Latinam amamus

From Intent to Excellence

Effective Primary Latin Leadership & Implementation
Using the Maximum Classics Course

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1. Aims of this document

This document is written for primary schools who teach Latin as an Ancient Foreign Language through the Maximum Classics scheme as their main or sole language provision. It aims to provide guidance for SLT, Language Leads and class teachers to ensure the coherent planning and clear communication of intent, curriculum, standards and assessment of the subject across KS2.

2. The rationale and vision for teaching Latin as a foreign language at KS2

i. Guiding principles

Setting out clear a rationale for the teaching of Latin at KS2 is useful not only for school staff, but also for governors, parents and pupils.

Reasons for a school's choice to offer Latin to their pupils are diverse:

- it offers the opportunity to reinforce the teaching of English vocabulary and grammar
- the language lends itself to a systematic and effective style of teaching
- Latin is a logical step after phonics, reinforcing the notion of structure and pattern in language
- it provides a paradigm for language learning in KS3 and beyond, and enables the learning of other romance languages such as Spanish and French
- teaching the subject allows insights into myth and other cultural aspects that form the basis of modern Western culture

ii. School Primary Languages Policy

A school's Primary Languages policy can include the following aspects:
- Vision and rationale for primary Latin
- Teaching Aims
- Curriculum details, pedagogical approach and example resources
- Curriculum leadership and management
- Links across the curriculum and exploiting opportunities
- Assessment & record keeping
- Inclusion and home-school links

Below is an example of such a policy, digested for publication on their school website, from Story Wood Primary School (https://www.storywood.bham.sch.uk):

> "At Story Wood we have chosen to teach Latin because of the rich opportunities that come with learning this ancient language. As well as being a fascinating language in its own right, knowledge of Latin helps to develop literacy skills. Through Latin, children develop their knowledge of spelling and vocabulary through learning Latin roots of English words and deepen their understanding of grammar. Alongside language learning, the study of Roman and Greek civilisations aids cultural literacy, encourages cultural insights and gives opportunities for wide-ranging thinking across many linked subjects (including history, philosophy, art, maths and science).
>
> The national curriculum for languages aims to ensure that all pupils:
> - Understand and respond to spoken and written language from a variety of authentic sources.
> - Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
> - Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
> - Discover and develop an appreciation of a range of writing in the language studied.

At Story Wood we deliver on the above aims through an intensive Latin programme [Maximum Classics] in year 5 and year 6. Children receive weekly Latin lessons that include both language learning and classics (study of Ancient Rome and Greece), enabling them to make substantial progress in the language. Lessons provide a balance of spoken and written language, enabling children to understand and communicate ideas, facts and feelings in speech and writing. The focus is to provide a foundation for reading comprehension and an appreciation of classical civilisation."

3. KS2 Programme of Study requirements

National Curriculum guidance states that:

> "Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
>
> The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.
>
> Pupils should be taught to:
> - listen attentively to spoken language and show understanding by joining in and responding
> - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
> - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
> - speak in sentences, using familiar vocabulary, phrases and basic language structures*
> - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
> - present ideas and information orally to a range of audiences*
> - read carefully and show understanding of words, phrases and simple writing
> - appreciate stories, songs, poems and rhymes in the language
> - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
> - write phrases from memory, and adapt these to create new sentences, to express ideas clearly
> - describe people, places, things and actions orally* and in writing
> - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
>
> The starred (*) content above will not be applicable to ancient languages."

4. Teaching and learning

The implementation of a clear and purposeful languages curriculum is at the heart of the subject's success. As noted by Ofsted, "in order to have a positive impact on their motivation, curriculum design should ensure that pupils feel successful in their learning [and] are clear about how to make progress."

i. Curriculum overview

Maximum Classics is a scheme and set of digital resources that teaches the Latin language in a way that enhances English literacy, both in its choice of vocabulary and grammar covered. It consists of sixteen Units, each with a particular grammar focus. It is designed to be teachable by non-specialist teachers and accessible by all abilities of student. The course was first launched in 2016.

first year	Unit 1 The origins of the English language, sentence construction	Unit 2 Present tense verbs, six personal endings	Unit 3 More present tense verbs, adverbs	Unit 4 Subject & object nouns, masculine and feminine nouns
second year	Unit 5 Reading simple sentences in Latin (noun, adverbs & verbs)	Unit 6 Numerals 1-10, 100, 1000, the irregular verb 'to be' (present tense)	Unit 7 Adjectives & agreement with noun in number, gender & case	Unit 8 Prepositions
third year	Unit 9 Past continuous tense	Unit 10 Third group nouns (masculine and feminine), glossing technique	Unit 11 Possessive noun endings	Unit 12 Negatives, commands & conjunctions
fourth year	Unit 13 Simple past tense	Unit 14 Questions & answers	Unit 15 Auxiliary verbs	Unit 16 Reading practice, KS2-3 transfer focus

ii. Linking language and literacy at KS2

One of the main benefits of teaching Latin as a KS2 language is its useful interplay with English grammar and vocabulary. Maximum Classics' introductory unit explores the history behind English's links to Latin and Ancient Greek. Vocabulary used on the course is selected to facilitate the exploration of interplay between Latin and English vocabulary and every lesson incorporates games or activities drawing on this. The course also tracks KS2 elements such as word class, tense and auxiliary verbs using the same terminology used in English SPaG teaching (highlighted on the table in green).

first year	Unit 1 *The origins of language*	Unit 2 *Present tense verbs*	Unit 3 *Verbs & adverbs*	Unit 4 *Subject & object nouns*
second year	Unit 5 *Simple sentences in Latin*	Unit 6 *Numerals & 'to be'*	Unit 7 *Adjectives & agreement*	Unit 8 *Prepositions*
third year	Unit 9 *Past continuous tense*	Unit 10 *Third group nouns*	Unit 11 *Possessive noun endings*	Unit 12 *Negatives, commands & conjunctions*
fourth year	Unit 13 *Simple past tense*	Unit 14 *Questions & answers*	Unit 15 *Auxiliary verbs*	Unit 16 *KS2-3 transfer*

iii. Cross-curricular links and opportunities to explore culture

The study of Latin and the civilisation of Ancient Greece and the Roman Empire allows students to encounter much of the foundational literature, art, science and learning of much of Western culture. The Maximum Classics scheme incorporates aspects of classical civilisation that complement and enrich the whole KS2 curriculum, integrating cultural aspects from across the Roman and Greek worlds in the form of dedicated cultural lessons, usually one or two per Unit. These often have a hands-on or interactive focus and are all designed to draw links between ancient and modern culture. In addition, each Unit features a myth or historical story. From Units 1-10 these are told in a mixture of Latin and English to promote retention and recall of vocabulary, and from Unit 11

onwards – by which point the students have the necessary language skills – the text is in entirely in Latin.

first year	Unit 1 Story: Achilles Background: Classical culture in modern times	Unit 2 Story: Orpheus Background: Greek gods	Unit 3 Story: Midas Background: Mosaics, curse tablets	Unit 4 Story: Boudica Background: Games, Roman army
second year	Unit 5 Story: Town Mouse & Country Mouse Background: Roman food	Unit 6 Story: Hercules Background: Greek numbers, dinosaur compounds, The Olympics	Unit 7 Story: Trojan Horse Background: Scientific classification	Unit 8 Story: Hannibal Background: Roman millefiore
third year	Unit 9 Story: Echo & Narcissus Background: Aristotle & the Golden Mean, constellation myths	Unit 10 Story: Romulus & Remus Background: Greek writing	Unit 11 Story: Proserpina Background: Pythagoras' & triangles, reasons for myth	Unit 12 Story: Cleopatra Background: Inscriptions
fourth year	Unit 13 Story: Greek theatre Background: Music	Unit 14 Story: Best & worst Roman leaders Background: Democracy, Plato	Unit 15 Story: The Odyssey	Unit 16 Story: Hypatia, Ancient scientists Background: influences on science, European languages, medicine, Shakespeare

iv. Primary to secondary transfer & language skills co-ordination

The transfer from Primary to Secondary represents an often-missed opportunity in establishing the success of a student as a language learner. As noted in Ofsted's 2021 paper:

> "Crucially, the lack of effective transition in languages from primary to secondary school means that many pupils across England 'start again' in Year 7. This can have a negative impact on their motivation and perspective of the subject. Some studies show that learners find it important to feel that they are making good progress, specifically in relation to transition."

Learning Latin as a KS2 language puts students in a strong position to start KS3 as competent and confident language learners. The Maximum Classics course:

- introduces the notion of different linguistic methods for conveying meaning.
- explores the paradigm of inflected language.
- uses vocabulary that is at the foundation of romance languages such as French, Spanish and Italian.
- encourages the learning, retention and manipulation of vocabulary.
- explores links and relationships between languages.
- introduces grammatical concepts such as the infinitive, impersonal verbs and personal endings.
- situates language learning within its distinct and different culture, whilst at the same time highlighting ancient culture on modern Western culture.

All of these are skills that will stand students in good stead for whichever language they learn at secondary level (and beyond).

The final unit of Maximum Classics is also designed to cover aspects of various KS3 subjects, to help students get a 'head start' across the curriculum.

5. Pupil assessment & progression assurance

i. KS2 attainment targets and assessment: statements of intent

According to guidance in the Ofsted Inspection Handbook (2019), teachers should:

> "…use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts… … assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse."

There is currently no government-issued documentation that describes specific levels of attainment at KS2 for any language, ancient or modern. The clearest available touchstones are the guidelines set out in the National Curriculum for Primary[3]. Therefore, the purpose of assessment should be to:

- ensure and evidence longitudinal progression against the chosen KS2 programme of study
- track progression of both cohorts and individual students
- identify lack of progression in order to trigger catch-up strategies

ii. Work evidence & pupil assessments: implementation and purpose

Progression in the learning of Latin can be evidenced in two main ways:

Collection of written work in a book/folder

The issuing of a Latin book or folder to each pupil gives an opportunity for students to reflect on their work and take pride in their progress. A book or folder also allows systematic recording of vocabulary, useful not only for encouraging word retention, but also useful for looking up words that have been forgotten. Books/folders also afford the opportunity for teacher to comment on written work. Books/folders can accompany the children through KS2, giving continuity in learning between academic years.

Regular summative testing

Maximum Classics offers summative assessments with a pupil test at the end of each unit, testing comprehension and recall of key grammar, vocabulary and skills from the unit in question.

Summative testing allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level. For example, a class teacher could implement a minimum score, which, if not attained, would trigger the repetition or reinforcement of learning. Repetition of learning can be assessed using the repeat assessments available in each unit.

6. Subject delivery monitoring

The school's Latin language lead has responsibility for the implementation of the schemes, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise lesson observation as well as oversight of planning and pupil output.

With a bird's-eye view across the subject, the languages lead is also well-placed to identify any CPD needs.

i. Learning walks/observations
A template for the framing of a learning walk or a lesson observation can be found in the Appendix.

ii. Staff feedback
Staff feedback can be formal or informal and can cover aspects such as:
- how long is spent on teaching languages on average per week
- which resources are most useful
- what activities/approaches work well to engage pupils in Latin
- sharing teaching experiences with other teachers
- how Latin is having a cross-curricular impact
- engagement with cultural learning as well as language
- any further resources or training that would be useful

iii. Pupil feedback
Pupil voice, either through written feedback or interview, can also provide useful feedback on Latin language teaching. Useful questions could include:

- What do you enjoy most about learning Latin?
- What type of activities help you learn best?
- How do you think Latin helps you learn in other subject areas?
- What do you think you need to learn next?

iv. Inclusion
The Schools Inspection Handbook (2019) requires that for a grading of Outstanding:

> "Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well."

Historically, Latin has been saddled with the negative perceptions, that it is for higher-ability pupils, or privileged students only. The approach taken by Maximum Classics aims to be inclusive of all students. All language worksheets from Unit 2 onwards feature a higher-support version.

SEN students
Just as in all other areas of the curriculum, for the delivery of Latin, teachers need to anticipate barriers to participation for pupils with particular educational needs. Planning will minimise those barriers so that all pupils can fully take part and learn. When assessing pupils with SEN, again, planning is crucial and an altered or alternative method of assessment may be appropriate.

EAL students

Although sometimes less fluent in English, EAL students can often prove very able students of Latin, especially if their first language is a Romance one. The systematic teaching of Latin grammar and its focus on links to English vocabulary provide a clear framework for EAL students not only to learn Latin but also to enrich their understanding of the English language.

More able students

Teaching Latin as a KS2 language lends itself to the stretching of more able students. Although both Maximum Classics focuses on the translation of Latin into English, there are ample opportunities to extend the learning of more able students by challenging them to synthesise Latin sentences. In addition, worksheets for both courses often feature extension activities. Maximum Classics trainers address issues of differentiation throughout the CPD delivered to schools.

v. Ofsted deep-dives

As cited in the Ofsted Inspection Handbook (2019), for an Outstanding judgement in teaching:

> "…the school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Pupils' work across the curriculum is consistently of a high quality."

Progress is defined in the Ofsted Inspection Handbook (2019) as, "…the progress that pupils are making in terms of knowing more, remembering more and being able to do more." Evidence for assessing KS2 language provision will come from a variety of sources"

> "Evidence of impact should be drawn together from a combination of inspection activities. None of these on their own is sufficient to make an assessment of the impact."

The handbook also notes that:

> "…inspectors will not look at non-statutory internal progress… That does not mean that schools cannot use data if they consider it appropriate. Inspectors will, however, put more focus on the curriculum and less on schools' generation, analysis and interpretation of data."

Following a deep-dive into its KS2 language provision, an Outstanding-graded school teaching the Maximum Classics course reported that the Ofsted inspector had asked the following questions about Latin provision:

Questions to the subject co-ordinator:

- Why did you choose Latin?
- How is the curriculum structured?

- How are staff supported in teaching Latin?
- How do you ensure that there is a love of Latin throughout school?
- Where do you anticipate the current Year 6s to be in the curriculum by the end of the year?
- Where do you think the current Year 5s will be in the curriculum when they leave school?
- What makes you proud of your Latin provision?
- What is a long-term goal for Latin at this school?
- How does Latin content link across the years?
- How do SEND children access the work?

Questions to the teaching staff:

- Why do you teach Latin?
- What support have you had to teach Latin?
- How do you know children will reach the end goal?
- Who would you go to if there was a concern about the principal?
- When was the last update on KSCIE?

7. Professional development and support

> "Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching… Some teachers will feel more confident than others in teaching languages. It is important that all training needs are catered for, from the beginner to the confident… from the experienced teacher to the newly qualified."
>
> (OFSTED Handbook (2019))

The Maximum Classics course was created specifically for teachers who had no previous experience of either teaching or learning Latin. Therefore, ongoing teacher training and empowerment is at the heart of the Maximum Classics course. The following elements of the course subscription ensure confident and competent delivery of the materials:

- Explanatory videos for each unit, covering all elements of the language teaching
- Printable teacher guides, giving slide-by-slide details of the teaching decks
- Regular drop-in online seminars
- 24/7 email support
- Support for state schools in sourcing grant funding to cover training costs
- Bespoke school training (included in premium subscription, available as an extra to all)

Appendix: Learning walk matrix

		Y3	Y4	Y5	Y6
IMPLEMENTATION					
key lesson features	clear LO				
	recapping				
	links to English				
	clear input				
	written work				
	plenary				

	modes of collab				
	(cultural capital)				
	(vocab)				
ambient	displays				
	reference aids (vocab/gr)				
	TA support				

DIFFERENTIATION, INCLUSION & PARTICIPATION					
	evidence of diff'n				
	student ownership				
	whole class inclusion				

RECORDS & EVIDENCE					
	books/folders				
	planning				
	progress tests (& plans)				

PUPIL VOICE					
	favourite thing				
	what could be better				
	one thing you've learned				
	show book				
	learn next?				
	how learn vocab				

	home learning				
EXCELLENCE					

Appendix: Unit-by-unit progression grid

Year of study	Unit	grammar skills objectives	vocabulary skills objectives	cultural skills objective
1	1	a) to understand the origins of the English language and its connection to historical events b) to understand the concept of meaning communicated through word order vs word ending (inflection)	a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words	a) to identify some classical aspects of modern culture b) to encounter the story of Achilles in a mixture of English and Latin
	2	a) to understand how a Latin verb is composed of a root meaning and an inflected ending showing person b) to apply knowledge of verb endings to translate present tense verbs	a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words	a) to learn about the classical pantheon of gods b) to encounter the story of Orpheus in a mixture of English and Latin
	3	a) to understand the role of adverbs in Latin and English	a) to learn the spelling and meaning of 10 core vocab words b) to match English words with their Latin root words	a) to learn about traditional Roman mosaics b) to investigate the Bath curse tablets c) to encounter the myth of Midas in a mixture of English and Latin
	4	a) to learn how Latin nouns have a gender and show this in their ending b) to understand how Latin noun endings change depending on whether they are subject or object c) to apply knowledge of noun endings to choose between English translations for Latin sentences	a) to learn the spelling and meaning of 13 core vocab words b) to match English words with their Latin root words	a) to learn about the Roman army b) to imake and play a Roman board game c) to encounter the history of Boudicca in a mixture of English and Latin
2	5	a) to use knowledge of Latin verb and noun endings to translate simple sentences	a) to learn the spelling and meaning of 6 core vocab words b) to match English words with their Latin root words	a) to understand what foods the Romans ate and how they differ from what we eat today b) to encounter the fable of The Town Mouse and the Country Mouse in a mixture of English and Latin

	6	a) to learn the irregular verb 'to be' in the present tense b) to apply knowledge of the verb 'to be' to translate Latin sentences	a) to learn the spelling and meaning of 15 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words	a) to learn about the use of Greek roots in compound dinosaur names and to create novel dinosaur names b) to learn about the ancient Olympics and how they differ from the modern ones c) to encounter the myth of Hercules in a mixture of English and Latin
	7	a) to understand the concept of Latin adjectives agreeing with their noun in number, gender and case b) to apply that knowledge in the translation of sentences containing nouns and adjectives	a) to learn the spelling and meaning of 18 core vocab words b) to match English words with their Latin root words	a) to learn about the use of Latin in binomial Linnaean classification b) to learn about Homer and the story of the Iliad and its protagonists c) to encounter the myth of the Trojan Horse in a mixture of English and Latin
	8	a) to understand the role of prepositions in Latin and English	a) to learn the spelling and meaning of 19 core vocab words b) to match English words with their Latin root words	a) to learn about the Roman art of millefiore glass b) to encounter the history of Hannibal in a mixture of English and Latin
3	9	a) to understand how a Latin verb ending can also change its tense as well as person b) to understand how the past continuous tense is expressed in both Latin and English c) to apply knowledge of Latin past continuous verb endings in translating words and sentences	a) to learn the spelling and meaning of 9 core vocab words b) to match English words with their Latin root words	a) to understand Aristotle's theory of the Golden Mean b) to encounter ancient Mediterranean constellation myths c) to encounter the myth of Echo and Narcissus in a mixture of English and Latin
	10	a) to encounter third declension (group) nouns and their endings b) to apply knowledge of third group noun endings to translate Latin sentences	a) to learn the spelling and meaning of 19 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words c) to start to learn the technique of 'glossing' previously unencountered words	a) to investigate the ancient Greek alphabet and its relationship with our modern alphabet b) to learn about the Roman method of numeral notation c) to encounter the myth of Romulus and Remus in a mixture of English and Latin
	11	a) to understand that Latin noun endings can show possession b) to apply knowledge of	a) to learn the spelling and meaning of 17 core vocab words b) to match English words with their Latin root words	a) to learn about the Pythagoras' theorem and its origins b) to learn about theories for the origins of myth

		possessive noun endings in all three noun groups encountered to translate Latin sentences using apostrophes correctly		c) to encounter the myth of Proserpina in Latin
	12	a) to understand the role of negatives in Latin and English b) to encounter the imperative form and translate in sentences c) to understand the role of conjunctions in English and Latin	a) to learn the spelling and meaning of 20 core vocab words b) to match English words with their Latin root words	a) to learn about Roman inscriptions and depinti b) to encounter the history of Cleopatra in Latin
4	13	a) to understand how a Latin verb ending can also change its tense as well as person b) to understand how the simple past tense is expressed in both Latin and English c) to apply knowledge of Latin simple past verb endings in translating words and sentences	a) to learn the spelling and meaning of 14 core vocab words b) to match English words with their Latin root words	a) to learn about music and musical instruments in the ancient world b) to read about ancient playwrights and the highlights of Greek theatre in Latin
	14	a) to learn how Latin forms simple questions b) to understand how relative clauses work in English and Latin and to translate Latin sentences containing relative clauses	a) to learn the spelling and meaning of 16 core vocab words b) to match English words with their Latin root words and use Greek/Latin compounds to create novel English words	a) to learn about Plato's approach to virtue b) to explore ancient and modern government systems including democracy c) to read about notable Roman leaders in Latin
	15	a) to understand the auxiliary verbs 'to be able' and 'to want' in present, past continuous and simple past tenses b) to apply that knowledge in the translation of sentences containing auxiliary verbs	a) to learn the spelling and meaning of 18 core vocab words b) to match English words with their Latin root words	a) to read the story of the Odyssey in Latin
	16	a) to recap course grammar	a) to recap course vocabulary b) to explore Latin and Greek words that will be useful for subject literacy at KS3	a) to understand Latin's impact on modern romance languages

Appendix: Lesson learning objectives and unit vocabulary

Lesson	L.O.	Vocabulary (by unit)
1. Origins of Language		1,magnus,big,adj 1,aqua,water,noun 1,optimus,"very good, best",adj 1,victoria,victory,noun 1,femina,woman,noun 1,vacca,cow,noun
1.01 The origins of English	To understand the origins of the modern English language	
1.02 Spotting ancient roots	To recognise Ancient Greek roots in English	
1.03 Classical culture in modern times	To understand Ancient Greek and Roman influences in our lives today	
1.04 Inventing a product	To see how Latin roots are used to name modern products, and to invent and name a product of our own	
1.05 Word order v word ending	To understand how English creates meaning through use of word order, and how Latin is different	
1.06 Myth of Achilles	To make a mini dictionary and to use our Latin vocabulary knowledge to read and illustrate the Myth of Achilles	
1.07 Summary & assessment	To recap and demonstrate what we've learned in Unit 1	
2. Verbs		2,videre,to see,verb 2,cantare,to sing,verb 2,habitare,to live,verb 2,ridere,to laugh,verb
2.01 Verbs orientation	To understand what a verb is	
2.02 Verb codes	To see how Latin shows who is	

	doing the verb by using codes	2,laborare,to work,verb 2,amare,to love,verb
2.03 Verb endings practice	To rehearse Latin verb endings and translate various Latin verbs.	
2.04 Making mythical monsters	To understand the meaning or Greek roots in English compound words and use them to make our own monsters	
2.05 More verb endings practice	To rehearse Latin verb endings and translate various Latin verbs	
2.05a Greek gods	To learn about some major Greek gods and to make a Greek gods card game	
2.06 The Myth of Orpheus	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Orpheus	
2.07 Unit 2 Assessment	Tto recap and demonstrate what we've learned in Unit 2	
3. Adverbs		3,curare,"to look after, take care of",verb 3,dare,to give,verb 3,fortiter,bravely,adv 3,irate,angrily,adv 3,facile,easily,adv 3,laete,happily,adv 3,bene,well,adv 3,male,badly,adv 3,optime,very well,adv 3,celeriter,quickly,adv
3.01 Recapping verbs	To rehearse Latin verb endings and translate various Latin verbs	
3.01a Mosaics	To make our own Roman mosaic of our name	
3.02 Adverbs	To understand the role of adverbs in English and Latin	
3.03 Adverbs & curse tablets	To make a replica Latin curse (or blessing) tablet	

	featuring an adverb	
3.04 The myth of Midas	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the Myth of Midas	
3.05 Unit 3 Assessment	To recap and demonstrate what we've learned in Unit 3	
4. Nouns		4,maga,witch,noun 4,rota,wheel,noun 4,villa,house,noun 4,stella,star,noun 4,regina,queen,noun 4,ventus,wind,noun 4,equus,horse,noun 4,medicus,doctor,noun 4,porcus,pig,noun 4,magus,wizard,noun 4,digitus,finger,noun 4,gladius,sword,noun 4,sonus,sound,noun
4.01 Nouns recap	To revisit the noun word class and to sort nouns by gender	
4.02 Subject & object recap	To revisit the ideas of subject and object nouns	
4.03 'A' nouns	To extend our knowledge of Latin nouns that end in '-a'	
4.03a The Roman army	To discover what made the Roman army so effective and to make a mini onager (catapult)	
4.04 'US' nouns	To extend our knowledge of Latin nouns that end in '-us'.	
4.05 The history of Boudica	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Boudica.	
4.06 Unit 4 Assessment	To recap and demonstrate what we've learned in Unit 4.	

5. Simple sentences in Latin		5,taberna,shop,noun
5.01 How to read a Latin sentence	To learn the verb-subject-object approach to Latin translation	5,hortus,garden,noun 5,consumere,"to eat, drink, consume",verb 5,salutare,to greet,verb 5,audire,to hear,verb
5.02 Sentence practice	To rehearse the verb-subject-object approach to Latin translation.	5,numerare,to count,verb
5.03 More sentence practice	To further practice the verb-subject-object approach to Latin translation.	
5.03a Roman food	To understand the foods the Romans did and didn't have, and to make a Roman recipe	
5.04 The Story of the Town Mouse and the Country Mouse	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the Story of the Town Mouse and the Country Mouse.	
5.05 Unit 5 Assessment	To recap and demonstrate what we've learned in Unit 5	
6. Numerals & 'to be'		6,unus,1,numeral
6.01 Recap of work so far	To revisit and practice the grammar and vocabulary we've learned so far	6,duo,2,numeral 6,tres,3,numeral 6,quattuor,4,numeral 6,quinque,5,numeral 6,sex,6,numeral
6.02 Latin numbers	To learn about Latin number words	6,septem,7,numeral 6,octo,8,numeral 6,novem,9,numeral 6,decem,10,numeral
6.02a Ancient Greek numbers	To learn about Ancient Greek number words to help with maths and science	6,centum,100,numeral 6,mille,1000,numeral 6,ita vero,yes,adv

6.03 'To be'	To read, translate and use the Latin verb 'to be'	6,minime,no,adv 6,et,and,conj
6.04 More 'to be'	To further read, translate and use the Latin verb 'to be'	
6.05 The myth of Hercules	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Hercules.	
6.06 Unit 6 Assessment	To recap and demonstrate what we've learned in Unit 6.	
6.06a The Olympics	To discover the similarities and differences between the Modern and Ancient Olympics	
7. Adjectives & agreement		7,currere,to run,verb 7,habere,to have,verb 7,facere,"to make, do",verb 7,legere,to read,verb 7,dormire,to sleep,verb 7,scribere,to write,verb 7,quis,who,pronoun 7,quid,what,pronoun 7,bonus,good,adj 7,iratus,angry,adj 7,malus,bad ,adj 7,frigidus,cold,adj 7,mirus,amazing,adj 7,sordidus,dirty,adj 7,primus,first,adj 7,secundus,second,adj 7,tertius,third,adj
7.01 Self descriptions	To use adjectives in describing ourselves in Latin.	
7.02 Guess who?	To listen to and translate descriptions of our classmates.	
7.02a Scientific classification	To learn about the Latin binomial classification system.	
7.03 Adjectival agreement – gender	To see how Latin matches adjectives with the nouns being described.	
7.03a Homeric epic	To encounter stories from Homer's Iliad and Odyssey and to make a card game based on the	

	characters in these stories	
7.04 Adjectival agreement - number	To see how Latin matches adjectives with the nouns being described depending on whether the nouns are singular or plural.	
7.05 Adjectival agreement – subject/object	To see how Latin matches adjectives with the nouns being described depending on whether the nouns are subject or object	
7.06 Adjectives practice	To practice matching and translating Latin adjectives	
7.07 The myth of the Trojan Horse	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of the Trojan Horse.	
7.08 Unit 7 Assessment	To recap and demonstrate what we've learned in Unit 7.	
8. Prepositions		8,stare,to stand,verb
8.01 Recap	To use new vocabulary to recap the grammar we've learned so far	8,manere,to stay,verb 8,ducere,"to take, lead",verb 8,dicere,to say,verb 8,dea,goddess,noun 8,deus,god ,noun 8,campus,field,noun
8.02 Prepositions	To learn some Latin prepositions and see how they're used in sentences.	8,insula,island,noun 8,totus,whole,adj 8,in,in,preposition

8.03 Preposition roots in English	To discover Latin preposition roots in English and use them as a key to understand English words	8,ad,to ,preposition 8,circum,around,preposition 8,e/ex,"out, out of",preposition 8,per,through,preposition 8,post,"after, behind",preposition 8,sub,under,preposition 8,super,"above, over",preposition 8,trans,across,preposition 8,ante,before,preposition
8.04 The history of Hannibal	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the history of Hannibal	
8.05 Unit 8 Assessment	To recap and demonstrate what we've learned in Unit 8.	
9. Past continuous tense		9,animus,"mind, soul, spirit",noun 9,amicus,friend (male),noun 9,amica,friend (female),noun 9,terra,"land, ground",noun 9,luna,moon,noun 9,novus,new,adj 9,ambulare,to walk,verb 9,invenire,to find,verb 9,vexare,to annoy,verb
9.01 Tenses	To explore how time of action is expressed in English verbs	
9.02 Past continuous/progressive in Latin	To see how Latin expresses the past continuous tense then to sort and translate examples of it	
9.02a Aristotle & the Golden Mean	To discover and debate Aristotle's ideas on being a good person	
9.03 More past continuous/progressive in Latin	To translate examples the past continuous tense in Latin	

9.04 Past continuous/progressive tense in sentences	To distinguish the past continuous from the present tense and to translate both tenses in Latin sentences	
9.04a Constellation myths	To discover the myths associated with star constellations	
9.05 The myth of Echo & Narcissus	To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Echo & Narcissus	
9.06 Unit 9 Assessment	to recap and demonstrate what we've learned in Unit 9	
10. Third group nouns		10,pater,father,noun
10.01 A new kind of noun	To encounter a new group of nouns and their singular subject endings.	10,mater,mother,noun 10,soror,sister,noun 10,infans,"baby, child",noun 10,feles,cat,noun
10.02 More new nouns	To encounter more third group nouns and their singular object endings	10,canis,dog,noun 10,rex,king,noun 10,miles,soldier,noun 10,familia,family,noun 10,pastor,shepherd,noun
10.03 Roman numerals	To understand and to decode Roman numerals, including year dates	10,urbs,"city, town",noun 10,delere,to destroy,verb 10,ponere,"to place, put",verb
10.04 Third group nouns in the plural	To learn about third group nouns and their plural endings	10,clamare,to shout,verb 10,sperare,to hope,verb 10,verus,true,adj 10,mortuus,dead,adj
10.04a Ancient Greek writing	To learn about the Ancient Greek alphabet and to write our names using it.	10,vivus,alive,adj

10.05 Glossing	To incorporate the technique of glossing (the ability to refer to a word list and include new words in a translation) into our translating work.	
10.06 The story of Romulus & Remus	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the story of Romulus and Remus	
10.07 Unit 10 Assessment	to recap and demonstrate what we've learned in Unit 10	
11. Possessive noun endings		11,sol,sun,noun 11,nox,night,noun 11,locus,place,noun 11,silva,"woods, forest",noun 11,flos,flower,noun 11,validus,strong,adj 11,solus,alone,adj 11,sentire,to feel,verb 11,surgere,"to rise, get up",verb 11,rogare,to ask,verb 11,lacrimare,to cry,verb 11,ascendere,"to go up, climb",verb 11,descendere,to go down,verb 11,tacere,to be
11.01 Possessive nouns in English	To recap how English shows possession and to see how Latin does this	
11.02 Possessive nouns in Latin	To learn how singular Latin nouns show possession	
11.02a Pythagoras and triangles	To investigate Pythagoras' theorem	
11.03 Plural possessive nouns in Latin	To learn how plural Latin nouns show possession.	
11.04 Possessives in sentences	To translate Latin sentences	

		containing possessive nouns	quiet,verb
11.04a Behind the myth	To learn about different ways of interpreting mythology and to write our own myth.		11,visitare,to visit,verb 11,quaerere,to search for,verb
11.05 The myth of Proserpina	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the myth of Proserpina		
11.06 Unit 11 Assessment	To recap and demonstrate what we've learned in Unit 11		
12. Negatives, commands & conjunctions			12,lingua,"tongue, language",noun 12,dux,leader,noun 12,populus,people,noun 12,pax,peace,noun 12,noli(te),don't,verb 12,quod,because,conj 12,sed,but,conj 12,itaque,therefore,conj 12,finire,to finish,verb 12,pugnare,to fight,verb 12,regere,to rule,verb 12,cautus,careful,adj 12,probus,honest,adj 12,victus,"defeated, beaten",adj 12,paratus,ready,adj 12,quietus,calm,adj 12,gratus,grateful,adj 12,non,not,adv 12,numquam,never,adv
12.01 Negatives	To discover how to use and how to translate negatives in Latin sentences.		
12.02 Negative prefixes	To discover how Latin makes opposite adjectives (antonyms) using prefixes and to translate these adjectives using a variety of English words		
12.03 Latin negatives and English antonyms	To explore Latin-derived English words and ways of making their antonyms		

12.04 Commands and prohibitions (imperatives)	To find out about and translate Latin commands and prohibitions (imperatives)	12,nemo,no-one,pronoun
12.04a Inscriptions & ancient writing	To encounter different forms of ancient lettering and to use these alphabets to write our own names on various media.	
12.05 Conjunctions	To encounter and translate Latin conjunctions	
12.06 The history of Cleopatra	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the history of Cleopatra.	
12.07 Unit 12 Assessment	To recap and demonstrate what we've learned in Unit 12	
13. Simple past tense		13,senex,old man,noun
13.01 Recap	To recap grammar encountered on the course so far (including present and past continuous tense endings, subject, object and possessive noun endings, commands, negatives and conjunctions)	13,iuvenis,young man,noun 13,fabula,"story, tale",noun 13,navis,"boat, ship",noun 13,via,street,noun 13,unda,wave,noun 13,clarus,famous,adj 13,celare,to hide,adj 13,sedere,to sit,verb 13,spectare,to watch,verb 13,narrare,to tell,verb
13.02 Simple past v past continuous	To understand different ways of	13,portare,to carry,verb

		expressing action in the past in English.	13,servare,to save,verb 13,monstrare,to show,verb
13.03 The simple past tense in Latin		To encounter how Latin shows the simple past by changing parts of the verb.	
13.04 The simple past v. the past continuous in Latin		To identify the two past tenses we now know and to look at the differences in translating them into English.	
13.05 The simple past – the next level		To encounter Latin verbs that act slightly differently to verbs we've already seen in the simple past tense.	
13.06 Past continuous – the next level		To see how 'to be' works in the past continuous, and to discover a new way of translating the past continuous in Latin.	
13.07 The highlights of Greek theatre		To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate a fact sheet about Greek plays	
13.08 Unit 13 Assessment		To recap and demonstrate what we've learned in Unit 13	
14. Questions & relative clauses			14,annus,year,noun 14,ignis,fire,noun 14,vita,life,noun 14,nihil,nothing,noun 14,quis,who ,pronoun
14.01 Recap		To revisit vocabulary and grammar we've learned so far	

14.02 Questions	To look at various ways of asking questions in Latin	14,quid,what,pronoun 14,cur ,why,adv 14,ubi,where,adv
14.03 More questions	To learn how the suffix '-ne' turns a statement into a question in Latin	14,quando,when,adv 14,quomodo,how,adv 14,scire,to know,verb 14,nescire,to not know,verb
14.04 Relative clauses	To recognise relative pronouns in masculine/feminine, singular/plural subject form	14,vetare,to forbid,verb 14,multus,"much, many",adj 14,doctus,clever,adj 14,maximus,biggest,adj 14,aequus,equal,adj
14.05 More relative clauses	To recognise relative pronouns in masculine/feminine, singular/plural object form in Latin relative clauses	
14.06 The best and worst of Roman leaders	To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate a fact sheet about Roman leaders	
14.07 Unit 14 Assessment	To recap and demonstrate what we've learned in Unit 14	
15. Verb-infinitive pairs		15,umbra,"shadow, ghost",noun
15.01 Recap	To revisit vocabulary and grammar we've learned so far	15,panis,bread,noun 15,fortuna,luck,noun 15,respondere,to reply,verb 15,navigare,to sail,verb
15.02 Posse 'to be able'	To look at the verb 'posse' ('to be able') and see how it pairs with	15,construere,to build,verb

	the infinitive in Latin	15,mutare,to change,verb 15,capere,"to take, seize",verb 15,salvus,"saved, safe",adj
15.03 More posse	To look at the verb 'posse' ('to be able') in the past continuous and simple past tenses	
15.04 Story - Odyssey 1	To recap the verb 'posse' ('to be able') in three tenses and to translate the first part of our Odyssey story	
15.05 Velle 'to want'	To look at the verb 'velle ('to want') and see how it pairs with the infinitive in Latin	
15.06 More velle	To look at the verb 'velle' ('to want') in the past continuous and simple past tenses.	
15.07 Story - Odyssey 2	To recap the verb 'velle ('to want') in three tenses and to translate the second part of our Odyssey story	
15.08 Story - Odyssey 3	To record more vocabulary in our mini dictionaries and to translate the final part of our Odyssey story	
15.09 Unit 15 Assessment	To recap and demonstrate what we've learned in Unit 15	
16. Levelling up		*none*
Useful to know: Maths	To explore the roots of modern maths words and to read about the life of the	

	mathematician Hypatia	
Useful to know: Shakespeare	To investigate how the Greek and Roman literature and writing influenced the works of William Shakespeare	
Useful to know: MFL	To explore the connection of modern European languages to Latin	
Useful to know: Science	To explore how scientific language and discoveries influence modern science teaching	
Useful to know: Animals	To explore the roots of modern animal-related words, to investigate the roles of animals in the ancient world, and to make a clay owl, symbol of Athena/Minerva	

Useful links

National Curriculum for Primary in England: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

Schools Inspections Handbook (2019): https://www.gov.uk/government/publications/school-inspection-handbook-eif

Languages in outstanding primary schools (4 May 2021):
https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/

Including pupils with SEN and/or disabilities in primary modern foreign languages
(Training & Development Agency for Schools, 2009):
https://dera.ioe.ac.uk/13800/1/modernforeignlanguagesmfl.pdf

Maximum Classics: https://maximumclassics.com/