

Latin YEAR 7 Curriculum Map

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
TOPIC/BIG QUESTION	<i>Who is Caecilius?</i>	<i>Roman dinner parties</i>	<i>Jobs in Pompeii</i>	<i>Roman Entertainment</i>	<i>Recreating Pompeii</i>
Year 8	Knowledge: <ul style="list-style-type: none"> Stage 1 vocabulary Household roles Roman villa – layout and purpose 	Knowledge: <ul style="list-style-type: none"> Nominative and accusative Roman food / dinner parties Gender roles in Rome Stage 2 vocabulary 	Knowledge: <ul style="list-style-type: none"> Stage 3-4 vocabulary Personal pronouns Extended translations The role of forum in Roman daily life Present tense verb endings Irregular verbs - sum 	Knowledge: <ul style="list-style-type: none"> Stage 5-6 vocabulary Plural nouns Gladiators 'Battle' between Pompeians and Nuceriaans 	Knowledge: <ul style="list-style-type: none"> Draw on knowledge of Pompeii to recreate an element of Pompeian life in a model
	Skills: <ul style="list-style-type: none"> Translating basic stories in 3rd person singular Identifying items of vocabulary and applying these in translations Reconfiguring word order Historical perspective 	Skills: <ul style="list-style-type: none"> Identify and translate nominative and accusative nouns Historical analysis of sources about Roman dinner parties 	Skills: <ul style="list-style-type: none"> Conjugating verbs for 1st – 3rd person, singular and plural Memorisation techniques Translation Build historical conclusions based on material evidence 	Skills: <ul style="list-style-type: none"> Identify plural nouns and apply these in translations Use wall paintings and written reports to reconstruct historical events 	Skills: <ul style="list-style-type: none"> Model making Creative thinking Applied learning
	Prior knowledge/skills and interleaving: <ul style="list-style-type: none"> Cognates in English Knowledge about Romans from primary school 	Prior knowledge/skills and interleaving: <ul style="list-style-type: none"> Translating basic stories in 3rd person singular Identifying items of vocabulary and applying these in translations Reconfiguring word order Historical perspective 	Prior knowledge/skills and interleaving: <ul style="list-style-type: none"> Identify and translate nominative and accusative nouns Historical analysis of Roman sources 	Prior knowledge/skills and interleaving: <ul style="list-style-type: none"> Conjugating verbs for 1st – 3rd person, singular and plural Memorisation techniques Translation Build historical conclusions based on material evidence 	Prior knowledge/skills and interleaving: <ul style="list-style-type: none"> All historical knowledge to be drawn upon
	<u>Formative assessment and feedback used for data drop 1:</u> <ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<u>Formative assessment and feedback used for data drop 2:</u> <ul style="list-style-type: none"> Frequent KT's – average to be taken from KT's to inform SA result Regular formative assessment through teacher feedback 	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> Knowledge test to assess key vocabulary and grammar features Student follow up on teacher feedback given on group feedback sheets and green penning seen in books Peer assessment and green pen 	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> Knowledge test to assess key vocabulary and grammar features Student follow up on teacher feedback given on group feedback sheets and green penning seen in books Peer assessment and green pen 	<u>Formative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> Teacher feedback and praise
<u>Summative assessment and feedback used for data drop 1:</u> <ul style="list-style-type: none"> Learning map 1: historical facts and translation formal assessment – October 2020 	<u>Summative assessment and feedback used for data drop 2:</u> <ul style="list-style-type: none"> Learning map 1&2 formal assessment Frequent KT's – average to be taken from KT's and combined with SA to inform results 	<u>Summative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> Summative assessment using CLC certificate 	<u>Summative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> Summative assessment with a focus on learning maps 1-4 – all content and grammar knowledge 	<u>Summative assessment and feedback used for data drop 3:</u> <ul style="list-style-type: none"> N/A 	