

Captain Cook Primary KS2 Latin Curriculum



Subject Intent at a glance

- Latin is the bedrock of our language – children learn to appreciate and ‘see it’ in their everyday lives.
- Latin is a logical step after phonics – once children can decode, they are ready to understand the structure and patterns of over half of the English language.
- Latin is a key vehicle for the teaching of root words – extended by prefixes and suffixes.
- Latin teaches children to be curious readers – cracking the code of unfamiliar words through a knowledge of Latin root words.
- A deep knowledge of the English language serves to provide significant cultural capital for later life, including in studying other Latinate languages at KS3.

Substantive Dimension

- The three pillars of phonics, vocabulary and grammar

Disciplinary Dimension

- The pursuit of understanding the history, use and development of our language in order to have a deeper understanding of modern English.

Connecting Themes

- Units of work are connected by the three language pillars of Phonics, Vocabulary and Grammar
- Word ‘detection’ using what children know from previous learning to predict the meaning of vocabulary with which they are unfamiliar.
- Continually looking at words across the curriculum

Key Subject Teaching Approaches

- Discrete Latin lessons take place across KS2, using the Maximus Classics scheme of learning.
- A structured approach to the study of Latin vocabulary – always placed back in to modern day derivatives and examples
- The use of classical stories to engage and set the hinterland for study and understanding appreciation of classical civilisation

Latin Curriculum Rationale

Latin at Captain Cook Primary School forms part of both our academic and personal development curriculum. It has been a considered choice for our school community, as we believe that the teaching of Latin effectively meets the needs of our children, when choosing a Language to teach at Key Stage 2 and fulfil the National Curriculum Requirements. We believe that teaching Latin as our 'Language' facilitates children to develop a linguistic foundation for reading comprehension and an appreciation of classical civilization: our children have as much right to a strong Classics Education as any. Children will learn the context in which language is rooted, be it English or any other Latinate language going forward.

Key points to exemplify our rationale are:

- **Transition and Transference**

As we cannot guarantee which languages children have experience of, or will go on to study in their next school, learning Latin provides no lost learning time – and a firm foundation for study of most languages at KS2 or KS3. The Language Trends Survey highlighted that only 4% of secondary schools have all Year 7's start their KS3 curriculum with a congruent language been taught at Key Stage 3. We have a clear understanding and documentation of how the teaching of Latin supports the national curriculum expectations for Languages, but also the links to the English Curriculum (Grammar and Spelling in particular) and the explicit links to French – which are a useful aid for receiving schools who teach French as their KS2 or KS3 chosen language. Weak transition was identified in the OFSTED Research Review into Languages as key issue for Language teaching. We are keen to share our curriculum, assessment outcomes and rationale for the teaching of Latin with any schools our children may progress to.

Staff Expertise and Pedagogy

The OFSTED Research Review into Languages in English schools highlighted that low staff experience, confidence and subject knowledge were key stumbling blocks for many schools in providing an effective language curriculum and education. Latin implementation is guided carefully in our school, through a strong partnership with the 'Classics for All' charity. The CPD curriculum for teachers is progressive, and delivered before the point of teaching – so that learning is relevant and recent for the implementation of the planned curriculum. Importantly, we also have a network of schools within our Trust who deliver the Latin curriculum – networking, induction and ongoing peer support are key factors of in the success of the development of Latin across our school. The research review also highlighted that poorly designed language curricula also can impede successful language learning at Key Stage 2. As such, our Latin curriculum has been designed by the national experts in Latin education – based at the Classics for All charity. The clear and progressive planning, aligned with detailed resourcing allows teachers to deliver the programme with confidence and fidelity.

Motivation and Perception

We know that a significant demotivating factor for children learning a second language is fear of mis-pronunciation and the importance of accent. Latin diminishes these issues. Approximately 60% of English words have a Latinate roots, giving children a significant 'head start' in the learning of Latin. Latin is different, exciting and most parents at our school have no or limited experience of Latin in their own education. As such, we are primed to set the tone and perception of the subject – and to support parents to understand and value its importance too.

Cultural Development

The teaching of the Latin curriculum has carefully planned stories and cultural sessions interwoven and embedded throughout the programme in order to ignite an interest in an appreciation of classical civilisation. We believe that the historical language, knowledge understanding from these sessions is vital to develop our children's cultural capital beyond our history curriculum. Children develop a rich bank of knowledge linked to fables, myths and significant classical people and events. This important part of our classics education provides our children with a depth of classical knowledge and confidence and 'hinterland' that many children in primary schools do not develop.

The Three Pillars of Language Teaching

We recognise that a strong language curriculum is developed by carefully considering 'The Three Pillars' of Language development – alongside an understanding of the application of these to the modalities of speaking, listening, reading and writing.

1 Phonics and Word Reading Skills

- Following a strong early reading offer at Key Stage 1, children are able to apply their sound English phonological skills and understanding of the English sound-spelling system to the unknown Latin words which they encounter.
- 60% of English words have a Latinate basis, so children are able to use their strong phonics knowledge to read the words presented to them.
- The National Curriculum requirements related to pronunciation and intonation does not apply when an ancient language is chosen – but children still require a strong phonics understanding to read the Latin words presented.
- Transient children joining the programme part way through do not have a pronunciation deficit due to these reasons.

2 Vocabulary Development

- Our curriculum is clear about the target vocabulary that children should know and remember for each unit undertaken.

- Learning Latin provides a more limited range, but deeper understanding of key vocabulary throughout the course of study. The curriculum's spaced retrieval design helps this vocabulary to become well embedded over time. The vocabulary is planned to be used across the range of modalities, so children can essentially 'do more, with less'.
- Importantly, we recognise that a wide vocabulary equates to ongoing academic success. Latin study exposes children to vocabulary and develops an understanding that can be used and applied beyond the 'Latin Lesson' – and across their wider curriculum (for example, scientific words, geographical words etc) and in their reading.

3 Grammar Development

Without a strong understanding of the grammar of Latin, children would be unable to generate their own communication by manipulating the core vocabulary taught; they would simply not be able to move beyond simple 'stock phrases'. The programme builds carefully to allow the re-using of features and deepening grammar understanding of key themes such as:

- Verbs and adverbs
- Tense
- Subject and object nouns
- Adjectives
- Prepositions
- Declension
- Possession
- Negation
- Conjunctions
- Sentence types

The scheme develops a strong verb lexicon to facilitate this confident language manipulation.

Teaching

"Explicit teaching works best for novice learners." (Kaluga)

The teaching materials embedded within the programme are explicit teaching materials. Clear lesson objectives, vocabulary and grammar content are interwoven to provide a comprehensive teaching session, which can be delivered by non-Latin speaking staff, following the appropriate CPD. Children make errors when learning a language – it is how they develop and begin to understand how the language 'works'.

Depending on the situation – and child, we employ three key 'correcting strategies' when supporting children to address their language learning mistakes:

- Recasting – restating and correcting for the child
- Prompting – so the child can correct themselves (say it again, but better)
- Explaining – breaking down the error so the child understands the issue.

Assessment

Assessment is at the heart of our Latin curriculum. Assessment is built in to each teaching unit, with a clear 'revisit' session at the beginning of each unit – priming children ready for the new content – as well as a review and assess session at the end of each unit. Assessments carefully assess the vocabulary and grammar pillars, as well as the reading and writing modalities. This assessment information feeds in to summative assessments at the end of each year, but more importantly in to the curriculum adaptations for future learning, to address weaker aspects of the taught curriculum moving forwards. These aspects may be fed in to the next unit 'revisit' session, or to the class 'Key of Knowledge time' – where key knowledge is revisited on a regular basis as part of the school's approach to spaced retrieval.

Captain Cook Primary: KS2 Latin Curriculum Overview



Y 3	<u>Unit 1</u> <i>The origins of language</i> Achilles	<u>Unit 2</u> <i>Present tense verbs</i> Gods, Orpheus	<u>Unit 3</u> <i>Verbs & adverbs</i> Mosaics, Midas	<u>Unit 4</u> <i>Subject & object nouns</i> Roman Army, Boudicca
Y 4	<u>Unit 5</u> <i>Simple sentences in Latin</i> Food, Town Mouse & Country Mouse	<u>Unit 6</u> <i>Numerals & 'to be'</i> Olympics, Hercules	<u>Unit 7</u> <i>Adjectives & agreement</i> Homer & epic, The Trojan Horse	<u>Unit 8</u> <i>Prepositions</i> Millefiori, Hannibal
Y 5	<u>Unit 9</u> <i>Past continuous tense</i> Aristotle, astronomy, Narcissus & Echo	<u>Unit 10</u> <i>Third group nouns</i> Letters & numbers, Romulus & Remus	<u>Unit 11</u> <i>Possessive noun endings</i> Pythagoras, Nature Myths, Persephone	<u>Unit 12</u> <i>Negatives, commands & conjunctions</i> Epigraphy, Cleopatra
Y 6	<u>Unit 13</u> <i>Simple past tense</i> Music, Aristophanes	<u>Unit 14</u> <i>Questions & answers</i> Plato, Democracy	<u>Unit 15</u> <i>Auxiliary verbs</i> The Odyssey	<u>Unit 16</u> <i>KS2-3 transfer</i> Unsung heroes