

Year 10

Timing	Unit Title	Key Questions	Knowledge	Assessing Understanding
Autumn term	Consolidation of regular verbs, nouns and adjectives	How do you recognise, translate and form regular verbs: present, perfect, imperfect, pluperfect? Why are the principal parts of verbs important? How do you recognise, translate and form 1-3 declension nouns (all cases)? What declensions are adjectives grouped into? What are the rules of adjectival agreement?	- Regular verbs: present, perfect, imperfect, future - Nouns: 1-3 declension, all cases 2-1-2 adjectives (<i>bonus</i> and <i>pulcher</i>) 3 declension adjectives	How understanding is assessed - Grammar test: tenses of regular verbs - Vocab tests: work through GCSE vocabulary list by chapter - Translation skills: - Sentences/passages for translation from Latin into English - Translation from English into Latin
	Latin to GCSE I: Chapter 5 - continued	How do you recognise and translate first and second person plural pronouns and possessive adjectives? How do you recognise and translate third person singular/plural pronouns and possessive adjectives? How do 3rd declension adjectives change their endings to agree with the noun they describe?	- personal pronouns and possessive adjectives (2): <i>nos, vos, noster, vester</i> 3rd declension adjectives - The formation of adverbs from adjectives - Third person pronouns/possessives: <i>is, ea, id</i> <i>se</i> <i>eius and suus</i>	How understanding is assessed - Vocabulary: regular tests - Grammar: test of future tense - Translation skills: - Sentences/passages for translation from Latin into English - Scaffolded translation of English into Latin - Cultural context: homework tasks; classwork discussion

		How do you recognise and translate adverbs formed from adjectives? What were some of Aeneas' key adventures once he had arrived in Italy? How does the story of Aeneas connect to the story of Romulus? How is Romulus said to have founded Rome?	Chapter 5 vocabulary	
	Latin to GCSE I: Chapter 6	How do you recognise and translate the pluperfect tense? Challenge: how do you form it? How do you recognise and translate relative clauses? Challenge: how do you <u>form</u> these? How do you recognise and translate direct questions with <i>quis</i> and <i>quid</i>? How do you count in Latin? How do you express the irregular verb 'go'?	- The pluperfect tense - The relative pronoun and relative clauses - The interrogative pronoun: <i>quis? quid?</i> <i>quod</i> and <i>quamquam</i> - Numerals - Time expressions: time 'within which' <i>eo</i> - I go - prefixes and compounds <i>ubi</i> and <i>postquam</i> - Chapter 6 vocabulary	How understanding is assessed - Vocabulary: regular tests - Grammar: test of future tense - Translation skills: - Sentences/passages for translation from Latin into English - Scaffolded translation of English into Latin Cultural context: homework tasks; classwork discussion November Assessment Point - Questions on key grammatical terms - Isolated grammar questions - Unseen passage of Latin: comprehension questions and translation (requiring vocab and grammar knowledge of Ch. 1-6)

		How do you express time 'within which'? How do prefixes affect the meaning of verbs? What were the character traits of the seven kings of Rome? What historical evidence is there for the regal period which, according to Roman mythology, was the first form of government in Rome?		
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Spring	Latin to GCSE II: Chapter 7	How do you recognise and translate <i>hic</i> and <i>ille</i>? How do you recognise and translate comparative and superlative adjectives and adverbs? What is the passive voice? How do you recognise and translate the present passive, the imperfect passive and the future passive? (Challenge: how do you form these?) What is a participle? How do you recognise and translate the present active participle and the perfect passive participle? (Challenge: how do you form these?) What is the fourth principal part of the verb? Why is this important? What were the founding principles of the Roman Republic as a form of government?	• <i>hic</i> and <i>ille</i> • Comparative and superlative adjectives (regular and irregular) • Comparative and superlative adverbs • The passive (present stem system): ◦ Present passive; agent and instrument ◦ Imperfect passive ◦ Future passive • Chapter 7 vocabulary (begin) • Participles: present active; perfect passive • The perfect passive as the 4th principal part • Chapter 7 vocabulary (continued)	<u>How understanding is assessed</u> • Vocabulary: regular tests • Grammar: test of future tense • Translation skills: ◦ Sentences/passages for translation from Latin into English ◦ Scaffolded translation of English into Latin • Cultural context: homework tasks; classwork discussion
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		Who were the heroes of the early Roman Republic?		
	Prose set texts: excerpts from Aulus Gellius, Attic Nights and Pliny, Letters:	What is the cultural and historical context of these texts What are key characters/events/themes described in the set texts? How did Latin authors compose effective writing?	• Close knowledge of the set texts: build steadily, looking at approx 10 lines per week • Key features of Latin style: meaning, repetition, sound, vivid present, position • How to answer 8 mark questions • How to answer 10 mark question	Regular translation tests; classroom discussion of style points
Summer	Latin to GCSE II: Chapter 8	How do you recognise and translate the perfect passive tense and the pluperfect passive tense (Challenge: how do you form these?) How do you translate <i>ipse</i> and <i>idem</i> depending on context? How do you recognise and translate the future participle?	• The passive (perfect system): perfect tense; pluperfect tense • <i>If</i> clauses (conditionals) • <i>ipse</i> and <i>idem</i> • The future active participle • Ablative absolutes • <i>volo, nolo</i> and <i>malo</i> • irregular imperatives • negative commands • question words	<u>Summer Assessment Point</u> • Unseen passage of Latin: comprehension questions and translation (requiring knowledge of entire GCSE vocab list and grammar knowledge of Ch. 1-7) • English to Latin sentences
Summer	Prose set texts: excerpts from Aulus Gellius, Attic Nights and Pliny, Letters:	What is the cultural and historical context of these texts What are key characters/events/themes described in the set texts?	• Close knowledge of the set texts: build steadily, looking at approx 10 lines per week • Key features of Latin style: meaning, repetition, sound, vivid present, position • How to answer 8 mark questions • How to answer 10 mark question	<u>Summer Assessment Point</u> GCSE-style paper on the content covered: short comprehension questions; translation questions; 6, 8 and 10 mark analysis questions

		How did Latin authors compose effective writing?		
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