**Language offer at CHS**

**Key Stage 2 National Curriculum Expectations**

Pupils should be taught to:

* listen attentively to spoken language and show understanding by joining in and responding;
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
* speak in sentences, using familiar vocabulary, phrases and basic language structures;
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
* present ideas and information orally to a range of audiences;
* read carefully and show understanding of words, phrases and simple writing;
* appreciate stories, songs, poems and rhymes in the language;
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
* describe people, places, things and actions orally and in writing;
* 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.

Devastating

**Intent**

We introduce the children to Latin following the Minimus scheme of work, implemented by Classics for All at Oxford University. Our intent for the teaching of Latin is to teach children in a rich, balanced and progressive curriculum, using Latin to support vocabulary development, a deeper understanding of grammatical structures in English and foreign languages and for children to investigate the derivatives of language alongside historical stories. The teaching of Latin follows a clear progression in line with age related expectations.

In addition to this, children will learn Latin vocabulary that our modern-day words derive from and understand spoken words when they are recited. The vocabulary that we learn links to our curriculum and may include words from English texts, Reading texts or the wider curriculum. For example; when teaching time, *ante meridiem* means ‘before noon’ and *post meridian* means ‘after noon’.

In Geography, *terra* means ‘ground or land’ and this would be linked to the children’s understanding of ‘terrain’. *Urbs* means ‘city’ and this would be linked to their understanding of urbanisation and urban areas.

**Aims**

Latin lies at the root of 60% of English words, and therefore we believe that it has a positive impact on the development of English vocabulary whilst growing an interest and playfulness with words. As children leave us in year 6 the children go off to various different secondary schools that teach a variety of different foreign languages. We believe that by introducing our pupils to the language that underlies many of these languages, we are giving them a good understanding of the key concepts and roots of language to build upon regardless of which language they go on to study.

**CHS Character traits**

* Building and increasing confidence and self-esteem through a love of learning and strengthen thinking skills
* Developing problem solving skills through perseverance and resilience by exposure to an unfamiliar language
* Fostering kindness, gratitude and respect for our predecessors, when learning about how they lived
* Experience teamwork through working together to translate and recite passages

**Progression – Knowledge and Skills**

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| Subject Content, Knowledge and Skills | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Chapter 1 – Meet the Family  Children are introduced to a real family that lived in a fort called Vindolanda near Hadrian’s wall in approximately AD100. Children learn the basic rules for Latin (that a V was pronounced W, there was no soft c sound only a hard k, all  letters were sounded and that they did not have a J sound – J is pronounced like a Y).  This chapter focuses on nouns and noun endings – masculine –us and feminine –a. Children learn how to introduce themselves and family members. They learn about artefacts found in Vindolanda and that Roman’s celebrated birthdays and had parties. They learn to sing Happy Birthday in Latin and use  greetings.  This chapter is further supplemented through Minimus Workbook p2-3  The children also learn the song Felix dies tibi sit  Chapter 2 – Food Glorious Food  In chapter 2 children revisit nouns and are introduced to adjectives. The family are hosting the Governor of Britain for a special dinner. The children learn adjectives to describe animals and one another and learn that adjectives also have the masculine and feminine endings. They begin to investigate Latin roots e.g. porcus is a pig (pork). Equus is a horse (equestrian).  This chapter is further supplemented through Minimus Workbook p4-5  The children also learn the play, The Leftovers and the story, Candidus et dis horribilis.  Chapter 3 – Work, work, work  This chapter focuses on verbs but revisits nouns and adjectives. Children begin to build up a bank of vocabulary. Children learn that in Latin the end of the verb shows who is doing the action and that the language does not have a word for I, you or they but is expressed through the verb ending.  E.g. scribo – I write, scribit – he writes, scribunt –  This chapter is further supplemented through Minimus Workbook p6-7.  The children also learn the song, Ba La Laniger and the story, Rufus et vespa. | Chapter 4 – School  Children learn about Roman school life in chapter 4 and consolidate previous learning of nouns, verbs and adjectives. They continue to look at Latin  roots.  This chapter is further supplemented through Minimus Workbook p8-9  They also learn the story, Corinthus et fabula.  Chapter 5 – Romans & Britons  (taught out of sequence as this links directly with the Roman History topic taught at this point in this year group)  This chapter introduces adverbs and the fact that Latin adverbs end in er. The story includes history links about life in Briton before and after the Roman invasion and revises nouns, verbs and adjectives.  This chapter is further supplemented through Minimus Workbook p10-11  The children also learn the play, The Three Little Pigs and the story, Vibrassa et ballista  Chapter 6 – Off to Town  The family go to Eboracum (York) shopping. The children are introduced to a larger number of nouns and learn how to talk about where they live. They look at Latin roots: – e.g. habitat (he lives).  fractus (broken).  This chapter is further supplemented through Minimus Workbook p12-13.  They also learn the song, Ardet Roma as well as the play, Shopping in York. | Chapter 7 – Military Machine  The historical aspect of this chapter is the Roman army and concentrates on further verbs in the form of commands and orders. More nouns are introduced and children visit their bank of vocabulary. Plural forms of verb commands are taught  e.g. veni = come (one person) venite (veni +te) = come (more than one person). Children play Simo dicit (Simon says) to reinforce the commands.  Further investigation into the derivatives of English is explored e.g. milites – soldiers and children are asked questions such as What does a porter do? The Latin word to carry is portate.  This chapter is further supplemented through Minimus Workbook p14-15  Chapter 8 – Clean & Healthy  Continuing with adverbs this chapter is based around the Roman baths, health and exercise. It introduces longer statements and more complex  language. Children begin to write whole  sentences in Latin and translate into English. More historic facts are introduced linked to modern life and Latin roots continue to be investigated: frigidarium – cold room (fridge). A visit to the doctor consolidates commands and introduces further vocabulary.  This chapter is further supplemented through Minimus Workbook p16-17.  The children also learn the song, Caput Umeri and the story, Iulius et pugna.  Chapter 9 – Soldiers Life  Prepositions are introduced in this chapter.  Children begin to learn about place and position through the day in the life of a soldier. They continue to see the derivatives of English and links to prefixes e.g. circum – round and sub –  under.  This chapter is further supplemented through Minimus Workbook p18-19.  The children also learn the play, Goldilocks and the Three Bears and the story, Flavius et Imperator novus. | Chapter 10 – Romantic Ring  In this chapter children are introduced to conjunctions and begin to link two sentences in  Latin together. They learn the Latin for because, but, and, although and begin to write and speak aloud longer linked sentences.  This chapter is further supplemented through Workbook p20.  Chapter 11 – A Sad Day  This chapter looks at a death in Roman times and how people were remembered and  honoured. The grammar focus is subject and object and how this can affect the way this changes the noun ending. If the noun is the subject of the sentence (doing the action) the ending is –am and if the noun is the object (the action is being done to it) the ending is –um.  This chapter is further supplemented through Minimus Workbook p21-22.  Chapter 12 – Gods! Hear our prayers  The final chapter in Minimus focusses around religion in Roman times. This chapter consolidates learning around the main word classes –nouns, adjectives, verbs, adverbs, prepositions and conjunctions. The children now have learned a large amount of vocabulary in Latin and English through derivatives of language.  This chapter is further supplemented through Minimus Workbook p23-24.  The children also learn the story, Pandora et  somnium and the song, Decem urnae: Ten Green Bottle |

**Progression – Vocabulary**

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| **Vocabulary**  The vocabulary learned in each chapter is built upon and used again and again to consolidate understanding throughout each of the chapters | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| Chapter 1  **Questions**  Quis es?/qui estis? – Who are you?  (singular/plural), quid? – what?  **Family**  Mater - mother, pater - father, filia -  daughter, filius - son, infans – little child, servi  - servant, soror – sister  Other  Salve/salvete – hello(singular/plural), omnes –  everyone, exspectatissimus – very welcome,  dnum – present, tibi – for you, habeo – I have,  falix dies tibi sit – Happy Birthday, gratias tibi  ago – I thank you, quam pulcher – how  beautiful, sed – but, famosa – famous, sedate –  sit down, lolim – once upon a time, sum/sumus –  I am/we are, es/estis – you are  (singular/plural), carissima - dearest, diem  natalem - birthday, anima - soul  Chapter 2  Eheu – oh dear, euge – hooray, sede – sit, cibus  – food, noli lacrimate – don’t cry, villa – house,  sordida – dirty, hortus – garden, squalidus –  messy, tunica – dress, fessi – tired, euge –  hooray, miles – soldier  Animals  Vespa – wasp, cuniculus – rabbit, balaena –  whale, Delphinus – dolphin, porcus – pig  **Adjectives**  Parva/us – small, maxima/us – very big,  improbus/a – naughty, benignus/a – friendly,  magnus/a – big, bona/us – good, callida/us –  Chapter 3  Verbs  Endings t/o/nt – he or she is/ I am/they are  Faci – doing, scrib – writing, specta – watching,  purg – cleaning, leg – reading, verr –sweeping,  labora – working, ride – smile, intra – entering,  coqui - cooking  Other  Subito – suddenly, ancilla – slave girl, nova – new,  nonc – now, quod – because, minime – no, validus –  strond, semper - always | Chapter 4  Docet – teachers, laetus – happy, iratus – angry,  cur? – why?, fatigata – bored, dormio – I sleep  Chapter 5  Celeriter – quickly, equito – I ride, ferociter –  fiercely, pugno – I fight, diligenter – carefully,  colo – I farm, tesserae – mosaics, ita vero –  yes, directae – straight, commodae –  comfortable, nobiscum – with us  Chapter 6  Vado – I am going, Eboracum – to York, ibi – there,  arma – weapons, ludi – games, pilulae – beads,  variae – colourful, stili – pens, cerae – wax tablets,  habitat – he lives, amicus – friend, gladius – sword,  acutus – sword, fractus – broken, obesu – fat,  durus – tough,ampulla – perfume flaks,  capillamentum – wig, Animalia anea – bronze  animals, mortarium – cooking pot, ita vero - yes | Chapter 7  Weapons  Galea – helmet, pilum – javelin, scutum – shield,  lorica – breastplate, pugio – dagger, periculosus  – dangerous,  Commands  cave – be careful, siste – stop, relinque – leave  it, ecce – look, audite – listen, sumite – pick up,  procedite – go forward, portate – carry,  demittite – put down, testudinem facite – make  a tortoise  Verbs  Consumter – eat, cantata – sing, dormite – sleep,  saltate – dance, natate – swim, salite – jump,  pingite - paint  Chapter 8  At the baths  Hilariter – cheerfully, ludunt – they are playing,  in apodyterio – in the changing room, exuunt –  they are undressing, in tepidario – in the warm  room, segniter – lazily, recumbent – they are  lying down, in caldario – in the hot room, ancillae  – slave girls, prudenter – skilfully, radunt – they  are scraping their skin, in frigidario – in the cold  room, breviter – for a short time, summergunt –  they plunge underwater, cum amicus – with  friends, garriunt – they are chatting, laetae –  happy, purae - clean  At the doctors  Discumbe – lie down, oculus aperi – open your  eyes, impone – put it on, tris per diem – three  times a day, consume – eat, bis per diem – twice  per day, gratias agimus – thank you  Chapter 9  Signifier – standard-bearer, vexillifer – flagbearer, cornice – horn-player, centurio –  centurion, proper, near, circum, round, sub –  under, super – on top of, in – in, pro – in fornt of,  ad – to, e – away from, fessa, tired, laetissimus –  very happy | Chapter 10  Gratias tibi ago – I thank you, capillamentum –  wig, capilli – hair, aures – ears, unguentum – lip  gloss, gemmae – jewels, quamquam – although,  diu – for along time, in cubiculo – in the  bedroom, annulus – ring, pretiosus – valuable,  cur? – why?, aureus – made of gold, a patre tuo –  from your father, haec verba – these words,  anima mea – my life or soul, amatorius –  romantic, ubi? – where?  Chapter 11  Epistulam – letter, accipit – receives,  tristissimus – very say, mortua – dead, curat –  she looks after, equum – horse, plaustrum –  cart, parat – he prepares, coronam – wreath,  lucernam – lamp, titulam – inscription, sculpit –  he carves, ollam – pot, deponent – they put  down, sepulcrum – tomb, point – places    Chapter 12  Nihil – nothing, consumit – he eats, calidus, hot,  arcessit – she summons, solliciti – worried,  pavidi – frightened, tristes – sad, preces  nostras – our prayers, vinum – wine, deae  matres – mother goddesses, precem meam - ,  my prayer, fabulam – story, narrat – tells,  lambit – licks, capillos – hair, pectit – combs,  caseum – cheese, dat – gvies, plaustrum – cart,  facit – makes, sacrificium – sacrifice, suaviter  – sweetly, cantat – sings, tenet – cuddles,  surgit – get up |