
THE PRIMARY LATIN COURSE & THE NATIONAL CURRICULUM

This guide helps place the content of the Primary Latin Course in the framework of the KS2 History and Foreign language curriculum, and can be consulted when designing schemes of work and lessons.

THE KS2 HISTORY CURRICULUM

From the KS2 History curriculum:

“ Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about the Roman Empire and its impact on Britain.

Examples (non-statutory)

This could include:

- a. Julius Caesar's attempted invasion in 55-54 BC
 - b. the Roman Empire by AD 42 and the power of its army
 - c. successful invasion by Claudius and conquest, including Hadrian's Wall
 - d. British resistance, for example, Boudica
 - e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
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KS2 History skills

When using the *Primary Latin Course*, you may wish to write lesson plans that consciously address the skills highlighted by the National Curriculum. Pupils making connections and drawing contrasts over time, understanding how our knowledge of the past is constructed from a range of sources, and using those sources to inform their understanding of the past are a key part of the Archaeology and Civilisation sections of each Chapter. Many of the downloadable activities are specifically designed to help pupils develop these skills.

The Roman Empire and its impact on Britain

Please note that only the part in bold above constitutes a 'statutory' part of the national curriculum. Teachers are free to design a course that strikes a balance between the study of the culture and life under the Roman Empire, and the history of the Roman invasion of Britain, that they see fit. Teachers using the *Primary Latin Course* therefore may decide that in their study of the historical and cultural topics relating to Herculaneum and life in the 1st century AD, they have covered a significant part of the Roman Britain History curriculum. Pupils' rich understanding of typically Roman 'technology, culture and beliefs' from the *Primary Latin Course*, could then be used to do a comparative study with Iron Age Britain, and an exploration of the impact of the Roman conquest of Britain in changing this way of life.

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Topic	PLC chapter	Links to Roman Britain study
The eruption of Vesuvius	Chapter 1	Contrast how much we know about Herculaneum with how much harder it is to find good evidence in Britain (why?)
The layout of a Roman town	Chapter 1	Look at variety of Roman towns in Britain: how similar are they to Herculaneum? How do Iron Age settlements differ?
Sports and education	Chapter 2	Fertile ground for comparison with Iron Age Britain (would you say the Romans appear more 'civilised'? Why (not)?)
Lives of children	Chapter 2	BBC bitesize resource on children and education in Roman Britain: https://www.bbc.co.uk/education/clips/zk7xyrd
Roman bathing	Chapter 3	Compare baths in Herculaneum to baths in Britain (many examples across the UK, particularly good educational resources on the baths in Bath)
Roman villas and their decoration	Chapter 4	Compare the grander villas in the UK to the House of the Stags in Herculaneum - how similar are they? What kind of people would have lived in these villas? (many good examples across the UK, Chedworth, Fishbourne, Bignor, Crofton)
Lives of Roman women	Chapter 4	How unusual would a woman like Boudicca have seemed to the people of Herculaneum?
Roman food and trade	Chapter 5	What foods did people eat in Iron Age Britain, compared with the people in Herculaneum? How did the foods consumed by the British change during Roman occupation?
Roman theatres	Chapter 6	Compare theatres in the UK to the Herculaneum / Pompeii theatres or amphitheatres.
Slavery and freedmen	Throughout, particularly Chapter 5 (fact file Aper & Caper)	Lives of slaves in Roman Britain: slaves in mines (tough life, compared with slaves of Balbus in Herculaneum), freedmen in the army (Vindolanda and other forts great resource); army service gave foreigners the option of becoming citizens, similarly to freedmen like Dama - are soldiers 'lucky'? One of the reasons for invasion of Britain = source of slaves.
The role of mythology	Throughout	Recognise gods and heroes from the stories in the <i>Primary Latin Course</i> in Roman art / inscriptions from Britain -

THE KS2 FOREIGN LANGUAGES CURRICULUM

Excerpted the KS2 Foreign language curriculum:

“ If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

[numbering added for convenience]

1. listen attentively to spoken language and show understanding by joining in and responding
 2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 3. speak in sentences, using familiar vocabulary, phrases and basic language structures
 4. read carefully and show understanding of words, phrases and simple writing
 5. appreciate stories, songs, poems and rhymes in the language
 6. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 7. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 8. describe people, places, things and actions in writing
 9. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
- ”

The majority of the aims set out in the KS2 curriculum will be met through reading the stories in the course, and use of the audio functionality built in is encouraged to meet with the requirements for pupils to ‘listen attentively to spoken language’.

It should be noted that the KS2 curriculum explicitly encourages the ‘appreciation of classical civilisation’ as a goal of a foreign language course in Latin - and study of the cultural and historical context within which this language was spoken is therefore a key part of the study of ancient languages at KS2.

Below are some ideas for how to incorporate some of the aims of the National Curriculum that are less obviously covered by use of the *Primary Latin Course*. The Teacher’s Guide for each Chapter has helpful notes in the sections on the stories with ideas for how to incorporate activities that link in with these aims. A look at the Guide to using the *Primary Latin Course* may also help to devise activities that address speaking and production particularly.

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Curriculum objective	Activity ideas
1 - show understanding by joining in and responding	This can be done by asking questions in English about a Latin story - "who is in the street"? (answer in Latin or in English), "what does Silvia say?". Classroom commands and greetings can be used in lessons (see Chapter 2).
2 - link the spelling, sound and meaning of words	Latin happily has a relatively straightforward pronunciation, with few exceptions to its rules. Use of the audio feature, getting pupils to repeat after the narrator, then allow them to read out sentences themselves, acting out stories together, etc.
3 - speak in sentences, using familiar vocabulary, phrases and basic language structures	Only basic language structures need be used. Question and answers about the story in Latin: "quis est in via?" - "pistor est in via".
6 - broaden their vocabulary ... including through use of a dictionary	The built-in dictionary can be used to expand pupils' vocabulary; no translations are displayed without the Latin word being clicked on, to encourage the natural acquisition of vocabulary through looking at its context.
7 - write phrases from memory, and adapt these to create new sentences	The repetition of similar sentence patterns should embed phrases naturally in the pupils' memory. Should you feel they need more scaffolding and would benefit from learning phrases by heart the "practice sentences" for each chapter can be used. Activities creating new sentences are frequently one of the language activities for download.
8 - describe people, places, things and actions in writing	Downloadable worksheets for most of the chapters address this skill, which can be used as a template for further exercises.
9 - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these , for instance, to build sentences; and how these differ from or are similar to English	The understanding of basic grammar does not necessitate a fluency with the linguistic vocabulary to describe these forms (i.e. 'neuter' or 'conjugation') - the understanding of such forms is built up and tested by pupils' ability to interpret them in a Latin text. If you wish to use the terminology to describe the linguistic topics covered in the course, the Teacher's Guide gives guidance on how to do this in each chapter. The application of students' understanding is developed and tested through reading (without understanding the difference between nominative and accusative, they would not be able to understand a passage), as well as language activities that ask them to complete sentences, choose a correct form etc. There is no need to add any further material to meet this objective, though the approach taken to pupils' linguistic development will differ per teacher.
