Curriculum: Latin

### Curriculum Vision

OCR Latin – J282

*Not to know what has been transacted in former times is to be always a child. If no use is made of the labours of past ages, the world must remain always in the infancy of knowledge.*

*Marcus Tullius Cicero*

The study of the Ancient World provides a wealth of culture for investigation. The Latin Department aims to fire students with an enthusiasm for the Latin language, both for its own sake, and to provide the key to accessing the people and customs which have shaped their own society. At KS4, we will build upon the skills and knowledge learned throughout KS3, to provide students with the confidence to tackle the material required for GCSE examination, including unseen translation and comprehension, and analysis of set texts by Roman authors.

### Curriculum Profile

#### Year 10

Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> <li>• Consolidation of KS3 fundamentals:               <ul style="list-style-type: none"> <li>○ Noun cases.</li> <li>○ Active verb tenses.</li> </ul> </li> <li>• Ecce Romani Chapters 28-33:               <ul style="list-style-type: none"> <li>○ Relative pronouns.</li> <li>○ Passive verbs.</li> <li>○ Perfect participles.</li> <li>○ Comparison of adjectives &amp; adverbs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ecce Romani Chapters 34-38:               <ul style="list-style-type: none"> <li>○ Deponent verbs.</li> <li>○ Cardinal &amp; ordinal numbers.</li> <li>○ Time.</li> <li>○ Place.</li> </ul> </li> </ul>

Spring Term 1	Spring Term 2
<ul style="list-style-type: none"> <li>• Ecce Romani Chapters 39-42:               <ul style="list-style-type: none"> <li>○ Present participles.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ecce Romani Chapters 43-49:               <ul style="list-style-type: none"> <li>○ Future participles.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Ablative absolutes.</li> <li>○ Infinitives (voice &amp; tense).</li> <li>○ Conditionals.</li> <li>○ Introduction to subjunctive mood (<i>cum</i> clauses).</li> <li>○ Direct &amp; indirect questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Indirect statements, initially changing infinitive, then main verb.</li> </ul>
--	---

<b>Summer Term 1</b>	<b>Summer Term 2</b>
<ul style="list-style-type: none"> <li>• Ecce Romani Chapters 49-50: <ul style="list-style-type: none"> <li>○ Indirect commands.</li> <li>○ Result clauses.</li> </ul> </li> <li>• Commence Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> <li>○ Revise prescribed literature for testing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> <li>○ Revise prescribed literature for testing.</li> </ul> </li> </ul>

## Year 11

<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<ul style="list-style-type: none"> <li>• Ecce Romani Chapters 51-53: <ul style="list-style-type: none"> <li>○ Purposes clauses.</li> <li>○ Fear clauses.</li> <li>○ <i>dum</i> + subjunctive.</li> <li>○ Gerundives of purpose.</li> </ul> </li> <li>• Continue Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> <li>○ Revise prescribed literature for testing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> <li>○ Revise prescribed literature for testing.</li> </ul> </li> </ul>

<b>Spring Term 1</b>	<b>Spring Term 2</b>
<ul style="list-style-type: none"> <li>• Continue Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue Literature study: <ul style="list-style-type: none"> <li>○ Prepare prescribed literature – translation &amp; analysis.</li> </ul> </li> </ul>

○ Revise prescribed literature for testing.	○ Revise prescribed literature for testing.
---	---

<b>Summer Term 1</b>	<b>Summer Term 2</b>
Revision and Examination technique	Public Examinations

*Please note that this timeline may be subject to change.*

### **Assessment and Feedback**

All students will:

- Have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- Receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- Be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

### **Resources to support learning beyond the classroom**

[OCR GCSE \(9-1\) in Latin \(J282\) Specification](#)

[OCR GCSE Vocabulary trainer](#)

[OCR GCSE Verb trainer](#)

[OCR Principal Parts trainer](#)

[Y10 CCHS Quizlet](#)

[Y11 CCHS Quizlet](#)

[Magistrula \(Grammar practice\)](#)