

**Latin YEAR 8 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>Greek and Roman gods</i>	<i>Women in the ancient world</i>	<i>War with Troy</i>	<i>Return from Troy</i>	<i>Myth in action</i>
Year 8	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Recap <b>all</b> Y7 vocab / grammar knowledge to rebuild confidence after COVID</li> <li>Greek/Roman gods and their roles</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Recap <b>all</b> Y7 vocab / grammar knowledge to rebuild confidence after COVID</li> <li>Medea narrative</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Dative</li> <li>Future tense</li> <li>Stages 8-10 vocabulary</li> <li>Iliad narrative</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Irregular verbs - sum and possum</li> <li>Infinitives</li> <li>Odyssey narrative</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Draw on knowledge of myth to work on creative project (e.g. game making)</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>Translating basic stories to rebuild confidence and engagement after COVID</li> <li>Memorisation techniques</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Translating basic stories to rebuild confidence and engagement after COVID</li> <li>Source analysis</li> <li>Extended writing skills</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Identify and translate dative nouns</li> <li>Identify dative signposts</li> <li>Identify perfect, imperfect and future tenses</li> <li>Listening and creative writing skills</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Translate irregular verbs</li> <li>Recognise and translate infinitive verbs</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Game making</li> <li>Creative thinking</li> <li>Applied learning</li> <li>Making and testing rules</li> <li>Play</li> </ul>
	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>Stages 1-7 vocabulary recap</li> <li>Nominative and accusative</li> <li>Tenses (imperfect and perfect)</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>Stages 1-7 vocabulary recap</li> <li>Nominative and accusative</li> <li>Tenses (imperfect and perfect)</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>Conjugating verbs for 1<sup>st</sup> – 3<sup>rd</sup> person, singular and plural</li> <li>Memorisation techniques</li> <li>Translation</li> <li>Tenses</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>Conjugating verbs for 1<sup>st</sup> – 3<sup>rd</sup> person, singular and plural</li> <li>Memorisation techniques</li> <li>Translation</li> <li>Extended writing</li> </ul>	<p>Prior knowledge/skills and interleaving:</p> <ul style="list-style-type: none"> <li>All contextual knowledge to be drawn upon</li> </ul>
	<p><u>Formative assessment and feedback used for data drop 1:</u></p> <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>	<p><u>Formative assessment and feedback used for data drop 3:</u></p> <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>	<p><u>Formative assessment and feedback used for data drop 3:</u></p> <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>	<p><u>Formative assessment and feedback used for data drop 3:</u></p> <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>	<p><u>Formative assessment and feedback used for data drop 3:</u></p> <ul style="list-style-type: none"> <li>Teacher feedback and praise</li> </ul>
<p><u>Summative assessment and feedback used for data drop 1:</u></p> <ul style="list-style-type: none"> <li>Learning map 1: religion facts and translation formal assessment – October 2020</li> </ul>	<p><u>Summative assessment and feedback used for data drop 3</u></p> <ul style="list-style-type: none"> <li>Summative assessment using DM1 and redrafted DM2 (focus only on learning map 2)</li> </ul>	<p><u>Summative assessment and feedback used for data drop 3</u></p> <ul style="list-style-type: none"> <li>Summative assessment using DM1 and redrafted DM2</li> </ul>	<p><u>Summative assessment and feedback used for data drop 3</u></p> <ul style="list-style-type: none"> <li>Summative assessment with a focus on learning maps 4 – DM</li> <li>EOY SA with learning maps 1-4</li> </ul>	<p><u>Summative assessment and feedback used for data drop 3</u></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	