

Progression Document



WEST RISE

Latin



Progression Document - Latin



West Rise Curriculum

At West Rise, we grow language enthusiasts who...

- ❖ *Recognise the correlation between the English language and Latin*
- ❖ *Speculate about and explain the origin of English words as they learn through stories, drama and song*
- ❖ *Understand and justify the purpose behind learning an ancient language.*

West Rise Aims and Purpose		
Intent	Aims	Character Traits
<p>We introduce the children to Latin following the <u>Minimus</u> scheme of work, implemented by Classics for All at Oxford University. Our intent for the teaching of Latin is to teach children in a rich, balanced and progressive curriculum, using Latin to support vocabulary development, a deeper understanding of grammatical structures in English and foreign languages and for children to investigate the derivatives of language alongside historical stories.</p> <p>The teaching of Latin follows a clear progression in line with age-related expectations.</p>	<p>Latin lies at the root of 60% of English words, and therefore we believe that it has a positive impact on the development of English vocabulary whilst growing an interest and playfulness with words.</p> <p>As children leave us in year 6 the children go off to various different secondary schools that teach a variety of different foreign languages. We believe that by introducing our pupils to the language that underlies many of these languages, we are giving them a good understanding of the key concepts and roots of language to build upon regardless of which language they go on to study.</p>	<ul style="list-style-type: none"> • Building and increasing confidence and self-esteem through a love of learning and strengthen thinking skills • Developing problem solving skills through perseverance and resilience by exposure to an unfamiliar language • Fostering kindness, gratitude and respect for our predecessors, when learning about how they lived • Experience teamwork through working together to translate and recite passages

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Characters Traits
<p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p>	<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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 learnt • discover and develop an appreciation of a range of writing in the language studied. 	<p>Pupils will develop a love of learning the origin of words in our English language (not just from Latin) and finding links between words we use now and how they have developed and changed through time. They will build resilience and perseverance when trying out the pronunciation of unknown words and gain respect for those that came before us through learning about the civilisation through plays and songs as well looking at interesting artefacts.</p>
Subject Content		
<p>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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • speak in sentences, using familiar vocabulary, phrases and basic language structures • 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. <p>Starred (*) items in the National Curriculum do not apply to ancient languages and are therefore not included here.</p>		

National Curriculum	
Aims	Subject Content

<p>The national curriculum for languages aims to ensure that all pupils</p> <ul style="list-style-type: none"> ➤ 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 learnt <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • Speak in sentences, using familiar vocabulary, phrases and basic language structures • 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 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.
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Progression - Knowledge and Skills

Subject Content, Knowledge and Skills			
Year 3	Year 4	Year 5	Year 6
<p>Chapter 1 - Meet the Family Children are introduced to a real family that lived in a fort called Vindolanda near Hadrian's wall in approximately AD100. Children learn the basic rules for Latin (that a V was pronounced W, there was no soft c sound only a hard k, all letters were sounded and that they did not have a J sound - J is pronounced like a Y).</p> <p>This chapter focuses on nouns and noun endings - masculine -us and feminine -a. Children learn how to introduce themselves and family members. They learn about artefacts found in Vindolanda and that Roman's celebrated birthdays and had parties. They learn to sing Happy Birthday in Latin and use greetings.</p> <p>This chapter is further supplemented through Minimus Workbook p2-3</p>	<p>Chapter 3 - Work, work, work This chapter focuses on verbs but revisits nouns and adjectives. Children begin to build up a bank of vocabulary. Children learn that in Latin the end of the verb shows who is doing the action and that the language does not have a word for I, you or they but is expressed through the verb ending. E.g. scribo - I write, scribit - he writes, scribunt - they write.</p> <p>This chapter is further supplemented through Minimus Workbook p6-7.</p> <p>The children also learn the song, Ba La Laniger and the story, Rufus et vespa.</p> <p>Chapter 4 - School Children learn about Roman school life in chapter 4 and consolidate previous learning of nouns, verbs and adjectives. They continue to look at Latin roots.</p>	<p>Chapter 7 - Military Machine The historical aspect of this chapter is the Roman army and concentrates on further verbs in the form of commands and orders. More nouns are introduced and children visit their bank of vocabulary. Plural forms of verb commands are taught e.g. veni = come (one person) venite (veni +te) = come (more than one person). Children play Simo dicit (Simon says) to reinforce the commands. Further investigation into the derivatives of English is explored e.g. milites - soldiers and children are asked questions such as What does a porter do? The Latin word to carry is portare.</p> <p>This chapter is further supplemented through Minimus Workbook p14-15</p> <p>Chapter 8 - Clean & Healthy Continuing with adverbs this chapter is based around the Roman baths, health and exercise. It</p>	<p>Chapter 11 - A Sad Day This chapter looks at a death in Roman times and how people were remembered and honoured. The grammar focus is subject and object and how this can affect the way this changes the noun ending. If the noun is the subject of the sentence (doing the action) the ending is -am and if the noun is the object (the action is being done to it) the ending is -um.</p> <p>This chapter is further supplemented through Minimus Workbook p21-22.</p> <p>Chapter 12 - Gods! Hear our prayers The final chapter in Minimus focusses around religion in Roman times. This chapter consolidates learning around the main word classes -nouns, adjectives, verbs, adverbs, prepositions and conjunctions. The children now have learned a large amount of vocabulary</p>

<p>The children also learn the song <i>Felix dies tibi sit</i></p> <p>Chapter 5 - Romans & Britons (taught out of sequence as this links directly with the Roman History topic taught at this point in this year group) This chapter introduces adverbs and the fact that Latin adverbs end in <i>er</i>. The story includes history links about life in Briton before and after the Roman invasion and revises nouns, verbs and adjectives.</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p10-11 The children also learn the play, <i>The Three Little Pigs</i> and the story, <i>Vibrassa et ballista</i></p> <p>Chapter 2 - Food Glorious Food In chapter 2 children revisit nouns and are introduced to adjectives. The family are hosting the Governor of Britain for a special dinner. The children learn adjectives to describe animals and one another and learn that adjectives also have the masculine and feminine endings. They begin to investigate Latin roots e.g. <i>porcus</i> is a pig (pork). <i>Equus</i> is a horse (equestrian).</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p4-5 The children also learn the play, <i>The Leftovers</i> and the story, <i>Candidus et dis horribilis</i>.</p>	<p>This chapter is further supplemented through <i>Minimus Workbook</i> p8-9</p> <p>They also learn the story, <i>Corinthus et fabula</i>.</p> <p>Chapter 6 - Off to Town The family go to <i>Eboracum</i> (York) shopping. The children are introduced to a larger number of nouns and learn how to talk about where they live. They look at Latin roots: - e.g. <i>habitat</i> (he lives). <i>fractus</i> (broken).</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p12-13.</p> <p>They also learn the song, <i>Ardeat Roma</i> as well as the play, <i>Shopping in York</i>.</p>	<p>introduces longer statements and more complex language. Children begin to write whole sentences in Latin and translate into English. More historic facts are introduced linked to modern life and Latin roots continue to be investigated: <i>frigidarium</i> - cold room (fridge). A visit to the doctor consolidates commands and introduces further vocabulary.</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p16-17.</p> <p>The children also learn the song, <i>Caput Umeri</i> and the story, <i>Iulius et pugna</i>.</p> <p>Chapter 9 - Soldiers Life Prepositions are introduced in this chapter. Children begin to learn about place and position through the day in the life of a soldier. They continue to see the derivatives of English and links to prefixes e.g. <i>circum</i> - round and <i>sub</i> - under.</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p18-19.</p> <p>The children also learn the play, <i>Goldilocks</i> and the <i>Three Bears</i> and the story, <i>Flavius et Imperator novus</i>.</p> <p>Chapter 10 - Romantic Ring In this chapter children are introduced to conjunctions and begin to link two sentences in Latin together. They learn the Latin for <i>because</i>, <i>but</i>, <i>and</i>, <i>although</i> and begin to write and speak aloud longer linked sentences.</p> <p>This chapter is further supplemented through <i>Workbook</i> p20.</p>	<p>in Latin and English through derivatives of language.</p> <p>This chapter is further supplemented through <i>Minimus Workbook</i> p23-24.</p> <p>The children also learn the story, <i>Pandora et somnium</i> and the song, <i>Decem urnae: Ten Green Bottles</i></p>
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Vocabulary

The vocabulary learned in each chapter is built upon and used again and again to consolidate understanding throughout each of the chapters

Year 3	Year 4	Year 5	Year 6
<p>Chapter 1 <u>Questions</u> Quis es?/qui estis? - Who are you? (singular/plural), quid? - what?</p> <p><u>Family</u> Mater - mother, pater - father, filia - daughter, filius - son, infans - little child, servi - servant, soror - sister</p> <p><u>Other</u> Salve/salvete - hello(singular/plural), omnes - everyone, exspectatissimus - very welcome, dnum - present, tibi - for you, habeo - I have, falix dies tibi sit - Happy Birthday, gratias tibi ago - I thank you, quam pulcher - how beautiful, sed - but, famosa - famous, sedate - sit down, lolim - once upon a time, sum/sumus - I am/we are, es/estis - you are (singular/plural), carissima - dearest, diem natalem - birthday, anima - soul</p> <p>Chapter 5 Celeriter - quickly, equito - I ride, ferociter - fiercely, pugno - I fight, diligenter - carefully, colo - I farm, tesserae - mosaics, ita vero - yes, directae - straight, commodae - comfortable, nobiscum - with us</p> <p>Chapter 2 Eheu - oh dear, euge - hooray, sede - sit, cibus - food, noli lacrimare - don't cry, villa - house, sordida - dirty, hortus - garden, squalidus - messy, tunica - dress, fessi - tired, euge - hooray, miles - soldier</p> <p><u>Animals</u> Vespa - wasp, cuniculus - rabbit, balaena - whale, Delphinus - dolphin, porcus - pig</p> <p><u>Adjectives</u> Parva/us - small, maxima/us - very big, improbus/a - naughty, benignus/a - friendly, magnus/a - big, bona/us - good, callida/us -</p>	<p>Chapter 3 <u>Verbs</u> Endings t/o/nt - he or she is/ I am/they are Faci - doing, scrib - writing, specta - watching, purg - cleaning, leg - reading, verr -sweeping, labora - working, ride - smile, intra - entering, coqui - cooking</p> <p><u>Other</u> Subito - suddenly, ancilla - slave girl, nova - new, nonc - now, quod - because, minime - no, validus - strong, semper - always</p> <p>Chapter 4 Docet - teachers, laetus - happy, iratus - angry, cur? - why?, fatigata - bored, dormio - I sleep</p> <p>Chapter 6 Vado - I am going, Eboracum - to York, ibi - there, arma - weapons, ludi - games, pilulae - beads, variae - colourful, stili - pens, cerae - wax tablets, habitat - he lives, amicus - friend, gladius - sword, acutus - sword, fractus - broken, obesu - fat, durus - tough, ampulla - perfume flaks, capillamentum - wig, Animalia anea - bronze animals, mortarium - cooking pot, ita vero - yes</p>	<p>Chapter 7 <u>Weapons</u> Galea - helmet, pilum - javelin, scutum - shield, lorica - breastplate, pugio - dagger, periculosus - dangerous,</p> <p><u>Commands</u> cave - be careful, siste - stop, relinque - leave it, ecce - look, audite - listen, sumite - pick up, procedite - go forward, portate - carry, demittite - put down, testudinem facite - make a tortoise</p> <p><u>Verbs</u> Consumter - eat, cantata - sing, dormite - sleep, saltate - dance, natate - swim, salite - jump, pingite - paint</p> <p>Chapter 8 <u>At the baths</u> Hilariter - cheerfully, ludunt - they are playing, in apodyterio - in the changing room, exuunt - they are undressing, in tepidario - in the warm room, segniter - lazily, recumbent - they are lying down, in caldario - in the hot room, ancillae - slave girls, prudenter - skilfully, radunt - they are scraping their skin, in frigidario - in the cold room, breviter - for a short time, summergunt - they plunge underwater, cum amicus - with friends, garriunt - they are chatting, laetae - happy, purae - clean</p> <p><u>At the doctors</u> Discumbe - lie down, oculus aperi - open your eyes, impone - put it on, tris per diem - three times a day, consume - eat, bis per diem - twice per day, gratias agimus - thank you</p> <p>Chapter 9 Signifier - standard-bearer, vexillifer - flag-bearer, cornice - horn-player, centurio - centurion, proper, near, circum, round, sub - under, super - on top of, in - in, pro - in front of,</p>	<p>Chapter 11 Epistulam - letter, accipit - receives, tristissimus - very sad, mortua - dead, curat - she looks after, equum - horse, plaustrum - cart, parat - he prepares, coronam - wreath, lucernam - lamp, titulam - inscription, sculpsit - he carves, ollam - pot, deponent - they put down, sepulcrum - tomb, point - places</p> <p>Chapter 12 Nihil - nothing, consumit - he eats, calidus, hot, arcessit - she summons, solliciti - worried, pavidi - frightened, tristes - sad, preces nostras - our prayers, vinum - wine, deae matres - mother goddesses, precem meam - , my prayer, fabulam - story, narrat - tells, lambit - licks, capillos - hair, pectit - combs, caseum - cheese, dat - gives, plaustrum - cart, facit - makes, sacrificium - sacrifice, suaviter - sweetly, cantat - sings, tenet - cuddles, surgit - get up</p>

<p>clever, formosa/us - beautiful, ignava/us - lazy, minima/us - very small, optima/us - very good, strenua/us - energetic</p>		<p>ad - to, e - away from, fessa, tired, laetissimus - very happy</p> <p>Chapter 10 Gratias tibi ago - I thank you, capillamentum - wig, capilli - hair, aures - ears, unguentum - lip gloss, gemmae - jewels, quamquam - although, diu - for along time, in cubiculo - in the bedroom, annulus - ring, pretiosus - valuable, cur? - why?, aureus - made of gold, a patre tuo - from your father, haec verba - these words, anima mea - my life or soul, amatorius - romantic, ubi? - where?</p>	
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Progression - Curriculum Links

Subjects	Curriculum Links			
Art and Design	Year 3	Year 4	Year 5	Year 6
	Designing and creating Roman shields		Observing small details on Ancient Greek artefacts and comparing with those from the Roman artefacts in order to create Greek pots.	
Computing	Year 3	Year 4	Year 5	Year 6
Design Technology	Year 3	Year 4	Year 5	Year 6
English	Year 3	Year 4	Year 5	Year 6
	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Year 3 also learn two Latin plays throughout the year.</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words.</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story</p> <p>Year 5 also learn a Latin play during the year.</p>	<p>Drama - all years groups use drama regularly to bring the comic strips to life in order to help understand the story.</p> <p>Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English.</p> <p>Making connections to Latin and English words.</p>

	Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English. Making connections to Latin and English words Reading Greek myths linked with each chapter.	Reading and understanding Greek myths linked with each chapter.	Grammar - learning Latin nouns, verbs and adjectives reinforces children's understanding of these in English. Making connections to Latin and English words. Reading, understanding and discussing Greek myths linked with each chapter as well as others studied through English linked with the Greek topic	Reading, understanding, discussing and critiquing Greek myths linked with each chapter.
	Year 3	Year 4	Year 5	Year 6
Geography	Various places in Britain are located on maps throughout the chapters, as well as talking about Rome in Italy.			
	Year 3	Year 4	Year 5	Year 6
History	Continual reinforcement of the time that the Romans were ruling Britain. Regular reference made to how Roman rule still impacts our lives now. Making observations about similarities and differences in lifestyle. Use of timelines to understand when events took place. Use of pictures of artefacts from the home of the family we study through to help understanding.	Continual reinforcement of the time that the Romans were ruling Britain. Regular reference made to how Roman rule still impacts our lives now. Making observations about similarities and differences in lifestyle. Use of pictures of artefacts from the home of the family we study through to help understanding.	Continual reinforcement of the time that the Romans were ruling Britain. Regular reference made to how Roman rule still impacts our lives now. Making observations about similarities and differences in lifestyle. Use of pictures of artefacts from the home of the family we study through to help understanding.	Continual reinforcement of the time that the Romans were ruling Britain. Regular reference made to how Roman rule still impacts our lives now. Making observations about similarities and differences in lifestyle. Use of pictures of artefacts from the home of the family we study through to help understanding.
	Year 3	Year 4	Year 5	Year 6
Mathematics	Learning to read and write Roman Numerals. Learning to read time on analogue clocks with Roman Numerals.	Learning to read and write Roman Numerals. Learning to read time on analogue clocks with Roman Numerals.	Learning to solve calculations using Roman Numerals. Reading time on analogue clocks with Roman Numerals to solve problems.	Learning to solve calculations using Roman Numerals. Reading time on analogue clocks with Roman Numerals to solve problems.
	Year 3	Year 4	Year 5	Year 6
Music	The children learn a Latin song as a different way to access the new vocabulary.	The children learn two songs throughout the year as a different way to access the new vocabulary	The children learn a Latin song as a different way to access the new vocabulary.	The children learn a Latin song as a different way to access the new vocabulary.
	Year 3	Year 4	Year 5	Year 6
Physical Education				
	Year 3	Year 4	Year 5	Year 6
Religious Education	Learning about different religions and comparing with those in Roman times	Learning about different religions and comparing with those in Roman times	Learning about different religions and comparing with those in Roman times	Learning about different religions and comparing with those in Roman times
	Year 3	Year 4	Year 5	Year 6

Science				
	Year 3	Year 4	Year 5	Year 6
S.P.H.E.R.E.		<p>Discussions of 'evils' of the world today through studying 'Pandoras Box' in Chapter 3</p> <p>Discussions around modern day slavery based on slavery in Chapter 3.</p>	<p>Discussions about hygiene to stop illnesses spreading through studying Chapter 8.</p>	<p>Chapter 11 deals with death and funeral customs, burial and cremation.</p>