Maximum Classics
Teacher Guide: Term 1
(Weeks 1-12)

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**Classics Club Junior and its Aims**

Classics Club Junior is a course that has been developed to allow KS2 class teachers and staff to introduce Classical culture and the Latin language to their pupils over a term-long period.

The course has three main aims:

- to facilitate the introduction of Latin and Classical culture to the primary state-sector to pupils of all abilities
- to support the aims of the KS2 National Curriculum in MFL and English, especially in supporting the learning of grammar and syntax, and in the extension and enrichment of English vocabulary
- to create a sustainable solution for the teaching of Latin and Classical culture by training primary school staff

Each one-hour lesson is structured to incorporate learning on both the Latin language and Classical culture, and the cultural segment usually has an associated hands-on activity to bring the learning to life.

All of the materials for the course are published digitally on the Classics Club Junior website, [http://classicsclubjunior.wordpress.com](http://classicsclubjunior.wordpress.com). Please note that this is website is only open to invited users.
**Curriculum Overview**

In twelve sessions, the course aims to give pupils both a sound foundation knowledge of the Latin language, and a taster of some of the ‘best bits’ of culture from Ancient Greece and Rome. The course is structured as follows:

<table>
<thead>
<tr>
<th>week</th>
<th>language</th>
<th>exercises</th>
<th>culture</th>
<th>activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Latin roots of English</td>
<td>word matching,</td>
<td>Classics all around us</td>
<td>modern objects (in envelopes/on board)</td>
</tr>
<tr>
<td>2</td>
<td>inflection v order</td>
<td>recap: Roots challenge</td>
<td>Roman names</td>
<td>naming ceremony</td>
</tr>
<tr>
<td>3</td>
<td>parts of speech, verbs</td>
<td>OST chant</td>
<td>The Greek alphabet and writing</td>
<td>using a reed pen and ink</td>
</tr>
<tr>
<td>4</td>
<td>verbs</td>
<td>quick fire verbs, ecce centurio</td>
<td>Greek heroes and monsters</td>
<td>monster word blending &amp; illustration</td>
</tr>
<tr>
<td>5</td>
<td>verbs</td>
<td>recap: qf verbs, ecce centurio</td>
<td>Greek gods</td>
<td>black-figure vase decoration</td>
</tr>
<tr>
<td>6</td>
<td>verbs</td>
<td>recap: qf verbs, ecce centurio</td>
<td>Mosaics</td>
<td>mosaic your Roman name</td>
</tr>
<tr>
<td>7</td>
<td>adverbs</td>
<td>recap: qf verbs, ecce centurio (adverbs)</td>
<td>The curses of Aquae Sulis</td>
<td>curse generation and inscription</td>
</tr>
<tr>
<td>8</td>
<td>subject and object (English)</td>
<td>recap: qf verbs, ecce centurio (nouns)</td>
<td>Roman gaming</td>
<td>making &amp; playing board game</td>
</tr>
<tr>
<td>9</td>
<td>1st declension nouns</td>
<td>recap: qf verbs, ecce centurio (nouns)</td>
<td>The Roman Army</td>
<td>catapult making</td>
</tr>
<tr>
<td>10</td>
<td>2nd declension nouns</td>
<td>recap: qf verbs, Beat the Teacher, ecce centurio (nouns)</td>
<td>Medicine and the body</td>
<td>make Latin body models</td>
</tr>
<tr>
<td>11</td>
<td>simple sentences</td>
<td>recap: qf verbs</td>
<td>Plato: Gyges’ ring</td>
<td>What would you do: moral dilemmas</td>
</tr>
<tr>
<td>12</td>
<td>practical: cooking Apicius/food tasting</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
**Language**

The course contains a strong emphasis on etymology so the majority of the vocabulary is chosen for its links to English words, and some for links to French and/or Spanish. EAL students are encouraged to find links in their native tongue(s).

A note on pronunciation: ‘v’ is pronounced as ‘w’. There is no ‘j’ (‘i’ is used instead e.g. Iulius Caesar, so a consonantal ‘i’ is pronounced as a ‘y’). There is no ‘w’ (get students to think how ‘w’ is ‘double-u’ i.e. two u’s put together).

**Verbs**

The verbs selected are from the first and second conjugations. Trickier third and fourth conjugations are avoided. Both transitive (i.e. can take a direct object) (marked ‘t’) and intransitive (marked ‘i’) verbs are included, although transitivity is not explicitly taught on the course. The terminology ‘person’ and ‘number’ is also avoided in this short course.

- **amare**, love (t) - ‘amiable’, linked to aimer, ami (Fr) and amo, amigo (Sp)
- **cantare**, sing (i/t)
- **curare**, take care of (t) - not only is this e-linked to ‘cure’ and ‘care’, but the three-word English translation will encourage pupils to understand that often not every word (‘take’, ‘care’, ‘of’) needs literal translation.
- **dare**, give (t) - ‘data’, a generally useful verb and for more able pupils it may spark extended thinking about direct vs. indirect object.
- **habere**, to have (t) - introduces the idea of phonological change over time: frequently, a ‘b’ becomes a ‘v’ - the pupils can try and see how forming these sounds is very similar.
- **habitare**, live (i) - ‘habitat’.
- **laborare**, work (i) - labour, laborious
- **ridere**, laugh/smile (i) - a useful duel meaning verb: get pupils to think how laughing and smiling are on a continuum of expression of happiness. Reinforces the notion that in all languages there are single words that have different meanings depending on the context (examples?). Also introduces the ambitious words ‘deride’ and ‘risible’.
- **videre**, see (t) - ‘vision’, visible’, ‘video’

**Nouns**

The nouns used on this course are from the easier first and second declensions. In total in Latin there are five declensions, but the third, fourth and fifth declensions are harder to manipulate than the first two. There is a selection of masculine and feminine nouns to teach the concept of gender. There are also neuter nouns in Latin, but these are omitted from this term-long course. Equally, only two cases (out of a possible five) are taught, and only in the singular in this short course. Terminology such as ‘declension’, ‘case’, ‘nominative’ and ‘accusative’ is also not used with the pupils, as this may be off-putting to a mixed-ability group in such a short course. Instead, the materials employ familiar terms such as ‘subject’ and ‘object’. Declensions are described as ‘noun groups’. The
nouns are picked for their semantic familiarity, i.e. the children are familiar with them (often Latin courses use Roman people and objects that need explaining e.g. *auriga*, charioteer, *mercator*, merchant). There is a mix of concrete and abstract nouns, and the pupils’ Latin names serve as proper nouns. The nouns used in the course are listed below, along with some English words derived from them.

Our first declension nouns end in ‘a’ and are feminine.

1st declension (feminine)
- *aqua*, water - aquarium, aquatic, Aquarius, Aquafresh
- *terra*, land/earth - terrestrial, terrain, terrace
- *regina*, queen - reign, regal, regent
- *stella*, star - stellar, interstellar, girl’s name Stella
- *vacca*, cow - vaccination (because the first vaccine was developed from cowpox to protect against smallpox in humans - a really lovely etymological tale!)
- *villa*, house - villa, village
- *vita*, life - vital, vitality, vitamin
- *maga*, sorceress/witch - magic, magician, magical
- *femina*, woman - feminine, female, feminism
- *rota*, wheel - rotation, rotary, rotate

(plus all the girls’ names)

Second declension nouns end in ‘us’ and are masculine. (There are also second declension neuter nouns, but as mentioned above, these are omitted from the twelve-week course)

2nd declension (masculine)
- *gladius*, sword - gladiator, gladioli
- *porcus*, pig - pork
- *medicus*, doctor - medicine, medical, medication, medic
- *equus*, horse - equestrian
- *sonus*, sound - sonic, sound, sonar, sonogram
- *saccus*, bag - sack
- *ventus*, wind - vent, ventilation
- *digitus*, finger - digit, digital
- *campus*, field - camp, camping, (university) campus

(plus all the boys’ names)

Adverbs
- *bene*, well - benefit, beneficial, benefactor, benevolent
- *male*, badly - maleficent, malevolent
- *optime*, very well, in the best way - optimist, optimal, optimise, Optimus Prime (the transformer!)
- *celeriter*, quickly - accelerate
- *irate*, angrily - irate
- *laete*, happily - the girl’s name Laetitia means happiness
In addition to the standard vocabulary above, the students can also be given the following phrases to sate their native curiosity!

**what do you want?** - quid vis?
**placetne tibi?** - is that OK?
**quod nomen est tibi?** - what’s your name?
**mihi nomen est...** - my name is...
**quid agis?** - how are you?
**bene/male ago** - I’m good/bad
**tibi gratias ago** - thank you
**si vis** - please
**minime** - no
**ita vero** - yes
**salve** - hello (to one person)
**salvete** - hello (to more than one person)
**vale** - goodbye (to one person)
**valete** - goodbye (to more than one person)

If any student asks, “How do you say...in Latin?” this is to be encouraged! There will be a function on the support section of the website to have these questions answered by the trainer before the next session.
**Resources**

At the beginning of the course, the pupils should be given folders with holes and treasury tags. The folders should have the vocabulary stuck into one inside cover and the noun & verb endings stuck into the other, to be used as handy references as the course progresses. These can be found in cover_reference.pdf.

The resources needed for each session are detailed in the lesson notes, but here is a summary (pencils, pens, whiteboards and markers are needed in every lesson):

<table>
<thead>
<tr>
<th>wk 1</th>
<th>wk 2</th>
<th>wk 3</th>
<th>wk 4</th>
<th>wk 5</th>
<th>wk 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>coloured crayons</td>
<td>laminated word cards</td>
<td>paper, reed pens</td>
<td>centurion helmet (supplied), scissors, glue, coloured pencils</td>
<td>centurion helmet (supplied), scissors, glue, coloured pencils</td>
<td>centurion helmet (supplied), scissors, glue, coloured pencils</td>
</tr>
<tr>
<td>envelopes (optional)</td>
<td>(x3)</td>
<td>(supplied with course), sticky labels, small pots/milk bottle tops, ink</td>
<td>option 1: mini pots (see notes for stockists), black felt pens</td>
<td>option 2: black felt pens, scissors, pots</td>
<td>template sheet</td>
</tr>
<tr>
<td>modern object printouts (optional)</td>
<td>scissors</td>
<td>glue</td>
<td>scissors, glue, coloured pencils</td>
<td>option 2: black felt pens, scissors, pots</td>
<td>template sheet</td>
</tr>
<tr>
<td>Lolly sticks</td>
<td>Lolly sticks</td>
<td>Lolly sticks</td>
<td>Lolly sticks</td>
<td>Lolly sticks</td>
<td>Lolly sticks</td>
</tr>
<tr>
<td>(naming option 2 only)</td>
<td>(naming option 2 only)</td>
<td>(naming option 2 only)</td>
<td>(naming option 2 only)</td>
<td>(naming option 2 only)</td>
<td>(naming option 2 only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>wk 7</th>
<th>wk 8</th>
<th>wk 9</th>
<th>wk 10</th>
<th>wk 11</th>
<th>wk 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>metal slips (supplied), pencil sharpener, newspaper to press down on</td>
<td>centurion helmet (supplied), paper or fabric &amp; ribbon/string, felt pens, scissors, coloured card, rulers</td>
<td>centurion helmet (supplied), rubber bands, lolly sticks, plastic spoons, sweets (optional)</td>
<td>centurion helmet (supplied), card, glue, scissors, split pins, felt pens</td>
<td>envelopes</td>
<td>food ingredients according to session</td>
</tr>
<tr>
<td>centurion helmet (supplied), card, glue, scissors, split pins, felt pens</td>
<td>envelopes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All digital resources can be found at [maximumclassics.com](http://maximumclassics.com).
**Roman Names**

The following Roman names (with accompanying meanings) can be used for random assignment to pupils, making sure that the girls get the feminine (‘-a’) names and the boys the masculine (‘-us’) names.

<table>
<thead>
<tr>
<th>male version</th>
<th>female version</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aemilius</td>
<td>Aemilia</td>
<td>rival</td>
</tr>
<tr>
<td>Albus</td>
<td>Alba</td>
<td>white/bright</td>
</tr>
<tr>
<td>Antonius</td>
<td>Antonia</td>
<td>old Roman family name</td>
</tr>
<tr>
<td>Aquilinus</td>
<td>Aquilina</td>
<td>eagle</td>
</tr>
<tr>
<td>Augustus</td>
<td>Augusta</td>
<td>great</td>
</tr>
<tr>
<td>Aurelius</td>
<td>Aurelia</td>
<td>golden</td>
</tr>
<tr>
<td>Blandus</td>
<td>Blanda</td>
<td>charming</td>
</tr>
<tr>
<td>Caelius</td>
<td>Caelia</td>
<td>heavenly</td>
</tr>
<tr>
<td>Camillus</td>
<td>Camilia</td>
<td>old Roman family name</td>
</tr>
<tr>
<td>Celsus</td>
<td>Celsa</td>
<td>tall</td>
</tr>
<tr>
<td>Decimus</td>
<td>Decima</td>
<td>tenth child</td>
</tr>
<tr>
<td>Domitius</td>
<td>Domitia</td>
<td>tame</td>
</tr>
<tr>
<td>Fabius</td>
<td>Fabia</td>
<td>bean (!)</td>
</tr>
<tr>
<td>Faustus</td>
<td>Fausta</td>
<td>lucky</td>
</tr>
<tr>
<td>Flavius</td>
<td>Flavia</td>
<td>golden-haired</td>
</tr>
<tr>
<td>Florianus</td>
<td>Floriana</td>
<td>flower</td>
</tr>
<tr>
<td>Germanus</td>
<td>Germana</td>
<td>brother/sister</td>
</tr>
<tr>
<td>Hadrianus</td>
<td>Hadriana</td>
<td>From Hadria (N. Italy)</td>
</tr>
<tr>
<td>Hilarius</td>
<td>Hilaria</td>
<td>cheerful</td>
</tr>
<tr>
<td>Hortensius</td>
<td>Hortensia</td>
<td>garden</td>
</tr>
<tr>
<td>Iulius</td>
<td>Iulia</td>
<td>To do with Jupiter</td>
</tr>
<tr>
<td>Iunius</td>
<td>Iunia</td>
<td>to do with Juno</td>
</tr>
<tr>
<td>Laurentius</td>
<td>Laurentia</td>
<td>from Laurentum (city near Rome)</td>
</tr>
<tr>
<td>Lucius</td>
<td>Lucia</td>
<td>light</td>
</tr>
<tr>
<td>Lucretius</td>
<td>Lucretia</td>
<td>wealthy</td>
</tr>
<tr>
<td>Marcus</td>
<td>Marca</td>
<td>to do with Mars</td>
</tr>
<tr>
<td>Marinus</td>
<td>Marina</td>
<td>sea</td>
</tr>
<tr>
<td>Maximus</td>
<td>Maxima</td>
<td>greatest</td>
</tr>
<tr>
<td>Octavius</td>
<td>Octavia</td>
<td>eighth child</td>
</tr>
<tr>
<td>Paulus</td>
<td>Paula</td>
<td>humble</td>
</tr>
<tr>
<td>Primus</td>
<td>Prima</td>
<td>first child</td>
</tr>
<tr>
<td>Priscus</td>
<td>Prisca</td>
<td>ancient</td>
</tr>
<tr>
<td>Quintus</td>
<td>Quinta</td>
<td>fifth child</td>
</tr>
<tr>
<td>Rufinus</td>
<td>Rufina</td>
<td>red haired</td>
</tr>
<tr>
<td>Secundus</td>
<td>Secunda</td>
<td>second child</td>
</tr>
<tr>
<td>Severus</td>
<td>Severa</td>
<td>stern</td>
</tr>
</tbody>
</table>
## English name | Latin version | Meaning
--- | --- | ---
Abigail | Laeta | Hebrew for ‘father is joyful’ so joyful
Alice | Alicia | latinised
Amelia/Amelia/Emily/Emilia | Aemilia | rival, latinised
Amy | Amata | Loved
Charlotte | Carlotta | latinised
Chloe | Florigera | blooming
Daisy | Margarita | Latinised ‘marguerite’, French for daisy
Elizabeth/Beth/Bethany | Elisabetta/Betta | latinised
Eleanor | Helena | latinised
Erin | Hiberna | Irish
Eve | Eva | latinised
Grace | Decora | graceful/beautiful
Holly | Acula | v. obscure word derived from holly berry!
Isabelle | Isabella/Bella | latinised
Katie/Caitlin | Katrina | latinised
Lauren | Laurentia | from Laurentium, female form of Laurence
Lily | Lilia | literally "lillies"
Lucy | Lucia | latinised
Madeleine/Maddy | Magdalena/Magda | latinised
Megan | Margarita | pearl
Milly | Robusta | strong
Molly | Maria | pet form of Mary
Phoebe | Lumina | literally “lights” as Phoebe means light
Poppy | Papaverea | like a poppy
Rose/Rosie | Rose | rose
Ruby | Rubina | fem version of rubinus, ruby
Scarlet | Coccina | dyed scarlet-red

Alternatively, pupils can have their names translated. Girls with a name ending in ‘a’ (e.g. Ella, Rebecca, Francesca) will not need to change their names as these work perfectly well in Latin. Names can either be ‘Latinised’ or their meanings translated (this is the angle to take with Hebrew names as these are very difficult to Latinise!). A list of common names is below.
<table>
<thead>
<tr>
<th>English name</th>
<th>Latin name</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron</td>
<td>Robus</td>
<td>strength</td>
</tr>
<tr>
<td>Adam</td>
<td>Tellus</td>
<td>earth</td>
</tr>
<tr>
<td>Alex</td>
<td>Alexandrus</td>
<td>latinised</td>
</tr>
<tr>
<td>Archie</td>
<td>Animosus</td>
<td>brave &amp; noble</td>
</tr>
<tr>
<td>Alfie/Fred/Freddy</td>
<td>Alfredus</td>
<td>latinised</td>
</tr>
<tr>
<td>Ben</td>
<td>Benedictus</td>
<td>blessed</td>
</tr>
<tr>
<td>Bradley</td>
<td>Pratus</td>
<td>broad meadow</td>
</tr>
<tr>
<td>Brandon</td>
<td>Ulicius</td>
<td>from ulex, gorse</td>
</tr>
<tr>
<td>Callum</td>
<td>Columbus</td>
<td>masc of columba, dove</td>
</tr>
<tr>
<td>Cameron</td>
<td>Nasutus</td>
<td>with a distinctive nose</td>
</tr>
<tr>
<td>Charlie/Charles</td>
<td>Carolus</td>
<td>latinised</td>
</tr>
<tr>
<td>Daniel/Danny</td>
<td>Iudicatus</td>
<td>Judged (for ‘God is my judge’)</td>
</tr>
<tr>
<td>Dylan/Dillon</td>
<td>Oceanus</td>
<td>great sea</td>
</tr>
<tr>
<td>Edward</td>
<td>Eduardus</td>
<td>latinised</td>
</tr>
<tr>
<td>Ethan</td>
<td>Robustus</td>
<td>solid/strong</td>
</tr>
<tr>
<td>George</td>
<td>Georgius</td>
<td>latinised</td>
</tr>
<tr>
<td>Harry/Harrison/Henry</td>
<td>Henricus</td>
<td>latinised</td>
</tr>
<tr>
<td>Harvey</td>
<td>Dignus</td>
<td>worty (fighter)</td>
</tr>
<tr>
<td>Isaac</td>
<td>Iucundus</td>
<td>cheerful</td>
</tr>
<tr>
<td>Jacob/Jake</td>
<td>Iacomus</td>
<td>latinised</td>
</tr>
<tr>
<td>James/Jack</td>
<td>Iacimus</td>
<td>latinised</td>
</tr>
<tr>
<td>Josh/Joshua</td>
<td>Parsus</td>
<td>Saved</td>
</tr>
<tr>
<td>Joseph/Joe</td>
<td>Iosephus</td>
<td>latinised</td>
</tr>
<tr>
<td>Kyle</td>
<td>Angustus</td>
<td>from angustia, straits</td>
</tr>
<tr>
<td>Leo</td>
<td>Leoninus</td>
<td>lion-like</td>
</tr>
<tr>
<td>Lewis, Louis</td>
<td>Achilleus</td>
<td>famous warrior</td>
</tr>
<tr>
<td>Luke</td>
<td>Lucus</td>
<td>latinised</td>
</tr>
<tr>
<td>Matthew</td>
<td>Matteus</td>
<td>latinised</td>
</tr>
<tr>
<td>Max</td>
<td>Maximus</td>
<td>greatest</td>
</tr>
<tr>
<td>Mohammed</td>
<td>Laudatus</td>
<td>the praised one</td>
</tr>
<tr>
<td>Nathan</td>
<td>Donatus</td>
<td>(God has) given</td>
</tr>
<tr>
<td>Noah</td>
<td>Quietus</td>
<td>Tranquil</td>
</tr>
<tr>
<td>Oliver</td>
<td>Olivius</td>
<td>masculinisation of oliva, olive</td>
</tr>
<tr>
<td>Oscar</td>
<td>Hastatus</td>
<td>armed with a spear</td>
</tr>
<tr>
<td>Owen</td>
<td>Agnus</td>
<td>lamb (origins disputed!)</td>
</tr>
<tr>
<td>Ryan</td>
<td>Regius</td>
<td>kingly</td>
</tr>
<tr>
<td>Sam/Samuel</td>
<td>Auditus</td>
<td>(God has) heard</td>
</tr>
<tr>
<td>Thomas/Tom</td>
<td>Geminus</td>
<td>twin</td>
</tr>
<tr>
<td>Toby</td>
<td>Bonus</td>
<td>good</td>
</tr>
<tr>
<td>Tyler</td>
<td>Tectarius</td>
<td>tiler/roofer</td>
</tr>
<tr>
<td>William/Will/Liam</td>
<td>Vilhelmus</td>
<td>latinised</td>
</tr>
</tbody>
</table>
**Week-by-week notes**
These notes, along with lesson plans and other resources, also accompany the materials on the course website.

**Week 1**

**Language L.O.** To understand how and why the English language is influenced by Latin

**Culture L.O.** To look at modern objects influenced by Classical culture

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**Slide 1**
Intro slide. The guy is the course mascot, called Iucundus (‘Yu-kun-dus’), which means ‘happy chap’.

**Slide 2**
Introduces what we’re going to be looking at over the next 12 weeks. Pupils often have good understanding of Ancient Greece and Rome, but these pictures help jog their memories.

Clockwise, we have Roman soldiers, gladiators, Greek hoplites (soldiers), the Trojan Horse, Diana/Artemis and the Flavian Amphitheatre in Rome (the Colosseum).

Discussion point: these pictures are all associated with Ancient Greece and Rome, but can you describe what they are?

**Slide 3**
Helps contextualize where Ancient Greece and Rome sit in the history timeline. On each click, we travel back in time.

Discussion point: After each new picture, ask the pupils, “Are we in Ancient Roman or Ancient Greek times yet?” See if they can guess which period of history the pictures represent.

**Slide 4**
Focus on the Roman Empire. This slide shows just how big the Roman Empire was at its height.

Discussion point: All of these countries on this map show their Roman names: do you know what any of these countries are called today?

Point out Britannia. Many of the pupils will be aware that the Romans founded London (Londinium).

Introduction to the notion of linguistic inheritance.
Discussion point: The Romans left us many great things like buildings and mythology, but there’s one really amazing thing that they gave us. We use it every day and you probably don’t realize it’s Roman. What is it? (Answer=language).

**Slide 5**

The first picture represents Rome at its height, where they spoke the classical Latin we study today. When the Roman Empire crumbled (around 476 A.D., when the Romans abandoned provinces such as Britain), Roman culture and language dispersed into places like Gallia (France). By the Dark Ages, Latin had changed into an old version of French. Then, in 1066...

**Ambitious(!) discussion point:** What happened in 1066?

...The Norman French, led by William, conquered England and imposed their language on the Anglo-Saxons already living there. Therefore...

**Slide 6**

...modern English is a mix-up of Anglo-Saxon and French, which came from Latin. This slide is a simplified version of the class display (Hindi and Ancient Greek influences are removed).

**Slide 7**

Shows the students that they are already quite good Latin translators. As each word comes up, ask what the students think it means. If they need an extra clue, there’s a picture.

- **villa** – Latin for house, but we still use the same word today to describe (usually) a holiday house.
- **schola** – school
- **finis** – just add an ‘h’ to the end to get ‘finish’
- **bestia** – beast

**Slide 8**

Introduces the written exercise, and the extension (‘Red Hot Chilli Challenge’).

- **Pupils now work in pairs on wk1_etymology_worksheet.pdf. They will need coloured crayons.**

There are two sheets. The second can be given as an extension, and there is also an extension activity on the board (find more words that come from the Latin).

Sheets can either be gone through orally in class, asking for explanations of how the Latin and English words relate to each other, or marked after class.
Answer key: sheet 1

<table>
<thead>
<tr>
<th>Word</th>
<th>Latin Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>umbrella</td>
<td>umbra (shadow)</td>
</tr>
<tr>
<td>army</td>
<td>arma (weapons)</td>
</tr>
<tr>
<td>servant</td>
<td>servus (slave)</td>
</tr>
<tr>
<td>vending machine</td>
<td>vendere (sell)</td>
</tr>
<tr>
<td>flume</td>
<td>flumen (river)</td>
</tr>
<tr>
<td>constellation</td>
<td>stella (star)</td>
</tr>
<tr>
<td>nocturnal</td>
<td>nox (night)</td>
</tr>
<tr>
<td>flower</td>
<td>flos (nice smell)</td>
</tr>
<tr>
<td>sonic</td>
<td>sonus (sound)</td>
</tr>
<tr>
<td>sack</td>
<td>saccus (bag)</td>
</tr>
<tr>
<td>magic</td>
<td>magus (wizard)</td>
</tr>
<tr>
<td>flame</td>
<td>flammeus (fiery)</td>
</tr>
</tbody>
</table>

Answer key: sheet 2

<table>
<thead>
<tr>
<th>Word</th>
<th>Latin Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>delete</td>
<td>delere (destroy)</td>
</tr>
<tr>
<td>factory</td>
<td>facere (make)</td>
</tr>
<tr>
<td>narrator</td>
<td>narrare (tell)</td>
</tr>
<tr>
<td>gem</td>
<td>gemma (jewel)</td>
</tr>
<tr>
<td>accelerate</td>
<td>celer (quick)</td>
</tr>
<tr>
<td>donate</td>
<td>donum (gift)</td>
</tr>
<tr>
<td>gladiator</td>
<td>gladius (sword)</td>
</tr>
<tr>
<td>memory</td>
<td>meminisse (remember)</td>
</tr>
<tr>
<td>extension</td>
<td>extendere (reach out)</td>
</tr>
<tr>
<td>timid</td>
<td>timere (fear)</td>
</tr>
<tr>
<td>dictionary</td>
<td>dicere (speak)</td>
</tr>
<tr>
<td>benefit</td>
<td>bene (good/well)</td>
</tr>
</tbody>
</table>

After the completion of this task, there are two options for the next segment of the lesson (Modern Objects, in wk1_modern_objects.pdf).

a) run as a whiteboard presentation and discussion (as per notes), or
b) have print-outs of the six objects contained in envelopes sellotaped under six of the pupils’ chairs. Get the pupils to look under their chairs and ask each pupil with an envelope to give their ideas about what their object has to do with Latin or the Classical world.

Slide 9

The plenary which takes the form of a set of questions.

1. After the Romans left Britain, who brought a form of the Latin language back here when they conquered England? Can you remember which year this happened? [William the Conqueror and the Norman French in 1066]
2. What English word do we get from the Latin word ‘bene’ meaning ‘well’? [benefit]
3. What English word do we get from the Latin word ‘stella’ meaning ‘star’? [constellation, or you may get interstellar, or the name Stella]
**Slide 1**
Intro slide. This lesson’s theme is the principle that Latin changes word endings to convey meaning, rather than (like English) word order.

**Slide 2**
Word Roots Challenge. This game encourages the pupils to think of English words that come from Latin, not only anchoring Latin vocabulary in their memories, but also enriching English vocabulary. This builds on the work last week on the Latin etymology of many English words.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

- *aqua*, water - aquarium, aquatic, Aquarius, Aquafresh, aquapark, sub-aqua
- *habitare*, to live - habitat, inhabit, habitation
- *villa*, house - villa, village (this word was encountered last week)
- *videre*, to see - vision, visible, invisible, visor, video
- *curare*, take care of – care, cure
- *maximus*, very big - Max, maximise, maximum
- *porcus*, pig – pork, porcupine, porcine (pig-like)

Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

**Slide 3**
You will need:

- three students at the front of the classroom
- three word cards (wk2_word_cards.pdf printed out and laminated as per the instructions)

The purpose of this exercise is to demonstrate how important word order is in English, ahead of learning that Latin doesn’t rely on word order, but on word ending to convey meaning.
In English convention, the subject of a sentence comes before the verb, and the object comes after it, so swapping the position of two nouns in a sentence can fundamentally change its meaning.

Give each of the students a card, and arrange them like this so the whole class can see.

the woman loves the cow

Get a student in the class to read out the sentence, then get all the class to close their eyes for thirty seconds and imagine what they see when they think of that sentence. When they open their eyes, get some pupils to describe the mental picture that they have.

Next, get the two pupils holding nouns to swap places, so you have

the cow loves the woman

Again, get the students to close their eyes, and visualize the sentence. Ask for their mental images of this new sentence, showing how they are different from the first. The words themselves have not changed: ask the students what has [the word order]. Reinforce that word order is very important in expressing meaning in English. Get the pupils to flip their cards over to make the following sentence:

the man cleans the house

Eyes shut, visualization, description again. Then get the noun-holders to swap places:
A bit nonsensical, but again, get the students describe what they imagine. Reinforce the point that nothing has changed except the word order which is CRITICAL to sense-making in English.

Pupils now work in pairs on wk2_silly_sentences.pdf. They will need scissors and glue.

**Slide 4**
So that’s what we know about English. But the Number One Golden Rule about Latin is that it doesn’t use word order to convey meaning. What does it use instead? Word endings (in technical terms, Latin is an **inflected** language).

wk2_golden_rule_display.pdf can be printed out and displayed in the classroom to reinforce this learning.

**Slide 5**
...gives an illustration of this, using the previous word card sentences, “The woman loves the cow” and “The cow loves the woman.” This is a first look at Latin in action, and so won’t sink in with some pupils straight away, but it’s important that they see the effects of word ending change early on.

The animations on this slide run like this

“The woman loves the cow” pops up.
The Latin words (and pictures) for woman (femina), cow (vaccca) and loves (amat) pop up. Pupils should be encouraged to guess what the Latin words mean, which shouldn’t be too tricky with the cues.
The Latin translation of the English sentence pops up.
“The cow loves the woman” pops up, along with pictures.
The Latin translation of this English sentence pops up.

Discussion point: The Latin words for ‘cow’, ‘woman’ and ‘loves’ are in exactly the same places in each Latin sentence, but the two sentences mean different things. Can you spot what has changed?

Many pupils should notice that when the noun is doing the loving, it ends in ‘a’, and when it is being loved, the noun ends in ‘am’. Some pupils may feel comfortable describing this in terms of ‘subject’ and ‘object’ of a sentence.

**Slide 7**
Moves on to the culture segment (although there are links to the language segment which will become clear). This is a fun activity where the pupils receive
their Roman names, which will subsequently be used in language work. Class teachers can choose one of two options as set out in wk2_roman_names.pdf.

Option 1
If the names are pre-alloted translations of the pupils’ real names (as in Option 1), the class teacher should prepare either a slide for the whiteboard or a handout sheet with all the names on. The students can then label their Latin folder and themselves with sticky white labels on which they have written their new Roman names. The teacher can then take the Roman Register: when the teacher calls a name, the student replies, “adsum!” which means “I am here!” (this word will appear on Slide 7 with a mouse click).

Option 2
If names are randomly allocated, students should draw lolly sticks with the Roman names written on them (split into boys’ and girls’ names), take them back to their desks and write their English names on the before they are collected up for the teacher to make a note of who has which name. The students can also label their Latin folder and themselves with sticky white labels on which they have written their new Roman names. Using the lolly sticks, the teacher can then take the Roman Register: when the teacher calls a name, the student replies, “adsum!” which means “I am here!” (this word will appear on Slide 7 with a mouse click).

Discussion point: All names have meanings. Do you know what your name means? If you don’t, maybe you ask your parents or research it at home (useful link given on lesson plan).

Discussion point: All of these names fall into two categories. Can you see what groups they fall into? [Names that end in ‘us’ and names that end in ‘a’] Why do you think this is? ['us’ names are for boys (masculine) and ‘a’ names are for girls (feminine). This is another example of how changing the ending of a word can give us information in Latin, in this instance, the gender of a person.]

Slide 8

The plenary which takes the form of a set of questions.

4. English uses word order to convey meaning, but what does Latin use? [word ending]
5. What does the Latin word ‘femina’ mean? [woman]
6. What English word do we get from the Latin word ‘porcus’ meaning ‘pig’? [pork, porcine, porcupine: whichever were discussed in class]
Week 3

Language L.O. To learn how Latin verbs show who is doing the action
Culture L.O. To write using the Greek alphabet

Slide 1
Intro slide. This lesson’s theme is ‘Code Cracking’ as the pupils will learn how to decipher the end of Latin verbs to see who is performing them, and will also encounter the Greek alphabet.

Slide 2
Discussion point: students may have researched their names for meaning and language of origin.
Roman register: To refresh pupils’ memories of their new Roman names, the teacher can call the Roman register, with pupils responding, “adsum!”

Slide 3
This slide recaps the Latin Golden Rule No. 1 (English shows meaning through word order, Latin shows meaning through word ending) that we learned last week with a missing words slide. Words appear on mouse click.

Slide 4
The language work today focuses on verbs, and how they change in Latin to give information about a sentence. This slide recaps verbs for the pupils by playing a game of Spot the Verb. Teacher or pupils, if confident, can give the definition of what a verb is (a doing or being word). Pupils can suggest which of the words on this slide is a verb, and if correct can come and put a circle around it on the whiteboard. All of the verbs on display are accompanied by pronouns – as the next few slides will show, pronouns are indicated by the verb endings in Latin.

There are seven verbs: he sings, we can see, I am, you are going, they don’t like it, you are walking, she went away. There are also nouns (including proper nouns Spiderman and London, and one abstract noun, happiness), as well as two adjectives (terrible, yellow) and one adverb (quickly). If time allows, these parts of speech can be discussed.

Discussion point: What are these little words like I, you, we, she, he, they that often accompany verbs? [Pronouns]

Slide 5
As with Latin Golden Rule No.1, Latin Golden Rule No. 2 contrasts English and Latin.

Discussion point: We saw in the last slide that English shows who is doing the verb through using pronouns, but – thinking about Latin Golden
Rule No. 1 – how do you think Latin shows who is doing the verb? [changing the word ending].

**Slide 6**
And here’s how those endings go!

- If a verb ends in ‘o’ it means I am doing it
- If it ends in ‘s’ it means you are doing it (just one of you)
- If it ends in ‘t’, it means he, she or it is doing the verb (don’t worry about which one to choose for now, we’ll learn about that in time).
- If it ends in ‘mus’, then we are doing the verb
- If it ends in ‘tis’, then y’all are doing it. Now saying y’all is a bit crazy for an English person (quite good if you’re from Texas!), but since English no longer distinguishes between singular and plural ‘you’ (it used to with thou/thee and ye/you), it helps to make a distinction. And usually gets a laugh from the class
- If the verb ends in ‘nt’, then they are doing it

We’ll have a look at how that works in a second, but first it’s time to introduce the o-s-t chant (see also the Teacher Video files). A mouse click will bring up on this slide a picture cue for the pupils (and to cover up the ‘she’ and the ‘it’ as these aren’t in the chant). Say to the students that you’re going to tap-clap a rhythm and when they get it, they should join in (it’s pretty recognizable as the rhythm from ‘We Will Rock You’ by Queen). Start the rhythm, tap-tap-clap, tap-tap-clap. It normally doesn’t take long for the majority of the class to either recognize it and/or join it. When everyone has joined in, sing along (to the tune of We Will Rock you, “o, s, t, mus, tis, nt <break> I, you, he, we, y’all, they.” Invite the pupils to join in. This is the technique used to memorise the verb endings, and will be used (first out loud, then silently) to aid pupils’ recall before embarking on a verb translation exercise.

**Slide 7**
This shows how ‘amare’ (to love) and ‘videre’ (to see) change (technical term is conjugate) with the different verb endings. Advance and talk through the slide content, but when the pupils seem confident, let them say what they think the Latin words mean. Some extremely keen-eyed pupils may notice that in ‘amo’, the ‘a’ present in the rest of the endings disappears. This is because they elide, or (less technically!) get squished together.

Pupils now work in pairs on wk3_latin_verbs.pdf, which is a continuation of the work on the board (Slide 7 should be left up on the board as an example). Confident pupils can work independently. There are extension questions in wk3_latin_verbs_extension.pdf.

**Slide 8**
In this culture segment, the pupils continue the theme of ‘decoding’ and put write their names in the Ancient Greek alphabet using authentic instruments. This slide shows how to transliterate from the Roman alphabet into the Greek one. Talk through the slide briefly, drawing special attention to how to transliterate the letters H, Y and F. For a W, use two Us. For J, sometimes I will
do, but sometimes a U will be better. Give out wk3_greek_alphabet.pdf ahead of the next slide and next exercise.

**Slide 9**

Discussion point: Whose Greek names are these?

Give out plain paper, pencils, reed pens, sticky labels and small pots/milk carton lids with ink in. Get the pupils to practice writing their names (English or Roman) in pencil, and once they're happy, they can write themselves a Greek name badge. HA students can write 'secret messages' in Greek characters.

Discussion point: The Greek alphabet is the ancestor of our current modern alphabet. Which letters do you think have changed the most? And which ones have changed the least? How did writing with a reed pen feel different to writing with a modern pen or pencil?

**Slide 10**

The plenary, which takes the form of three questions:

1. English uses pronouns to show who is doing a verb, but what does Latin use? [word ending/o-s-t-mus-tis-nt]

2. Which one of these is a verb: tractor, purple, he talks? [he talks]

3. What does this say? κλασσιξ ἰσ ἐπικ [Classics is epic]
**Week 4**

**Language L.O.** To sort Latin verbs by their ending

**Culture L.O.** To invent a new mythical creature

**Slide 1**
Intro slide. This lesson recaps the Latin present tense verb endings that were learned last week, and introduces the notion of animal compound words that take their components from ancient Greek.

**Slide 2**
Roman register: to maintain pupils’ memories of their Roman names, the teacher calls the Roman register, with pupils responding, “adsum!”

**Slide 3**
This slide introduces the new game, Ecce Centurio (“Look at the centurion!”). This game supports (in a fun way!) the learning of the course’s Latin vocabulary. The teacher (or a pupil, if confident) comes to the front, dons the centurion’s helmet and calls out a word on the board. The class must then mime the Latin word (if anyone makes a sound, they are out). The first time this is played, briefly go through the words’ meaning with the class (remembering that all of these verbs are in the infinitive ‘to do’ form). At first, the words are accompanied by images, but these are taken away by the end of the course. This lesson’s words are verbs as this is what is being covered in this session:

- amare – to love
- curare – to look after/take care of
- dare – to give
- habitare – to live (inhabit, rather than be alive)
- laborare – to work
- ridere – to laugh/smile
- videre – to see

After the game is played, recap what each of the words means and to which word class they all belong. N.B. all Latin words are pronounced phonetically and are accessible to readers of all abilities.

Discussion point: If time allows, pupils can suggest English words that they think might come from these Latin verbs.

**Slide 4**
...recaps the first Latin Golden Rule (word ending not word order).

**Slide 5**
...recaps the second Latin Golden Rule (word ending not word order).
Slide 6
This slide runs through the Latin verb endings with (on mouse click) their English pronoun. The final image prompts the class to run through the chant they learned last week: starting off tapping out the rhythm of ‘We Will Rock You’, the teacher leads the class in the chant of ‘o, s, t’ etc. (see the Teacher Video files for a reminder).

Slide 7
This slide recaps how ‘amare’ (to love) changes with the different verb endings. Prompt the pupils to say what they think the Latin words mean.

Slide 8
This slide takes away the endings crib. The six present tense version of ‘amare’ (to love) will appear with translations on mouse click. Pupils can respond orally or write English translations down on individual whiteboards.

This leads into the lesson’s written exercise (wk4_verb_endings.pdf), with extension (wk4_verb_endings_extn.pdf). The first exercise prompts the students to look carefully at the verb endings and sort the verbs by person. No translations are required. The extension sheet takes the extra step by asking for the English translation of twenty Latin verbs. All answers are supplied on the answer key sheets.

Slides 9-13
The following slides introduce our topic segment by considering compound words in the shape of animals drawing their names from Greek. Some are real (hippopotamus, hippocampus), but some are mythological (Cyclops, Minotaur, pterippos).

Discussion point: Are the creatures in each of these slides real or imaginary?

Slide 14
After these examples of compound words, pupils are shown the task about to be set them. They are given ten compound creature names and are asked to cut up the component parts of the names...

Slide 15
...and mix them up to make a new creature, which they can then illustrate.

Give out wk4_creature_creation.pdf, scissors, glue and coloured pencils.
HA students can annotate their pictures with further facts and backstory about their novel creature. If there is time, students can present their
creations to the class. The pictures from this exercise make wonderful display materials.

**Slide 16**

The plenary, which takes the form of three questions:

1. If a Latin verb ends in ‘o’, who is doing it? ['I']

2. What does ‘amare’ mean in English? [to love]

3. What does the ‘hippo’ in ‘hippopotamus’ mean? [horse]
**Week 5**

**Language L.O.** To consolidate learning on Latin verbs

**Culture L.O.** To create a replica Greek black-figure pot

**Slide 1**
Intro slide. This session does not add any new language learning, but consolidates pupils’ understanding of the present tense endings, and cements their vocabulary recall. There is no written language exercise with this session. The culture segment is longer than usual today, with a discussion of the Greek gods and an activity to recreate a Greek black-figure pot depicting a god or goddess.

**Slide 2**
Roman register: to maintain pupils’ memories of their Roman names, the teacher calls the Roman register, with pupils responding, “adsum!”

**Slide 3**
The pupils play the game of Ecce Centurio (“Look at the centurion!”) that they learned in the previous session. The teacher (or a pupil, if confident) comes to the front, dons the centurion’s helmet and calls out a word on the board. The class must then mime the Latin word (if anyone makes a sound, they are out). Briefly go through the words’ meanings with the class (remembering that all of these verbs are in the infinitive ‘to do’ form). This lesson’s words are the same as last week, i.e.:

- amare – to love
- curare – to look after/take care of
- dare – to give
- habitare – to live (inhabit, rather than be alive)
- laborare – to work
- ridere – to laugh/smile
- videre – to see

After the game is played, recap what each of the words means and to which word class they all belong. N.B. all Latin words are pronounced phonetically and are accessible to readers of all abilities.

Discussion point: If time allows, pupils can suggest English words that they think might come from these Latin verbs.

**Slide 4**
This slide acts as a refresher before a game of Quick Fire Verbs, so students need to get pen and whiteboard ready. Without any preamble, the teacher leads the pupils into the ‘o,s,t’ chant, starting off by tapping out the rhythm. After refreshing their memories, they can then play a game of...
Slide 5

... Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *videre*, and *laborare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- *amamus*, we love
- *vident*, they see
- *laboras*, you (s) work
- *video*, I see
- *amatis*, y'all/you (pl) work
- *laborat*, he/she/it works
- *laborant*, they work
- *amo*, I love

Slides 6-7

Name the Greek god. Pupils often know a lot already about the Greek gods, especially those into Percy Jackson books! These pictures are taken from Greek pottery to lead into the following activity. Each picture will appear on mouse-click, followed by the name of the god.

Who is the god or goddess in the picture? What is their specialist skill or domain? Are there any objects and/or animals associated with them?

*Artemis* – goddess of hunting, seen here with bow and arrows.
*Aphrodite* – goddess of love and beauty, here with her totem animal, the swan.
*Hermes* – god of messengers, trade and thieves. He is carrying a staff entwined by two snakes (the kerykeion) and is often shown wearing a winged hat and/or sandals. It’s no coincidence that the parcel delivery company is named after him.
*Athena* (sometimes called *Athene*) – goddess of wisdom and warfare. Her animal is the owl, and is depicted usually with a battle helmet, shield and armour.
*Zeus* – father and king of the gods. His emblem is the thunderbolt (which you can see here) and his animal (also here) is the eagle.
*Ares* – god of war, as can be seen by his full battle armour (and often dead warriors at his feet!).
*Apollo* – god of the sun, music and poetry, he is often shown carrying a lyre.

The Romans had the same gods in their Pantheon, and the pupils may switch between Roman and Greek names to describe them. A fun home task can be to find the Roman names for all the Greek gods. They are:

- *Zeus* – Jupiter
- *Hera* – Juno
- *Athena* – Minerva
- *Apollo* – Apollo
- *Artemis* – Diana
- *Ares* – Mars
Slide 8
All of these depictions of Greek gods we've seen have been on pots dating from the 7th – 2nd centuries B.C. Some had black figures painted on the terracotta: these were called black figure pottery. Some left the terracotta showing to create the picture: these were called red figure pottery.

Can you identify which of these pots are red-figure, and which are black-figure?

Option 1 (terracotta mini pots, available at http://www.rainbowfloristsupplies.co.uk at £3.75 for 10, or through various suppliers on eBay)
Choose the Greek god or goddess that you like the best. Using the sheet (wk5_pots.pdf) to help you, decorate your pot with your chosen god or goddess. You may find it best to sketch on your design in pencil first then go over in black felt tip. You can write the name of the god or goddess on in Greek letters if you like using your Greek alphabet sheet. Then decorate the rest of the pot with patterns – there are some examples on your sheet, or you can make up your own pattern.

Option 2 (sugar paper)
Use the sheet (wk5_pots.pdf) to decide on a pot style. Cut your chosen pot out and use it as template to cut out a piece of orange sugar paper in the shape of a pot. Decorate the ‘pot’ with your chosen god or goddess. You may find it best to sketch on your design in pencil first then go over in black felt tip. You can write the name of the god or goddess on in Greek letters if you like using your Greek alphabet sheet. Then decorate the rest of the pot with patterns – there are some examples on your sheet, or you can make up your own pattern.

Slide 9
The plenary, which takes the form of three questions:

4. If a Latin verb ends in ‘s’, who is doing it? ['you’ (singular)]

5. Who is the Greek god of war? [Ares]

6. What does ‘videre’ mean? [to see]
Slide 1
Intro slide. This session is the last concentrating on verbs alone (next week they are used in conjunction with adverbs, and toward the end of the course are used with nouns to make simple sentences). By this point, the pupils should be very familiar with the verb endings.

Slide 2
Roman register: important this week as the pupils will be making mosaics of their Roman names.

Slide 3
This is the third time pupils will have played Ecce Centurio, and so should now not only be familiar with the game’s format, but with the vocabulary. Briefly go through the words’ meanings with the class (remembering that all of these verbs are in the infinitive ‘to do’ form): recall of previously encountered words’ meaning will hopefully be evident. This lesson’s words are slightly different from last week:

amare – to love
cantare – to sing (new word)
dare – to give
laborare – to work
ridere – to laugh/smile
videre – to see

After the game is played, recap what each of the words means and to which word class they all belong.

Slide 4
Word Roots Challenge. This game encourages the pupils to think of English words that come from Latin, not only cementing recall of these verbs, but also enriching English vocabulary.

Each student has a whiteboard and marker (or alternatively the students can work with ‘talk partners’ in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are five words (all verbs) here: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:
**habitare**, to live (dwell) – inhabit, habitat, habitation

**laborare**, to work – labour, laborious, laboratory (lab)

**videre**, to see - vision, visible, invisible, visor, video

**cantare**, to sing – chant, enchant, incantation (n.b. not ‘canary’, which has been previously suggested by pupils: this (admittedly songful!) bird gets its name from its native home, the Canary Islands, which in turn derive their name from *canis*, the Latin for dog).

**curare**, take care of – care, cure

Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

**Slide 5**
This slide acts as a refresher before a game of Quick Fire Verbs, so students need to get pen and whiteboard ready. Only the ‘rock star’ image appears as a prompt: the words for the chant do not appear, so will need to be called up from memory. The teacher leads the pupils into the ‘o,s,t’ chant, starting off by tapping out the rhythm. Once the majority of the class have confidently recalled and joined in, they can then play a game of...

**Slide 6**
... Quick Fire Verbs. Forms of the three verbs displayed (here *dare, ridere, and cantare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- damus, we give
- rident, they laugh/smile
- cantas, you (s) sing
- rideo, I laugh/smile
- datis, y’all/you (pl) give
- cantat, he/she/it sings
- cantant, they sing
- do, I give

**Slides 7**
...introduces today’s culture segment, Roman mosaics.

What’s the art form in these pictures called? [mosaics] Where might you find these works of art? [On the floors of Roman buildings, and sometimes on walls (see picture of excavation at bottom right-hand corner). Their use spread from Roman times onwards, and are still made today] How are they made? [by pressing stones/tiles into mortar, which sets around them] What is shown in these mosaics? [a rich lady, a bird eating olives, patterns, a man or god playing the lyre]. What colours can you see being used? [lot of black and white, all fairly
neutral and naturally derived, as the Romans didn’t have the same dyes and colourants as we do today]

**Slide 8**
This slide gives a close-up of the bird mosaic.

What are the little tiles called that make up a mosaic? [tesserae, displayed on mouse-click]. Can anyone think of an English word that comes from this? Clue: it’s a word you may have heard in maths [tessellation]

**Slide 9**
The next four slides run through the process of making the paper mosaic.

Step 1: sketch out your Roman name (or initial, for less confident pupils, or if time is short). Encourage the pupils to make their name bold and block-lettered, as in the picture, and take up the majority of the paper. Use a dark colour paper (e.g. grey, brown) as the base for the mosaic, as this will look more like grout.

**Slide 10**
Step 2: choose your colours and cut out your tesserae. About 1cm squares are good, although they’ll need chopping down for corners etc. Coloured sugar paper is perfect, although paint colour cards (which you can get from Homebase and other DIY stores) also work well. Remind the pupils that they need to choose natural colours for an authentic Roman look.

**Slide 11**
Step 3: stick down your tesserae, remembering to leave a slight gap between them. Use contrasting colours to define edges. You may need to chop tesserae in half to fill smaller spaces.

**Slide 12**
The finished article.

*Note: this craft activity can take longer than the allotted time. However, it is an easy activity to store half-completed and to either finish at home, or in a spare 15 minutes or rainy break-time.*

**Slide 13**
The plenary, which takes the form of three questions:

7. If a Latin verb ends in ‘nt’, who is doing it? ['they']

8. What are the little pieces that make up a mosaic called? [tesserae]

9. What does ‘cantare’ mean? [to sing]
**Week 7**

**Language L.O.** To learn about adverbs in both English and Latin

**Culture L.O.** To discover and recreate Roman curse tablets

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**Slide 1**
Intro slide. This session recaps adverbs and their function in English, and then introduces them in Latin. These adverbs are then put to use in a metal curse/benediction-making activity.

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**Slide 2**
Roman register.

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**Slide 3**
The ‘rock star’ image appears as a prompt, as the teacher leads the pupils into the ‘o,s,t’ chant, starting off by tapping out the rhythm. Once the majority of the class have confidently recalled and joined in, they can then play a game of...

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**Slide 4**
... Quick Fire Verbs. Forms of the three verbs displayed (here laborare, videre, and cantare) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- video, I see
- cantant, they sing
- laboramus, we work
- videtis, y’all/you (pl) see
- laborat, he/she/it works
- canto, I sing
- cantat, he/she/it sings
- vides, you(s) see

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**Slide 5**
A recap of the function of adverbs in English.

🔍 What is the job of adverbs? [An adverb ‘adds’ to a ‘verb’, telling us more about how, when, where or why something happened]

The students have two minutes to find the adverbs in this word cloud (or longer if appropriate for the class) and write them down on their whiteboards. Mouse-click reveals that the seven adverbs are:

- badly
- often
• regularly
• carefully
• happily
• well
• yesterday

What do a lot of these adverbs have in common? [They end in 'ly']

**Slide 6**
This slide shows six Latin adverbs, with pictures to prompt suggestions for their meanings.

Can you work out what any of these Latin adverbs might be? Use the picture clues to help, but also see if you can think of any English words that are similar and which may come from the Latin root.

• bene, well (benefit, beneficial, benefactor)
• optime, very well (optimist, optimal, optimise, Optimus Prime (the transformer!))
• male, badly (maleficent, malevolent)
• celeriter, quickly (accelerate)
• irate, angrily (irate)
• laete, happily (the girl’s name Laetitia means happiness)

What do a lot of these adverbs have in common? [They end in ‘e’, but there are exceptions to the rule, just like there are in English]

**Slide 7**
...introduces today’s culture segment (which is also incorporates the previous language learning on adverbs). The slide shows a map of Britain, mouse-click brings up the location and name of Aquae Sulis.

This town was very important in Roman Britain, but it has a different name today – what is it? [mouse click - Bath]

Mouse click brings up a picture of the Roman Baths, one of the reasons it was such an important town. The baths were first built around A.D.60 and they’re still there today. Mouse-click brings up a picture of the spring that feeds the baths. The water comes up hot from the ground, and for this reason both the Romans and the Britons thought that it was sacred.

**Slide 8**
When looking at the spring in modern times, archaeologists found little folded strips of metal. When they unfolded them, they found that they were covered in Latin writing. When they translated them, they discovered that they were curses (in Latin defixiones), thrown into the spring to as a plea to the local goddess to make them come true.
(mouse click for theft curse) What do you think has happened here to make someone write this curse? [someone has stolen a ring]
(mouse click for Vilbia curse) What do you think has happened here? [Somebody has lost their girlfriend Vilbia to another suitor!]

Slide 9
The next six slides run through the process of making our own defixio, but since we may not need to curse anyone in our lives (hopefully!), we can use the same technique to cast a benediction, or blessing.

This slide demonstrates the first step, using the Curse Generator to make a curse or benediction. Pupils choose an addressee from the first column, an adverb from the second and a verb from the third to make a curse. Keen-eyed pupils may spot that the masculine nouns don't end in 'us': this is because they have a special ending used for addressing people (the vocative). Equally, the verb form in the third column is different from the present tense 'o,s,t' form we've been using. This is because we're formulating commands, so we need to use the Latin imperative.

Slide 10
Step 1: make your curse/benediction on your sheet and translate it.

Slide 11
Step 2: using your whiteboard and marker, practice writing the curse/benediction in mirror writing. The example on this slide says 'amice diu supera!' Some pupils take to this immediately, others need help. For those really struggling, they can use a piece of plain paper held against a window to check, rather than a whiteboard.

Slide 12
Another example of mirror writing, which reinforces that it's not just written back-to-front, but from right to left.

Slide 13
Step 3: once you're happy with your mirror-written curse/benediction, use a very sharp pencil to copy it out onto your slip of metal.

Slide 14
Step 4: flip the metal slip over to see the curse. If you've not pressed hard enough, or if your pencil is a bit blunt, you may need to go over the writing again to make a stronger indentation. Faster pupils can decorate their defixio with patterns or simple pictures (the example curse here shows a skull and crossbones).

Once the students have inscribed their curses/benedictions, get them to share them with the class.

Slide 15
The plenary, which takes the form of three questions:

10. If a Latin verb ends in ‘mus’, who is doing it? ['we']

11. What’s an example of an English adverb?

3. If you were doing something ‘bene’, would you be doing a good or a bad job? [good, as it means ‘well’]
**Week 8**

**Language L.O.** To learn that the endings of Latin nouns change depending on whether they are the subject and object of a sentence

**Culture L.O.** To make and play a Roman board game

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**Slide 1**
Intro slide. This session marks a three-lesson run at Latin nouns, starting off with a recap of the concept of subject and object nouns in sentences. The language work culminates in a quick look at how Latin nouns change their endings depending on their function in a sentence, but then the details are left for the next two sessions.

**Slide 2**
Roman register.

**Slide 3**
The ‘rock star’ image appears as a prompt, as the teacher leads the pupils into the ‘o,s,t’ chant, starting off by tapping out the rhythm. Once the majority of the class have confidently recalled and joined in, they can then play a game of...

**Slide 4**
... Quick Fire Verbs. Forms of the three verbs displayed (here amare, habere, and dare) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- habeo, I have
- dant, they give
- amamus, we love
- haben, y'all/you (pl) have
- amat, he/she/it loves
- do, I give
- dat, he/she/it gives
- habes, you(s) have

**Slide 5**
The now-familiar game of Ecce Centurio, but this time with a new word class, nouns. Go through the words’ meanings with the pupils.

- aqua - water
- sonus - sound
- femina - woman
- digitus - finger
maga – witch/sorceress
equus - horse

After the game is played, recap what each of the words means and to which word class they all belong.

These nouns fall into two categories: can you spot what they are? [ending in ‘a’ and ending in ‘us’]. Some pupils may then draw the parallel with their Roman names, with the boys’ names ending in ‘us’ and the girls’ in ‘a’.

Can you think of any English words that we get from these Latin root words?

- aqua – aquatics, aquarius, AquaFresh, aqua park
- sonus – sonic, sounds, supersonic
- femina – feminine, female, feminism
- digitus – digit (point out connection between ‘finger’ and ‘number’ i.e. we first learn to count by counting our fingers), digital
- maga – magic, magical
- equus – equestrian, equine

Slide 6
A recap of the golden rules we learned a few weeks ago, which will shortly be applied to nouns (rather than verbs). The three missing phrases, which each appear on mouse click, reiterate the emphasis on word endings in Latin.

Slide 7
This game solidifies pupils’ understanding of the concept of nouns in English. Pupils stand up and when each word appears, sit down if it’s a noun. Teacher gives the correct word class for each word after the pupils have ‘voted’.

What particular kind of noun is ‘Batman’? [proper noun]
What particular kind of noun is ‘bravery’? [abstract noun]

Slide 8
The pupils looked at the notion of subject and object when they did their Silly Sentences exercise in Week 2, since in English, subject and object are denoted by word order. As you’d expect, in Latin, they are denoted by word ending. The next two slides illustrate this, using the words ‘woman’, ‘horse’ and ‘loves’ to form two different sentences.

Which of the nouns in the sentence is the subject? [the woman] Which is the object? [the horse] (mouse click will highlight the answers)
Which of the nouns in the sentence is the subject? [the horse] Which is the object? [the woman] (mouse click will highlight the answers)

**Slide 10**
This slide displays the Latin words (on mouseclick) which we know for woman (femina), horse (equus) and loves (amat): these three words all featured in today's warm-up games. The first mouse click shows, ‘the woman loves the horse,’ highlighting the subject in red and the object in green. The same colour scheme is used for the Latin translation of this sentence. The second mouse click shows, ‘the horse loves the woman,’ highlighting the subject in red and the object in green. The same colour scheme is used for the Latin translation of this sentence.

What do differences do you notice with the Latin words for ‘horse’ and ‘woman’ in these two sentences? [the endings change depending on whether they are the subject or the object of the sentence]. Extension question for HA pupils: what would ‘the horse loves the horse’ be in Latin? [‘equus equum amat’]

The exact word ending patterns for subject and object nouns will be explored in the next two sessions. But in the meantime...

**Slide 11**
Today's culture activity looks at Roman board games, played by children and adults alike. The first photo shows a recreation of the game *ludus calculorum* (game of stones), a Roman game very similar to Go. The second picture shows a pair of Roman dice (*alea*), which are pretty identical to the six-sided ones we use today. Gambling with dice was illegal, but it happened! The third picture is of a *rota* ('wheel') board, and this is what the pupils are going to make and use to play a game today.

**Slides 12-15**
These slides give the instructions on how to make and play the game of *rota*. Instructions are also given in the pupil handout *rota_instructions.pdf*. Pupils need paper (or fabric and ribbon/string), scissors, coloured card (to make counters), pencils and felt-tips. If time is short, use *rota_prinout.pdf* and plastic counters to play the game.

What English words can you think of that come from ‘rota’? [rotation, rotate, rotary]

**Slide 16**
The plenary, which takes the form of three questions:

1. If a Latin verb ends in ‘tis’, who is doing it? ['y’all’ or ‘you (plural)’]

2. What part of a Latin noun changes to show if it’s the subject or the object of a sentence? [the ending]
3. What does the word ‘rota’ mean? [wheel] Can you name an English word that comes from it? [rotation, rotate, rotary]
**Week 9**

Language L.O. To learn the subject and object endings for Latin ‘a’ nouns
Culture L.O. To make a Roman army ‘onager’

**Slide 1**
Intro slide. Language work builds on the noun work last week, introducing feminine nouns ending in ‘a’. The cultural segment considers the prowess of the Roman army, with pupils making their own ‘onager’ (catapult).

**Slide 2**
Roman register.

**Slide 3**
If the class is confident, this is the point when instead of chanting out loud, they can instead put their heads on the desk, eyes shut, and silently go through the chant in their minds for two or three minutes. If not, the teacher can lead the pupils into the ‘o,s,t’ chant, starting off by tapping out the rhythm. Once the majority of the class have confidently recalled and joined in, they can then play a game of...

**Slide 4**
... Quick Fire Verbs. Forms of the three verbs displayed (here *curare*, *habere*, and *videre*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:
- curo, I look after/take care of
- vident, they see
- curamus, we look after/take care of
- curatis, y’all/you (pl) look after/take care of
- habet, he/she/it has
- habeo, I have
- videt, he/she/it sees
- vides, you(s) see

**Slide 5**
The now-familiar game of Ecce Centurio, but this time with nouns ending in ‘a’, the noun group we’ll be looking at today. Go through the words’ meanings with the pupils.

aqua - water
stella - star
femina - woman
rota - wheel
maga – witch/sorceress
regina - queen

Last week, the nouns we looked at fell into two groups. What are those groups and to which one does these nouns here belong? [ending in ‘us’ and ‘a’. These ones are nouns ending in ‘a’]

Can you think of any English words that we get from these Latin root words?

- stella [interstellar, stellar, girl’s name Stella]
- rota [rotate, rotation, rotary]
- regina [regal, reign, Elizabeth Regina, the ‘ER’ you see on post boxes]

**Slide 6**
A recap of the golden rules we learned a few weeks ago, which will shortly be applied to nouns (rather than verbs). The three missing phrases, which each appear on mouse click, reiterate the emphasis on word endings in Latin.

**Slide 7**
Begin with a recap of the pupils’ understanding of subject (noun doing the action in a sentence) and object (noun having something done to it). Last week, we saw that Latin nouns change their ending depending on whether they’re the subject or object in the sentence. This slide illustrates how it works for nouns ending in ‘a’. The first three mouse clicks bring up the vocabulary we’ll be using for this demonstration (maga, vacca and videt): check the pupils understand the meanings of these words.

Which of these words are nouns [maga, vacca], and which are verbs [videt]?

The next mouse click brings up the sentence, ‘The witch sees the cow’ with an illustration, and the following mouse click shows its Latin translation. Get the pupils to identify the subject and object in the sentence. The next mouse clicks bring up the same sentences, but with the subject and object reversed. Again, get the pupils to identify the subject and object.

What has changed to the words in these two sentences? [The endings of the nouns. Some pupils will also spot that the word order has also changed. Latin does have the habit of putting the subject at the beginning of a sentence and the verb at the end, but not reliably!]

**Slide 8**
This slide is analogous to the previous one, but illustrates how the endings change in the plural.

Are these endings the same as the ones we just saw? [No] Why do you think there’s a difference? [There are lots of witches/cows, the nouns are plural]

Slide 9
A summary of how Latin ‘a’ nouns change their ending depending on whether they are subject or object, singular or plural.

Pupils can now work on subj_obj_F_worksheet.pdf (answers on subj_obj_F_worksheet_answerkey.pdf). The three exercises on this sheet get the pupils to:
• sort Latin nouns by ending
• write different ending variations on nouns
• choose the correct English translation for a Latin sentence

Slide 10
This slide, which we’ve seen before in Week 1, shows the extent of the Roman Empire at its height.

What do you think one of the main reasons might have been for the Romans managing to have such a huge empire? [There are always some fantastic answers from the pupils here, but someone almost always hits the nail on the head: they had an amazing army]

The Roman army was so amazing that when the Romans invaded Britain, their army took on British forces ten times its size and still won.

Slide 11
Why was the Roman army so effective? Apart from discipline and great tactics, they had much better kit than anyone else at the time.

What does this Roman soldier have that gives him an advantage in battle? [answers on mouse click].

The Roman army also invented many amazing war machines. Mouse click shows the aries (battering ram). Aries actually means ram (as in male sheep), and the illustration shows how some of the actually were shaped like rams’ heads. This is why ‘ram’ in English has its two meanings. Aries is also the Ram in astrology. Next mouse click shows the ballista, a machine a bit like a giant crossbow. The
last mouse click shows the onager (literally ‘mule’), essentially a catapult for throwing missiles at the enemy.

**Slide 12**
This slide gives the instructions for making a mini onager. The instructions are also available as a printout (onager_instructions.pdf). The onager is best made in pairs. Each pair will need 7 lolly sticks, 6-7 rubber bands and a plastic spoon.

**Slide 13**
This shows the onager being fired (and a scavenger at the end eating the missile!). Excellent missiles include Smarties, mini marshmallows, chocolate raisins! If time allows, pupils can have a competition to see whose onager can fire the furthest.

**Slide 14**
The plenary, which takes the form of three questions:

13. If a Latin verb ends in ‘s’, who is doing it? [‘you (singular)’]

2. When a Latin noun ends in ‘am’, is it the subject or object of the sentence? [object]

3. What was an ‘onager’ used for by the Roman army? [launching missiles at the enemy]
Week 10

Language L.O. To learn the subject and object endings for Latin ‘us’ nouns
Culture L.O. To make a body model labelled in Latin

Slide 1
Intro slide. Following on from the noun work last week, language work this week focuses on masculine nouns ending in ‘us’. The cultural section looks at Latin anatomical language that filters to modern body-related words.

Slide 2
Roman register.

Slide 3
Class put their heads on the desk, eyes shut, and silently go through the chant in their minds for two or three minutes. After this, they can then play a game of...

Slide 4
... Quick Fire Verbs. Forms of the three verbs displayed (here laborare, habitare, and ridere) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- laboro, I work
- rident, they laugh/smile
- habitamus, we live/inhabit
- laboratis, you(s) (pl) work
- habitat, he/she/it lives/inhabits
- rideo, I laugh/smile
- ridet, he/she/it smiles/laughs
- laboras, you(s) work

Slide 5
The now-familiar game of Ecce Centurio, but this time with nouns ending in ‘us’, the noun group we’ll be looking at today. Go through the words’ meanings with the pupils.

sonus - sound
digitus - finger
medicus - doctor
equus - horse
Can you think of any English words that we get from these Latin root words?

- sonus [sonic, sonar]
- digitus [digit, digital]
- medicus [medic, medical, medicine, medication]
- equus [equestrian, equine]
- gladius [gladiator, gladioli (sword-shaped flower)]
- porcus [pork]
- ventus [ventilation, vent]

**Slide 6**
Again, the golden rules we recapped last week, which will shortly be applied to ‘us’ nouns. The three missing phrases, which each appear on mouse click, reiterate the emphasis on word endings in Latin.

**Slide 7**
Begin with a recap of the pupils’ understanding of subject (noun doing the action in a sentence) and object (noun having something done to it). Last week, we saw that Latin ‘a’ nouns change their ending depending on whether they’re the subject or object in the sentence. This slide illustrates how it works for nouns ending in ‘us’. The first three mouse clicks bring up the vocabulary we’ll be using for this demonstration (medicus, equus and amat): check the pupils understand the meanings of these words.

Which of these words are nouns [medicus, equus], and which are verbs [amat]?

The next mouse click brings up the sentence, ‘The doctor loves the horse’ with an illustration, and the following mouse click shows its Latin translation. Get the pupils to identify the subject and object in the sentence. The next mouse clicks bring up the same sentences, but with the subject and object reversed. Again, get the pupils to identify the subject and object.

What has changed to the words in these two sentences? [The endings of the nouns. Some pupils will also spot that the word order has also changed. Latin does have the habit of putting the subject at the beginning of a sentence and the verb at the end, but not reliably!]

**Slide 8**
This slide is analogous to the previous one, but illustrates how the endings change in the plural.
Are these endings the same as the ones we just saw? [No] Why do you think there’s a difference? [There are lots of doctors/horses, the nouns are plural]

**Slide 9**
A summary of how Latin ‘us’ nouns change their ending depending on whether they are subject or object, singular or plural.

Pupils can now work on subj_obj_M_worksheet.pdf (answers on subj_obj_M_worksheet_answerkey.pdf). The three exercises on this sheet get the pupils to:
- sort Latin nouns by ending
- write different ending variations on nouns
- choose the correct English translation for a Latin sentence

**Slide 10**
Today’s topic is parts of the body, as many body-part and medical words come from Latin. This slide gets the children to play the Word Roots Challenge game, with which they should be familiar from a few weeks back. Pupils write down on their whiteboards English words they think come from these Latin body-part words. A mouse click after each word pair is displayed gives an additional visual clue.

Some of the pupils may notice that ‘pedes’ and ‘dentes’ do not have noun endings that they have so far encountered. This is because we have only learned two noun groups (technically known as ‘declensions’): in Latin there are five. ‘Pedes’ and ‘dentes’ belong to a different group (third declension) with different endings.

- pedes – pedestrian
- oculus – binoculars (some pupils may talk about Oculus Rift, the virtual reality system, which of course uses the eyes)
- dentes – dentist, dental
- nervi – nervous
- collum - collar

**Slides 11-13**
These slides give the instructions for making a Latin-labelled body model. After choosing whether to make the human body model or a gory guts model, pupils will need the following (along with the templates found in body_models.pdf):
- for human body: card, glue, scissors, coloured pencils, felt tips, five split pins
- for gory guts model: card, glue, scissors, coloured pencils, felt tips

**Slide 14**
The plenary, which takes the form of three questions:

14. If a Latin verb ends in ‘t’, who is doing it? ['he, she or it']

2. When a Latin noun ends in ‘i’, is it the subject or object of the sentence? [subject (plural)]

3. What English words come from the Latin ‘pedes’, meaning ‘foot’? [pedestrian]
Week 11

Language L.O. To translate Latin sentences
Culture L.O. To hear Plato’s tale of Gyges and debate why people are good

Slide 1
Intro slide. This is the course’s last week of language work, so focuses on bringing the learning about verbs, nouns and adverbs together as the pupils learn to translate Latin sentences step-by-step. There is no craft activity today, but a philosophy session based on Plato’s tale of Gyges. Pupils are then given a series of moral dilemmas to explore the issue of ‘being good’ and why we do it.

Slide 2
Roman register.

Slide 3
Class put their heads on the desk, eyes shut, and silently go through the chant in their minds for two or three minutes. After this, they can then play a game of...

Slide 4
... Quick Fire Verbs. Forms of the three verbs displayed (here amare, habere, and curare, all to appear in today’s worksheet) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

• amo, I love
• habent, they have
• curamus, we take care of
• amatis, y'all/you (pl) love
• habet, he/she/it has
• habeo, I have
• curat, he/she/it takes care of
• habes, you(s) have

Slide 5
This slide rounds up all we have learned so far about nouns and verbs ahead of tackling Latin sentences.

• Mouse click 1: verbs show who is doing the verb
• Mouse click 2: table of the present tense verb endings, with which the pupils should be very familiar by now
Slide 6
An animated demonstration of how a Latin sentence is built up.
Mouse click 1: amat

What does ‘amat’ mean? [he, she or it loves]

Mouse click 2: But we know that Latin nouns can be the subject of a sentence. Let’s change ‘amat’ to ‘regina amat’, where ‘regina’ is the subject doing the action in our sentence.

What does ‘regina amat’ mean? [the queen loves]

Mouse clicks 3 & 4: That’s a good start, but we can get even more words into our sentence. Let’s make some space.

Mouse click 5: equum. Let’s put in a noun that’s the object.

How do we know it’s the object? [because it ends in ‘um’]. What does ‘regina equum amat’ mean? [the queen loves the horse]

Mouse click 6: laete. We also learned a few weeks back about how to make verbs a little more interesting by using adverbs. Let’s put an adverb in.

What does ‘laete’ mean? [happily]. What does ‘regina equum laete amat’ mean? [the queen happily loves the horse]. Mouse click 7 brings up this answer.

Some students may note that every time they’ve seen a Latin sentence, the verb comes at the end. This is the general Latin convention (although it’s a rule that is sometimes broken for various reasons).

Slide 7
This slide should be left on the board as an aid to vocabulary recall as the pupils work on sentences_worksheet.pdf, which builds up two-, three- and four-part sentences, always starting with the Latin verb.

Slide 8
Today’s cultural segment looks at Plato’s tale of Gyges. The text on the screen is an abridged and adapted version of the story from Plato’s Republic. The teacher or a confident pupil can read the text, printed for ease of reading in gyges.pdf.
The extract explores the notion of why people are good: do we do it because it's right or even innate, or do we do it because we can't get away with doing bad things? Some pupils may comment that this story reminds them of Lord of the Rings or The Hobbit. Plato was the original!

In order to focus the debate on the nature of virtue (!), pupils in pairs or small groups can then be given (folded or in envelopes) one of the scenarios contained in dilemmas.pdf. They can then spend five minutes debating their ‘what would you do?’ response to these scenarios. After this, a class discussion can be held on each scenario.

Slide 14

The plenary, which takes the form of three questions:

1. If a Latin verb ends in ‘t’, who is doing it? ['he, she or it']

2. Where do you usually find the verb in a Latin sentence? [at the end]

3. What did Gyges find that made him invisible? [a (golden) ring]
Week 12

Culture L.O. To learn about food eaten by Ancient Greeks and Romans

The final week of the course is a treat for all the students' hard work: a practical session exploring the wonders of Roman food and cookery. There are two plan-and resource-sets depending on whether you have access to kitchen facilities, or whether you will be classroom-based for this session.

Option 1: Kitchen-based
You will need the ingredients on kitchen_shopping.pdf, and the recipes can be found on kitchen_recipes.pdf. The session should start off with a tour of the ingredients, drawing attention to the fact that the following common ingredients are not available to the Roman cook:

- sugar
- potatoes
- tomatoes

These recipes are tried and tested (by adults and children alike), but you will need a good hour for the session.

Option 2: Classroom-based
You will need to have the items listed in classroom_shopping.pdf in order to do the tasting and to make the recipes listed in classroom_recipes.pdf.

Slide 1
Intro slide

Slide 2
Roman food quiz: which ingredients did the Romans have?

- cheese – YES, in fact the English word 'cheese' comes from the Latin 'caseum'
- tomatoes – NO, this plant is native to the Americas and was only brought over to Europe in the 15th and 16th centuries
- dormice – YES, they’re cute but they were considered a delicacy
- sugar – NO, the processes to refine sugar from cane or beet were not invented
- pumpkin - YES
- sweetcorn – NO, again, this was brought over from the Americas
- acorns – YES, but only if you were very desperate! Not really everyday food, most often eaten in times of famine.
- pasta – NOT REALLY, as this was a 14th century invention, but they did make types of dough which they would then boil or fry
- wheat – YES, and lots of other grains too, like barley and rye, which could be milled into flour and made into bread
- potatoes – NO, another plant native to the Americas
• **honey** – YES, and this was the main source of sweetness
• **milk** – YES, and from different animals, e.g. sheep, goats

**Slides 3-10**
The foods to be tasted. Taste each food along with the relevant slide.
bread: would be more like a heavy sourdough than the industrially-produced white sliced loaf we’re used to today.

herbs: an interesting link between modern and ancient times, as many of the herbs used today were used by the Romans.

honey: source of sweetness.

caroenum: However, the Romans also used boiled-down grape juice or wine (known as *caroenum* or *defrutum*) to sweeten their dishes.

cheese: again, made from sheep and goat milk, too

figs: a staple fruit that grows well in hot climates, and is useful because they can be dried to last (remember – no refrigeration, freezing or canning)

pomegranate: another fruit that grows well in the Mediterranean climate. It was also seen as a symbol of fertility.

liquamen: a liquid made from leaving salted fish to ferment in the sun. Very smelly! Our nearest modern equivalent is Thai fish sauce.

**Cookery session**
Split the pupils into groups of 2-4 and give them a recipe card (classroom_recipes.pdf) and the requisite ingredients. The equipment needed for each recipe is also included in classroom_shopping.pdf.

There is also a sheet of recipes for children to take and try at home (home_recipes.pdf)