

**Latin YEAR 9 Curriculum Map**

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
<b>Intent Mission Statement</b>	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
<b>TOPIC/BIG QUESTION</b>	<i>Superstition</i>	<i>Roman Religion</i>	<i>The Aeneid</i>	<i>The foundation of Rome</i>	<i>The Roman Empire</i>
<b>Year 8</b>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Recap <b>all</b> Y8 vocab / grammar knowledge to rebuild confidence after COVID (cases, tenses, stages 1-13 vocabulary)</li> <li>Roman curse tablets</li> <li>Haruspicy/augury</li> <li>Genitive</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Recap <b>all</b> vocab / grammar knowledge to rebuild confidence after COVID</li> <li>Roman religion – each student to become expert in a particular aspect</li> <li>Irregular verb - possum</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Vocative case</li> <li>Stages 14-15 vocabulary</li> <li>Aeneid narrative</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>-que</li> <li>Relative clauses</li> <li>Foundation of Rome narrative</li> <li>Stages 16 vocabulary</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>The extent and nature of the Roman empire</li> <li>Stages 17-18 vocabulary</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Translating basic stories to rebuild confidence and engagement after COVID</li> <li>Memorisation techniques</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Translating basic stories to rebuild confidence and engagement after COVID</li> <li>Source analysis</li> <li>Presentation skills</li> <li>Research skills</li> <li>IT literacy</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Identify and translate vocative nouns</li> <li>Extended writing skills</li> <li>Memorisation techniques</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Spot and translate -que as 'and'</li> <li>Comfortably translate relative clauses, when supported with grammar</li> <li>Analyse Roman material evidence</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Project work – creating Latin sentences and inscribing them in a creative manner</li> <li>Historical analysis – zooming in and zooming out</li> </ul>
	<b>Prior knowledge/skills and interleaving:</b> <ul style="list-style-type: none"> <li>Stages 1-13 vocabulary recap</li> <li>Nominative, accusative and dative</li> <li>Tenses (imperfect, future and perfect)</li> </ul>	<b>Prior knowledge/skills and interleaving:</b> <ul style="list-style-type: none"> <li>Stages 1-13 vocabulary recap</li> <li>Nominative, accusative and dative</li> <li>Tenses (imperfect, future and perfect)</li> <li>Genitive</li> <li>Infinitive</li> </ul>	<b>Prior knowledge/skills and interleaving:</b> <ul style="list-style-type: none"> <li>Stages 1-13 vocabulary recap</li> <li>Nominative, accusative, genitive and dative cases</li> <li>Tenses (imperfect, future and perfect)</li> <li>Infinitive</li> </ul>	<b>Prior knowledge/skills and interleaving:</b> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Cases</li> <li>Tenses and verb conjugations</li> <li>Irregular verbs</li> </ul>	<b>Prior knowledge/skills and interleaving:</b> <ul style="list-style-type: none"> <li>All vocabulary (stages 1-18)</li> <li>All tenses</li> <li>All cases</li> <li>Translation skills</li> </ul>
	<u>Formative assessment and feedback used for data drop 1:</u> <ul style="list-style-type: none"> <li>Frequent KT's – average to be taken from KT's to inform SA result</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> </ul>	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> <li>Student follow up on teacher feedback given on group tasks</li> <li>Peer assessment</li> </ul>	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> <li>Frequent knowledge tests</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> <li>Peer assessment and green pen</li> </ul>	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> <li>Knowledge test to assess key vocabulary and grammar features</li> <li>Student follow up on teacher feedback given on group feedback sheets and green penning seen in books</li> <li>Peer assessment and green pen</li> </ul>	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> <li>Frequent knowledge tests</li> <li>Peer assessment and green pen</li> </ul>
	<u>Summative assessment and feedback used for data drop 1:</u> <ul style="list-style-type: none"> <li>Learning map 1: superstition facts and translation formal assessment – Oct/Nov 2020</li> </ul>	<u>Summative assessment and feedback used for data drop 3</u> <ul style="list-style-type: none"> <li>Summative assessment using project and presentation feedback</li> </ul>	<u>Summative assessment and feedback used for data drop 3</u> <ul style="list-style-type: none"> <li>Summative assessment using DM1 and redrafted DM2</li> </ul>	<u>Summative assessment and feedback used for data drop 3</u>	<u>Summative assessment and feedback used for data drop 3</u> <ul style="list-style-type: none"> <li>EOY SA with learning maps 1-5</li> </ul>