

<b>Key Stage 4 (10)</b>	
<b>Course title: GCSE Latin</b>	
<b>Exam board: OCR</b>	
<b>Specification code: J282</b>	
Autumn 1 (September- October)	<p><b>Cambridge Latin Course - Pompeii</b></p> <p>The Cambridge Latin Course provides an excellent grounding in the subject, introducing the setting of Pompeii, its characters and the evidence it provides archaeologists for learning about the Roman world.</p> <p>Cultural topics covered include housing, the theatre, gladiatorial entertainment, dinner parties and electioneering.</p> <p>Grammar covered: nominative and accusative cases, present tense, person endings, perfect and imperfect tenses.</p>
Autumn 2 (October- December)	<p><b>Roman Britain</b></p> <p>Following the Cambridge Latin Course, the students follow the progress of characters in the setting of Roman Britain. This gives them the opportunity to be introduced to Latin vocabulary and the process of learning new words, as well as how to forge links between knowledge of Latin and other subjects.</p> <p>Grammatical knowledge acts as an ideal introduction for new students or a chance for those who have had extra-curricular experience to shore up their knowledge.</p> <p>Grammar covered: person endings of verbs; the dative case; perfect and imperfect and tenses.</p>
Spring 1 (January- February)	<p>The students learn about Britain's place as a province of the Roman empire – the invasion by Claudius; acts of British resistance and rebellion; Britons who chose to ally themselves to Rome; primary source evidence for life under Roman rule.</p> <p>This acts as an excellent primer to the full Roman Britain topic involved in OCR's GCSE and provides supplementary primary source material.</p> <p>Grammar covered: the irregular verbs <i>volo, nolo and possum</i>; adjectives; relative pronouns <i>qui, quae, quod</i></p>
Spring 2 (February- March)	<p><b>Alexandria</b> Cambridge Book 2B</p> <p>The cultural setting moves to Alexandria in Egypt. Through his retrospective narrative, one of the characters recounts his experience of Egyptian culture. The rowdy city of Alexandria is the setting here, where friction sometimes arose between Roman, Greek, Egyptian and Jewish populations.</p> <p>Grammar covered: the pluperfect tense; the genitive case; adjectival agreement, pronouns <i>hic, haec, hoc; ille, illa, illud</i>.</p>
Summer 1 (April-May)	<p>Cultural aspects of life in Egypt are explored – trade, food supply and consumption, worship of the goddess Isis, medical and scientific progress at Alexandria.</p> <p>Grammar covered: Imperative verbs, the vocative case; present participles</p>

Summer 2 (May-July)	<p><b>Latin language and mythology</b></p> <p>Students now explore a wide variety of stories and settings, typically drawn from mythology and ancient history (stories typically include selections from the founding of Rome, the labours of Hercules and re-interpreted passages from the Trojan War). Students tackle passages geared towards practice of vocabulary and grammatical structures prescribed by the OCR exam board, students.</p> <p>Grammar covered: Full and coordinated cases of nouns; passive participles.</p>
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<b>Key Stage 4(11)</b>	
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<b>Specification code: J282</b>	
	<b>Topic Language and Literature</b>
Autumn 1 (September- October)	<p>Students develop their vocabulary and grammar, building upon the established in Year 10.</p> <p>As with the previous half-term, passages for “unseen” translation will be drawn from a wide range of settings (to imitate the reality of the design of OCR’s qualification).</p> <p>Grammar covered: <i>Passive verbs (involving the participles previously encountered); Deponent verbs (making the link between the structures of passive and deponent).</i></p>
Autumn 2 (October- December)	<p>The first text from our Literature unit will now be introduced and working practices will be taught and established. Although texts changed every two years, the most common major author has been Tacitus (e.g. the death of Germanicus).</p> <p>Language will continue to be practised, by means of frequent contact with vocabulary and grammatical constructions used up to this point. The emphasis will be on answering the comprehension questions featured in the Language unit.</p>
Spring 1 (January- February)	<p><b>Literature and Language: Civilisation</b></p> <p>Progress on Literature text 1 will continue, with greater emphasis on the <i>how</i> – namely how to write answers to the most commonly occurring questions.</p> <p>Study of Language continues, featuring more advanced constructions such as result clauses, purpose clauses and the use of the subjunctive.</p> <p>Study of the first topic of the civilisation unit is introduced. This changes every two years, but is chosen from three units – Roman Britain, Entertainment, Religion and Mythology.</p> <p>Substantial progress will have been made on Language and Literature (the most challenging units by far), allowing more breathing space for this, the most accessible of our units of study.</p>
Spring 2 (February- March)	<p>The first (greater) Literature text will be completed during this half-term. The aim is to put in students in a confident position with knowledge of the text and practice of question-styles secure.</p>

	<p>Civilisation - concluding the first of the civilization topics.</p> <p>Language – vocabulary will progress week upon week; grammar covered will include indirect statements, including the necessary pronouns and infinitive verbs in the relevant tenses.</p>
<p>Summer 1 (April-May)</p>	<p>Literature – the second (lesser) text will now be covered, using the same working practices, allowing students to practice to the full extent of the course material.</p> <p>Civilisation – the second topic of the two will now be studied. (See note above concerning two-yearly change in selection and rotation of topics).</p> <p>Language - vocabulary will progress week upon week; grammar covered will include the future tense, gerund and gerundive.</p>
<p>Summer 2 (May-July)</p>	<p>With each unit now complete, other than overflow time required for unforeseen situations (cf. covid-19 crisis), time is dedicated to:</p> <ul style="list-style-type: none"> <li>-Practice of past papers for the Language</li> <li>-Learning and revision activities around vocabulary</li> <li>-Revision of the prescribed texts</li> <li>-Study of additional primary sources (outwith the prescription) to enhance the civilization unit and better to prepare for the essay question.</li> </ul>