

## A GUIDE TO USING THE PRIMARY LATIN COURSE



# Using *The Primary Latin Course* in the classroom

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# A NOTE ON PLANNING

### Order of activities

The Course is designed to be extremely flexible and you may take the different sections in any order that suits you.

However, you will probably find it helpful to introduce the new theme of the chapter by starting off with the **Interactive image**, which immerses the children in the location of the chapter, and then look at the **Archaeology** section, which encourages the children to make some guesses of their own, before reading the **stories** set there.

The **Civilisation** section may be best approached after the children have already been introduced to the location through some of the above sections, but it can be studied earlier should you prefer to delve deeper to begin with.

The **Fact file** focuses on a character who is central to the chapter. It can be taken separately at any time (or skipped), as can the **Mythology** section. The online **Activities** and worksheets can be used throughout your lessons.

### What to teach and what you can skip

There is much more material in each chapter than you may wish to teach. The Course has been designed to cater for schools with a variety of teaching time,

The **Interactive image**, **Archaeology** and **Core story** are at the centre of each chapter and knowledge of these may be assumed in future chapters, so be sure to cover them.

The **Civilisation** section helps to contextualise the cultural theme of the chapter and enhance the children's understanding, but may be taught quickly or (partly) skipped if pushed for time; if choosing to do so, you may wish to ensure you have a sense of the content and teach the essentials in conjunction with the **stories** and **Interactive image**.

You may choose to skip the **additional stories**, the **Mythology** section, and the **Fact file**. This will depend on your own preference, your available teaching time, the age and ability of your students, and motivation levels.

The **Activities** and games are all to be used as desired and may be skipped if time is limited.

### Lesson plans

Sample lesson plans and schemes of work are available for all chapters – download the **Lesson Plans** document from the Teacher's Guides page.

### The National Curriculum

Ideas for how to tie the Primary Latin Course materials into the teaching of the KS2 Romans and Foreign Languages National Curriculum can be found in the **PLC and the National Curriculum** document.

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# THE INTERACTIVE IMAGE

### Aims and content

This is most likely the place where you will want to start your teaching of a new chapter.<sup>1</sup>

The **Interactive image** is a detailed line drawing set in a location relevant to the theme and stories of the chapter ahead. It is intended to be used as an immersive tool to help children guess what happened in the location by enabling discussion of what the different characters are doing and what the location looks like. The *Teacher's Guides* give further information to help answer questions that may come up, but treat this image in the first instance as a springboard for the children's own thoughts and guesses.

Pick out people in the image and ask what they are doing. Alternatively, try more general questions, such as "Could anyone go to these baths?" (Answer: just men in the men's baths.) "What kind of food did the Romans eat?" (Children can spot the different food items in the shops of the main street.) "What kind of modern space does the palaestra most resemble?"



*Chapter 2 Interactive image: the palaestra*

The clickable diamonds provide key vocabulary and terminology related to the location. Children should become familiar with these terms. There is no need to 'test' them, but they will prove helpful in the rest of the chapter.

The **Interactive image** can serve as a good starter to lessons to refresh the children's memory about where the stories or activities are set. Spending a few minutes looking at it again (activity ideas are below) at the beginning of a lesson is useful.



*Chapter 1 Interactive image: the main street*

### Suggested activities:

- Using only the Latin labels (and/or audio), pick out the diamonds and ask what the items would be called or how they would be described in English.
- Click the diamonds to play the Latin audio, and ask the children to repeat the words.
- Point to a diamond and ask the children for the Latin name, then play the audio or show the label to see if they're correct.
- Invite a student up to the board and ask them to point to the label for a Latin word of your choosing, then show the label or play the audio to see if they were correct.
- Pick a set of characters in the picture and get the children in groups to act out a little scene in which they imagine what the characters might be doing in the street, and what they're saying to each other.



*Chapter 3 Interactive image: the baths*

<sup>1</sup> With the exception of Chapter 1, where it makes more sense to begin with the **Archaeology** section.

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# ARCHAEOLOGY

### Aims and content

This section puts the theme that the students are about to encounter into an archaeological perspective. In the **Archaeology** section, Peter and Lucia find an object related to the theme of the chapter, and children are encouraged to guess what the object might be, putting themselves in the shoes of the archaeologists. Each object is revealed in a ‘time warp’ image, showing a photograph of the site of Herculaneum turned into a cartoon scene set in ancient Herculaneum. The cartoon version will show the object in use, and from this the children can confirm their guess or find out what the object is.

Do not spend an inordinate amount of time on the **Archaeology** section; it is not the place for an in-depth discussion of the location of the chapter, but rather an opener to the chapter. The Chapter 3 ‘time warp’ of the baths, for instance, may show some of the rooms of the baths and get the children talking about what happened there, but a full investigation of the different rooms can wait until they are discussed in the **Civilisation** section.

### Suggested activities:

- When the object is shown, allow some time for discussion (whole, in pairs or in groups) about what the object could be. Guide the discussion if needed: make guesses about the size of the object and remind the children where it was found and how that might be relevant.
- Collate the different guesses before revealing the ‘time warp’ image.
- When revealing the ‘time warp’ image, talk to the children about how the scene has been reconstructed, going backwards and forwards between the two images. For example, you could ask “How do the floors change?”, “Is that what you had imagined would be behind the shop fronts?” or “How much of the ancient building survives?”

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# STORIES

### Aims and content

Each chapter has one **core story** which introduces a new language feature, sentence patterns and vocabulary, building progressively on the language met in the previous chapters. The **core story** is set in the location that the chapter focuses on, and so is used not just to advance children's language, but also to broaden their cultural understanding. For each chapter there is at least one additional **consolidation story**, which uses the same vocabulary and does not introduce any new language, and one **extension story**, in which new vocabulary and sentence patterns may be met.

When planning your teaching of the chapter you may choose just to read the **core story** with your class, or to read two or three of the stories - this will depend on time available. We recommend that you read the **core story** twice (or more often if you like) so that children become familiar with its language. This does not mean you need to repeat the story in the same way; below is a range of approaches you may take with a story.

The *Teacher's Guides* provide information on new content and potential stumbling blocks for each story as well as ideas for activities. A transcript and translation are also given, but please be aware that there are many correct translations that your class may come up with. The vocabulary given when you click on a word is not necessarily the only way to render the Latin, and the model translation is just one interpretation. Encourage your students to be creative and come up with translations that sound natural and make sense.

The cast of characters encountered in the stories is wide, but they are mostly connected and characters often re-appear in later stories. Treat the stories as if you were detectives; see if the children can remember when they've encountered a character before, what their relationship to other characters might be and what they already know about them. Gradually they will build up an understanding of how the people of the town fit together. A "family tree" of the characters encountered is included here to help your understanding. You may wish to have the children create their own as you go through the chapters and put them on display.

### Suggested activities:

*There are many more ways to approach a story than those given below - do share your ideas!*

- Ask the children to act out (part of) the story, either in Latin or in English. You can let them prepare by giving them the line drawing version of the story to work through, and write out a script. Encourage them to add their own dialogue in English to flesh out the narrative.
- Hot-seat a character: ask a student to imagine s/he is one of the characters in the story, then ask the rest of the class to ask her/him questions about the content of the story ("What did you do today?", "How did you feel about being defeated by your son in a wrestling match?", "Do you like going to school? Why (not)?").
- Print a line drawing version of the story, and cut it up into different sections, then ask the children to put the story back together by sticking the sections on a sheet of paper in the right order.
- Read half of the story with the class, then ask children to write their own account (in English) of how the story continued.
- Children write a diary entry for one of the characters in the story, or write another account from the point of view of one character.
- Hot-seating: let children study and take on the role of one of the characters, then let the rest of the class prepare and ask them questions.
- Tell your neighbour: let the students summarise (a part of) the story for their neighbour, remembering as many details as they can.
- True or false? Prepare a series of statements about the story and ask the children to vote on whether they are true or false by a show of hands or using mini white boards or green and red pieces of paper.

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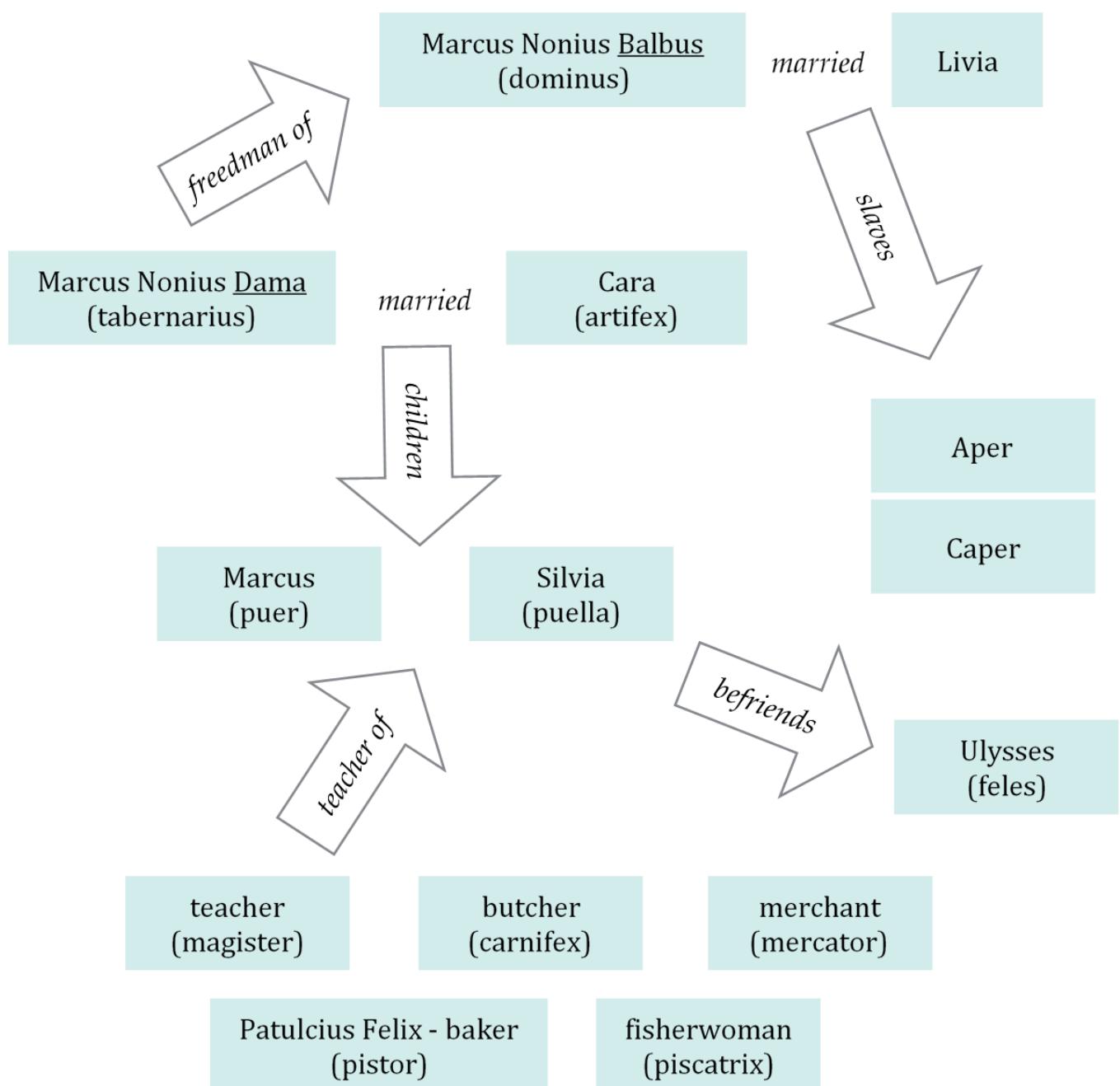
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- Ask Latin comprehension questions to which the answer is a single Latin word: *quis est?* (Who is this?), *quis est in via?* (Who's in the street?), *ubi est pistor?* (Where is the baker?), *quid facit artifex?* (What is the artist doing?).
- Discussion of cultural questions: ask questions that encourage the students to sum up the whole story ("Who might you meet in the main street?", "What was it like for Marcus and Silvia to go to school?", "What different things did people do when visiting the baths?").
- Use the **Write your own translation** worksheets to let children write their own translation - this can be individually, in pairs, when they have seen the story before, or when it is new. Let them translate the full story, or the second half, after reading the first half together as a class.
- Let children write film directions for the story (setting the scene, notes for the 'actors').

More ideas for things to do with stories:

- Pre-reading for vocabulary or sense
- Accelerated reading
- Create cloze exercises
- Create simplified or shortened versions to allow for differentiation
- Investigate the story: how are the characters presented?
- Investigate the story: what does the story tell us about Roman culture?
- What happens next? Write a continuation of the second half of a story, or continuing on beyond the end of the story.
- Find examples of linguistic features (i.e. adjectives, accusatives)
- Synchronous sections: let different groups work on different parts of the text at the same time (giving them an English summary of what comes before/after), then let the whole class put the story together.
- Extra script: let children write additional dialogue, by writing more lines for the characters in the story.
- Dictation: let children write out the Latin for a few sentences from the story from listening to the teacher/audio read them out.
- Re-read earlier stories.

## CHARACTER TREE



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# TEACHING LANGUAGE

### Developing reading fluency & using linguistic terminology

The Course is designed to develop children's ability to read Latin by exposing them to a gentle progression of sentence patterns and language features. (See page 9 for the sentence pattern progression.) Through a significant amount of reading (whether you read all the stories for each chapter or just repeat one) and seeing vocabulary repeated across stories, as well as in the **Interactive image** and **Civilisation** sections, children acquire vocabulary and are exposed to Latin word order and sentence patterns. Encourage this by teaching regularly if possible and building a language component into all your lessons (whether it is reading (part of) a story, repeating the vocabulary of an **Interactive image**, or playing an online **Activity**).

The Course does not discuss language features explicitly with students in the learning materials themselves, though the *Teacher's Guides* give an explanation of the new language covered in each chapter. This approach enables you to choose how explicit you wish to be in your teaching of language and grammar. For instance, Chapter 3 introduces adjectives and you may wish to talk to your class about what nouns and adjectives are and what they look like in English and Latin, or you may choose not to. It is entirely up to you whether, when, and how you discuss the mechanics of the language. We would encourage making terminology explicit only insofar as it improves the children's ability to read the Latin: if they can understand the content of the Latin text happily, you may not need further scaffolding by talking about how the language works. At other times, you may find their understanding of the text improves as you explain how to come to a correct translation. When reading sentences with nominatives and accusatives in Chapter 4, for example, it may help to spot that word endings change in Latin depending on what job the word is doing in the sentence, and that words ending in *-m* don't usually carry out the action. Choose how much explanation and terminology to introduce based on student response and your own aims for your Latin course.

### Practice sentences

From Chapter 3 onwards, each chapter has a sheet of 'practice sentences' which you may want to make use of. They can be used as starters, stuck in students' books as an aid, and referred to when reading a story if children stumble over the new pattern. The practice sentences offer simple examples of the new language feature for the chapter, and can be used to quickly spot the pattern.

### Key vocabulary

Through reading the stories the children build up a core vocabulary of words they have frequently encountered. This core vocabulary should increase by about 10 words each chapter. These words are given on the next page and in the *Teacher's Guide* for each chapter. The core vocabulary forms the 60 words which occur most frequently in the Course, and each word has usually occurred about three times in the stories (including in the core stories) before it is included in the vocabulary to be learnt for a particular chapter. The core vocabulary is also repeated in the **Activities** section of each chapter (particularly the **Pairs** activities) to aid acquisition. If you find the children are not sufficiently familiar with particular words, repeat them by re-reading a story, or playing a game that features them, but don't feel pushed to test children on these words or make them learn them by heart; they will occur again in later chapters.

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Children should become familiar with the English meaning of the following Latin words, which are met most regularly during the Course. Ten words have been selected per chapter.

### Chapter 1

<i>est</i>	is
<i>et</i>	and
<i>in</i>	in
<i>mercator</i>	merchant
<i>piscatrix</i>	fishmonger
<i>pistor</i>	baker
<i>salve</i>	hello
<i>taberna</i>	taberna, inn
<i>vale</i>	goodbye
<i>via</i>	street

### Chapter 2

<i>advenit</i>	arrives
<i>ambulat</i>	walks
<i>dominus</i>	master
<i>feles</i>	cat
<i>magister</i>	teacher
<i>non</i>	not
<i>palaestra</i>	exercise ground
<i>sedet</i>	sits
<i>ubi</i>	where
<i>villa</i>	house

### Chapter 3

<i>ad</i>	to
<i>aqua</i>	water
<i>filius</i>	son
<i>laetus</i>	happy
<i>magnus</i>	big, large
<i>mater</i>	mother
<i>parvus</i>	small
<i>pater</i>	father
<i>quis?</i>	who?
<i>servus</i>	slave

### Chapter 4

<i>atrium</i>	entrance hall
<i>audit</i>	hears
<i>cantat</i>	sings
<i>dormit</i>	sleeps
<i>ecce!</i>	look!
<i>hortus</i>	garden
<i>intrat</i>	enters
<i>nunc</i>	now
<i>salutat</i>	greets
<i>videt</i>	sees

### Chapter 5

<i>cena</i>	dinner
<i>cupit</i>	wants
<i>eheu!</i>	oh dear!
<i>exclamat</i>	shouts
<i>habet</i>	has
<i>laudat</i>	praises
<i>pavo</i>	peacock
<i>portat</i>	carries
<i>quoque</i>	also
<i>sed</i>	but

### Chapter 6

<i>adest</i>	is present
<i>cum</i>	with
<i>fortis</i>	strong
<i>meus</i>	my
<i>ridet</i>	laughs
<i>spectat</i>	watches
<i>statua</i>	statue
<i>theatrum</i>	theatre
<i>turba</i>	crowd
<i>vir</i>	man

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### Sentence pattern progression

The *Primary Latin Course* helps children learn to read Latin by repeating, and gradually increasing, the range and complexity of the sentence patterns they encounter. Outlined below are examples of the more important patterns encountered through the Course.

#### Chapter 1

Simple sentences:

*Marcus est puer.*

Marcus is a boy.

*pistor est in via.*

The baker is in the street.

*salve, carnifex!*

Hello, butcher!

#### Chapter 2

Main verb at the end of the sentence:

*Silvia advenit.*

Silvia arrives.

*Marcus in via ambulat.*

Marcus is walking in the street.

Sentences including a negative:

*Silvia non est in palaestra.*

Silvia isn't in the palaestra.

#### Chapter 3

Sentences including adjectives:

*pater est magnus.*

The father is big.

*filius non est fessus.*

The son is not tired.

Further use of main verb at the end of the sentence:

*Marcus ad frigidarium currit.*

Marcus runs to the frigidarium.

#### Chapter 4

Sentences with nominative, accusative and verb:

*Cara picturam pingit.*

Cara is painting a picture.

*Livia Aprum non videt.*

Livia doesn't see Aper.

*Caper quoque hortum intrat.*

Caper also enters the garden.

*Balbus pigmentum quoque non videt.*

Balbus also doesn't see the paint.

#### Chapter 5

Longer sentences (including two verbs):

*mercator est in via, et Balbum salutat.*

The merchant is in the street, and greets Balbus.

*Caper mercatorem videt, et salutat.*

Caper sees the merchant, and greets [him].

#### Chapter 6

Longer sentences (including two verbs and/or adjectives):

*Dama in via ambulat et magnum turbam videt.*

Dama is walking in the street and sees a big crowd.

*Balbus, parvus, cum magno servo in theatro stat.*

Balbus, who is small, is standing in the theatre with a big slave.

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# CIVILISATION

### Aims and objectives

The content covered in the **Civilisation** section builds on children's understanding of the theme of the chapter. In this section, Peter and Lucia explain more about the topic, supported by photographs of the site. The children should not be expected to remember every fact related in the **Civilisation** section, but should come away with a general understanding of the themes.

### Suggested treatment

This section can be quite long to teach in one go, so you may wish to take different parts of it in different lessons. Make sure to keep up the pace and keep the class engaged by asking them to contribute their ideas regularly. Suggestions on how to divide up a chapter's **Civilisation** section, as well as ideas for activities, are found in the *Teacher's Guide* for the chapter.

# FACT FILES

### Aims and objectives

The **Fact files** focus on a character who is central to the chapter, and tell students more about his/her life. They often include the archaeological evidence that we have for the existence of the character and how to interpret that evidence. Through the **Fact files** children develop an insight into the daily lives of a wide range of people in Roman society: Felix (an ordinary baker), children, Dama (a freedman), women, slaves, or the powerful Balbus.

### Suggested treatment

The **Fact files** do not lend themselves as well to whole class teaching, as there is quite a lot of text in them. They are better suited to being printed and given to students to look at individually or in groups, accompanied by an assignment (and can be used as an extension activity):

- Write a diary entry for a day in the person's life.
- 'How was it different for Felix to be a baker / Livia to be a woman / Marcus and Silvia to be children in Herculaneum, from what it would be like today?'

Activity ideas specific to the content of the **Fact files** can be found in the *Teacher's Guides* for the particular chapters.

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# MYTHOLOGY

### Aims and objectives

The **Mythology** section has a recording of a re-telling of an ancient myth, which is in some way related to the theme of the chapter. It also includes photographs of ancient (and sometimes modern) representations of the myth, and discussion questions to get the children thinking.

### Suggested treatment

For most chapters, the myths are taken from the Classical Tales website, found [here](#).<sup>2</sup> These myths are retellings by professional storytellers, and have been developed by the Cambridge School Classics Project for use in the KS2 and KS3 English classroom. There are many excellent resources available on the Classical Tales website with lesson plans, activity ideas, and teachers' notes.

The selections linked to from *The Primary Latin Course* chapters tend to be relatively short, in order to give time for discussion of the art and the questions. Further relevant stories are often available on the Classical Tales website should you want to listen to more with your class.

You may want to use the **Mythology** section as part of your English curriculum, rather than in the designated Latin time. The stories have proved to be a very successful tool for improving literacy, and lend themselves well to writing tasks based on the myth the children have listened to.

Suggested activities can be found in the *Teacher's Guides* for the chapters, and on the Teacher's Area of the Classical Tales website.

### Myths

The following myths are incorporated into the Course:

- Chapter 1: The labours of Hercules
- Chapter 2: The story of Odysseus
- Chapter 3: Daedalus and Icarus
- Chapter 4: Actaeon and Artemis
- Chapter 5: The story of Persephone
- Chapter 6: Iphigenia

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<sup>2</sup> <http://www.ClassicTales.co.uk>

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# ACTIVITIES

### **Naval race**

This game pitches a red and a blue team against one another, in a battle to reach their destination first, by answering enough correct questions. Options for play:

- Divide up your class into two halves and get them to work together, consulting with one another before offering an answer. It may be helpful to designate a ‘captain’ from each team to be the official spokesperson for the ‘crew’.
- Choose two students to battle with one another, coming up to the board to answer their questions. You can additionally divide the class into two halves to support each player, who may choose to ask for a ‘helpline’ once during the game and ask for help from his/her team.

### **Pairs**

Two-player memory game where children need to match up Latin to English vocabulary. This game works better when there is one person choosing his/her cards at a time. As each game re-shuffles the cards, several children can play in a row.

### **Categories**

Children need to categorise words correctly according to their meaning. This game does not lend itself to re-playing quickly, as the terms do not change (although if you find children are unsure in the first round, see if they can get a perfect score by playing again). This game can work well as a starter to a lesson, revising some core vocabulary, and can be played by students individually.

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