

## Latin Skills Progression

Autumn Term 1		Autumn Term 2	
<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. understand how English is influenced by Latin</li> <li>2. put Roman Britain &amp; Vindolanda into context</li> <li>3. introduce yourself</li> <li>4. understand <b>nouns</b> have a gender</li> <li>5. know the irregular <b>present tense of verb 'to be'</b></li> <li>6. introduce the concept of <b>adjectival agreement</b></li> <li>7. build English vocabulary; derivatives</li> </ol>	<p><b>Key language areas:</b></p> <p>pronunciation: no silent letters (pronounce every letter), no 'j', 'v' pronounced as 'w', stress both letters in double consonants, letter 'c' is always hard (as in 'cat');</p> <p><b>nouns:</b> first declension ending in 'a' (feminine); second declension ending in 'us' (masculine); <b>verb 'to be':</b> sum,es,est,sumus,estis,sunt; translate simple sentences with focus on animals e.g. equus magnus est / balaena maxima</p> <p><b>Latin uses word endings to convey meaning rather than word order</b></p>	<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. revise idea that adjectives have to 'agree' with the noun they are describing</li> <li>2. understand what the <b>infinitive</b> of the verb is</li> <li>3. know that Latin shows 'who' is doing the verb through word ending NOT through pronouns</li> <li>4. know the <b>present tense verb endings: o (I) s (you), t (s/he,it), mus (we), tis (you pl), nt (they)</b></li> <li>5. introduce the <b>plural 'ae' (feminine) 'i' (masculine)</b></li> </ol>	<p><b>Key language areas:</b> simple sentences with focus on the home e.g. villa sordida, hortus squalidus est; verbs selected are first &amp; second conjugation; the course places a strong emphasis on etymology so majority of vocabulary is chosen for its links to English words e.g. amare, cantare, habitare; translate verbs by looking at their endings e.g. amo, ridemus, habitat; translate simple sentences e.g. maga videt, vaccae amant; adjective agreement of plurals e.g. viae sordidae, fabulae Graecae, equi sordidi, porci boni</p>
Spring Term 1		Spring Term 2	
<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. revise nouns, adjectives, verbs</li> <li>2. introduce <b>adverbs</b></li> <li>3. translate sentences step by step</li> <li>4. introduce <b>imperatives</b> (commands)</li> <li>5. introduce <b>conjunctions</b></li> <li>6. continue to build English vocabulary; derivatives</li> <li>7. numbers</li> </ol>	<p><b>Key language areas:</b> main focus <b>adverbs</b> which end in – <b>ter</b> (celeriter, diligenter, segniter) but introduce some irregular common adverbs e.g. male, bene; build-up sentences e.g. canto, laete canto; currimus, bene currimus; links to English (malicious, malfunction, malignant); teach <b>imperatives</b> alongside cultural focus on Roman soldiers; veni! (singular) venite! (plural); <b>conjunctions:</b> quod, sed, et, quamquam. They are invariable &amp; so should not present too much difficulty; number 1-10 and link with English words that come from the Latin e.g. trivium, uniform, duo, percent</p>	<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. understand the concept of <b>subject &amp; object</b>, and of case endings</li> <li>2. introduce the terms <b>nominative &amp; accusative</b></li> <li>3. translate more difficult sentences that mix up regular verbs, 'being' verbs and nouns as subject &amp; object / singular &amp; plural</li> <li>4. to introduce <b>prepositions</b></li> <li>5. to extend work on English words that use Latin prepositions</li> </ol>	<p><b>Key language areas:</b> Important that there is plenty of practice with objectives 1,2,&amp;3; how Latin noun endings change depending on their job in the sentence e.g. medicus equum amat / equus medicum amat; <b>Latin uses word endings to convey meaning;</b> build sentences e.g. vacca, vacca bella, vacca bella habet, vacca bella coronam habet; <b>prepositions:</b> prope, circum, sub, in, pro, ad, e, super; NB names of towns do not need a preposition in front of them 'Eboracum' means 'to York'; submerge, sublunary, substratum, subside, subtract</p>

## Latin Skills Progression

Summer Term 1		Summer Term 2	
<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. revise how to conjugate present tense</li> <li>2. know that the infinitive of the verb usually end in -re (-are, -ere, -ire)</li> <li>3. recognise <b>impersonal verbs</b></li> <li>4. recognise <b>personal pronouns</b></li> <li>5. translate more complex sentences</li> <li>6. learn about Emperor Trajan and research one emperor of their choice from 31BC- 211AD</li> </ol>	<p><b>Key language areas:</b></p> <p>to be able to use the <b>glossary</b> at the back of Book 2: nouns listed with genders; adjectives given in all three genders; verbs listed in the first present tense and infinitive forms; <b>impersonal</b> 'necesse est' should be translated as 'it is necessary' at first, to reinforce the infinitive which follows, then towards the more natural translation of 'must' or 'have to'; impersonal verbs are often used with the weather e.g. pluit (it is raining) <b>personal pronouns:</b> mihi, tibi, nobis, vobis; more complex sentences e.g. facile est nobis (it is easy for us); necesse est vobis ligna diligenter tollere (you must remove the planks carefully)</p>	<p><b>Objectives: To ...</b></p> <ol style="list-style-type: none"> <li>1. learn more impersonal verbs</li> <li>2. introduce the <b>imperfect</b> tense &amp; know the endings: <b>bam</b> (I was ...) <b>bas</b> (you (s) were...) <b>bat</b> (s/he ,it was ...) <b>bamus</b> (we were ...) <b>batis</b> (you (pl) were...) <b>bant</b> (they were)</li> <li>3. know the irregular <b>imperfect</b> tense of the <b>verb 'to be'</b></li> <li>4. know some <b>compound verbs</b> from verb 'to be' in present &amp; imperfect</li> <li>5. introduce <b>possessive nouns</b></li> <li>6. recap language (particularly verbs) &amp; translation of more complex sentences</li> </ol>	<p><b>Key language areas:</b></p> <p>mihi placet 'I want it' (lit: it pleases me) tibi licet 'You are allowed'/ 'You may' (lit: it is permitted for you) Explain that translations into English need to sound natural as well as accurate; translate the <b>imperfect verb</b> singularly and in sentences; <b>'to be'</b> eram,eras,erat,eramus,eratis,erant <b>compound verbs:</b> e.g. adsum (I am here) possum (I am able); poterant (They were able) aberamus (We were away) aderatis (You (pl.) were here); <b>possessive noun endings</b> (genitive): 'a' noun endings: 'ae' (s) arum (pl.), 'us' noun endings: 'i' (s) orum (pl.) e.g. corona reginae (The queen's crown); <b>important forms of verbs to know will include: infinitive, present,</b></p>