



## Curriculum Intent

Classical World is still around us and at BGGGS we aim to bring Classics to life. Although the Education Reform Act 1988 does not designate classics as a foundation subject of the National Curriculum, many secondary schools will nevertheless want to include it in the time available for 'non-foundation' subjects. In the UK around 25 per cent of state-maintained secondary schools, including many non-selective ones, offer Latin and other classical subjects: that is around 1,000 schools. While all state primary schools study the ancient Greeks and the Romans as part of the national curriculum, there is a smaller but steadily increasing number of enthusiastic schools teaching Classical Civilisation, Latin or ancient Greek across the UK. Classical subjects have something to offer everyone. Schools and teachers are able to tailor-make a curriculum which suits their school and their students.

In UK schools 'classics' usually refers to the study of the ancient Greeks and Romans through their languages and literature. It can include literature, history, philosophy, art and archaeology. Therefore, the word 'classics' is actually an umbrella term that can refer to any of four examined subjects in the school curriculum: Latin, Ancient Greek, Classical Civilisation and Ancient History.

At BGGGS we aim to create the very best classicists, teaching Classical Civilisation in year 7 & 8, and Classics & Latin at the GCSE level. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, classical vocabulary and through studying the sources in the original language of the Romans.

Students of classical subjects engage directly with the major cultural achievements of the ancient Greek and Roman worlds, which have had an enduring influence on the western world for two millennia. Introducing students to the mythology, historical events and personalities that have had such an impact on the world is one of the most valuable aspects of classical subjects. Classical mythology forms the bedrock of much modern art and literature, and is constantly reworked in theatre, in the visual arts, film and pop-culture. Latin is the study of the language of the ancient Romans, and eventually involves reading original Latin literature, such as Virgil, Caesar, Catullus or Pliny. GCSE Latin students get the opportunity to learn about the Classical World through its original language. In Latin there is the opportunity to study culture and history, but the focus of this subject is the Latin language. By the end of KS4 we expect our students not only to be able to translate, interpret and evaluate original Latin texts, but also to show the understanding and appreciation of the Classical education for the modern societies, and its impact on their culture.

We are striving to make our curriculum as ambitious as possible to enable our students expand their perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility. Classics curriculum also gives our students opportunities to develop a high level of literacy (reading & translating Latin Literature), and numeracy (using BC & AD dates) required for success in the wider curriculum and in adult life, and provides an appropriate range of opportunities and experiences to inspire pupils to succeed in the next stage in their education.

The ancient Greeks and Romans have profoundly influenced western society and thought. They established the disciplines of philosophy and history and the foundations of our political systems. In some ways, the ancient Greeks and the Romans seem just like us, but in others very different. Over 1,000 years of extraordinary human endeavour, evident in fascinating archaeological material and expressive arts of comedy, tragedy, epic and historical writing encourage reflection on human behaviour; the historical distance invites fresh perspectives untainted by modern preconceptions. This can lead students to reflect

deeply about themselves and the lives of others – an important quality in a modern, multi-cultural society. Classical subjects encourage students to cross subject boundaries through thinking that touches on language, literature and civilisation. Some questions about the Ancient World have not yet been answered; others are unanswerable but worth asking. The study of classical subjects is interdisciplinary. All four classical subjects can involve literature, history, philosophy and the visual arts. Classics students can read, analyse and discuss texts and inscriptions in the original or translation, learning to link different sources and infer meaning from sometimes fragmentary or partisan evidence. Greece and Rome have also profoundly affected later developments in all these fields both in Britain and elsewhere. The influence of ancient myth - Orpheus, Oedipus, Antigone, Odysseus - has been particularly powerful. Whether pupils are looking at Victorian buildings, comparing democracy with communism, investigating the way their own language works or performing Shakespeare, their understanding can be informed and enriched by familiarity with the general classical background and with the specific allusions which are made. Since much of this cultural and linguistic heritage is shared by otherwise diverse and even antagonistic nations of the modern world, classics offers a useful perspective from which to develop a European awareness and to approach some aspects of multi-cultural education.

At BGGs we teach WJEC Eduqas LATIN GCSE.

The WJEC Eduqas GCSE in Latin aims to provide a foundation in linguistic and cultural competence, enabling students to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. There are three components in this specification. At BGGs we teach: Component 1 with the permitted alternative in Section B: recognise, analyse and explain items of syntax and accidence. The topics of Component 2 are changing every three years. For the last three years we taught: A Day at the Races. In 2020/2021 we are going to start: Divination & Magic in the Roman World. In Component 3 we have chosen to teach Roman civilisation and not another topic of the Latin Literature. The topics of Component 3 are changing every three years too; so far, we taught Roman Religion, and we are going to start Daily Life in a Roman Town. We believe that with lack of Latin in KS3, it is easier for our students to study Roman Civilisation, as they have a good background, after studying Classics in year 7 & 8.

Currently, there are two exam boards offering Latin GCSE: OCR and WJEC Eduqas. The only difference between both exam boards, is the choice of the texts they offer for the translation. Students have to learn the same level of the Latin grammar and the assessments are very similar. However, WJEC specification has been taught at BGGs for eight years, with always very good exam results, therefore, we are not planning to change the specification. We believe that the topics offered by WJEC are the most suitable to provide our students with an exciting and enjoyable GCSE course.

Studying ancient languages improves grammatical understanding and comprehension in English. Latin and Greek are a great foundation for learning many foreign languages. Classical history, literature and art introduce pupils to some of the greatest works of all time and stimulate interest in many fields of human endeavour. Study of Classics encourages aspiration. Classical subjects make the school stand out from the crowd. Classics is attractive to parents, students and employers.

## Curriculum Implementation

Latin Curriculum ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. It is important that our students develop progressive skills of a classicist throughout their time at BGGs and do not just learn a series of facts about the past, or different aspects of the grammar. In Latin, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as classicists, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

Surface learning focuses on knowledge and skills building and deep learning focuses in application of the knowledge and steers students towards more abstract and creative thinking.

Latin can help significantly to develop English literacy. Studies have shown that students who study Latin improve their knowledge and understanding of English faster than their peers. Students of Latin or ancient Greek are offered a deep understanding of grammar which encourages accurate use of language. From the very early stages, concepts of singular and plural, tenses and case usage are taught. In GCSE Latin or ancient Greek, more complex grammatical structures are introduced than those in modern foreign language GCSEs. An attraction of teaching Latin or ancient Greek is that classroom discussion takes place in English, making it easier for non-specialist teachers to teach; conversely, students can enjoy the opportunity to read and discuss the original language without the anxiety of having to speak or write it. As a result, students learn to talk confidently about the language, a good preparation for learning other languages and a good training in attention to detail.

In particular, Latin GCSE enables learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret straightforward Latin
- develop their knowledge and understanding of Latin literature and its associated values and society through the study of original texts, adapted and abridged as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to demonstrate knowledge and understanding of the historical, literary and cultural context of a text and identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources
- develop insights into the relevance of the Latin language, its literature and Roman culture to the modern world.
- It also encourages learners to:
  - deploy their knowledge and understanding of the ancient language to deepen their understanding of English and other languages
  - relate their knowledge and understanding of the ancient world to other disciplines
  - develop research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.

Latin Literature is a mandatory part of the study of the chosen specification. Students will be expected to respond to the chosen passages of Latin literature in the assessment and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume students are familiar with these details and will expect them to be prepared to discuss their content. Students find Latin Literature particularly hard, therefore, in Latin is so vital that teachers monitor pupils' comprehension of the texts. Some students know when they understand what they read; others need more help from the teachers. Teachers provide students with targeted vocabulary and questions to help them understand the text. Also, teachers encourage students to use story boards, chains of events, mind maps, Venn Diagrams, true & false quizzes, and any other relevant techniques to help students with comprehension. Weaker students are often given pictures to help them understand the text or pictures and sentences to match them after they have read the text. To check students understanding of the text, they are encouraged to summarise what they have read, to explain it to other students, or to challenge more able, to write their own versions / ending of the stories they have read. All lessons include challenge tasks. Usually students have a choice of tasks, from very basic to an advanced task, so they can complete the one, which is challenging for them, regardless their ability. Other challenges include: asking students to be creative or to complete a research, to prepare a class presentation on a topic we do not study in lessons, asking deeper questions, advanced learners work independently on their projects, or work with other students to share their ideas on an assignment that is more complex or involved.

There is no specific Latin GCSE textbook. The Cambridge Latin Course, by CSCP (Cambridge University Press), used at BGGS, is the UK's best-selling Latin course. It is designed for use in the secondary sector. There are

five coursebooks, which blend learning about the Latin language and Roman culture and history in a continuous and engaging narrative. The story starts in Pompeii, just before the eruption of Vesuvius, and ends with the destruction of the emperor Domitian, taking in Roman Britain, Roman Egypt and the City of Rome itself. Each book is a self-contained unit, leading to internally assessed qualifications and providing the required support and material for students to enter national examinations at Entry Level, Level 1 and GCSE and Level 2 qualifications. Studying Roman Civilisation pupils are using OCR GCSE Classical Civilisation textbooks and more able students are offered to read A level Classical Civilisation textbooks, and academic articles.

The most challenging topic for the students is always Latin Literature. Students have not only to translate and interpret the chosen passage, but also to analyse the language and hidden messages. In this component learners should be able to:

- demonstrate knowledge of the prescribed passages and accompanying source material
- select, analyse and respond to aspects of literary style including such elements as: - choice of words and word order - sound effects - rhythm in verse passages - common literary devices (such as simile, metaphor, alliteration, assonance, asyndeton and chiasmus)
- show awareness of the cultural and social context of the prescribed material.
- select and evaluate evidence from throughout the theme to respond to an extended evaluative question. Each theme, comprising both prose and verse, is accompanied by a selection of prescribed ancient source materials (e.g. paintings, mosaics, sculptures, buildings, graffiti) on which one or more questions will be asked.

The curriculum is designed to make sure that the content is not taught as facts to be memorised but the way that helps students to acquire different concepts and, therefore, helps pupils develop their understanding of the subjects and progress in their learning. Discussion and debate are a regular feature of lessons, as well as regular spiralling back to ensure key content is secure.

The key concepts play an important role in planning the curriculum. Thinking about the key concepts for teaching Latin when planning the curriculum, helps the teachers to focus on what is important within the subject and how we can help learners make progress in understanding these things. Access to the key concepts means that the students should be aiming to think and behave like classicists. The key concepts are also used in the long-term planning to help the students understand the subject and make progress. The curriculum is designed the way that it provides opportunities to revisit both the substantive and disciplinary concepts. The learners need to grasp a more basic concept before going on to the more complex one. For example, students have to learn about the adjectives first, before they move on to discussing comparatives and superlatives. The curriculum is designed the way that the sequence of units and the sequence of lessons make sense, and the students have sufficient background knowledge from previous units or lessons to undertake the next.

## Curriculum Impact

By the end of KS4 students should have developed:

- A secure knowledge of the Latin grammar.
- The ability to translate unseen passages of Latin texts.
- The ability to translate, analyse and interpret prescribed passages of Latin literature.
- A secure knowledge and understanding of people, events and contexts of the Ancient World.
- The ability to think critically about Latin and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate classical evidence derived from a range of sources.
- A passion for Latin / Classics and an enthusiastic engagement in learning, which develops their sense of curiosity about the Ancient World and their understanding of how and why people interpret the past in different ways.
- The appreciation of Classics and the impact of the Ancient World on the modern societies.

- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of Classics topics.
- Excellent understanding of the GCSE content.
- Examination skills.

The summative assessment to check for overall fluency and knowledge retention of students takes place after each topic. The formative assessment is embedded in lesson plans, in form of peer & self-assessment, quizzes, visuals to demonstrate learning (e.g., diagrams, charts), questioning and verbal feedback, to highlight strengths and areas for improvement. Gaps in knowledge are quickly identified and corrections and improvements are promoted (reflection time in lessons). Metacognitive strategies are used to help student to understand the way they learn. Students are encouraged to 'think aloud' especially when struggling with reading comprehension or problems solving, they are given but also asked to create their own check lists and knowledge organisers, to support pupils in the decision-making process, and self-evaluation. The importance of low stake testing is valued by the department, as we believe that the students should be given the opportunity to try, make mistakes and to learn from them. Multiple choice quizzes, quick quiz with answers in books, key words tests, labelling a diagram from memory or recalling key facts/dates/people from memory are often used as starters or plenaries in Latin lessons. Explicit teacher modelling is used when practising exam style question, short and long essays.

## RESOURCES:

1. Cambridge Latin Books 1,2,3,4
2. J. Taylor, Essential GCSE Latin
3. <https://www.clc.cambridgescp.com/home-clc>
4. Latin literature: Horace, *Odes*; Martial, *Epigrams*; Ovid, *Amores*; Petronius, *Satyricon*; Pliny, *Letters*; Suetonius, *Divus Iulius*; Virgil, *Aeneid*
5. B. Greenley, D. Menashe, J. Renshaw, OCR Classical Civilisation; GCSE Route 1; Myth & Religion, Bloomsbury
6. Worksheets and PPTs on the SharePoint
7. Most Able students:
  - S. Knights, OCR Classical Civilisation A level, The World of the Hero, Bloomsbury
  - A. Mitropoulos, T. Morrison, J. Renshaw, OCR Classical Civilisation A level, Greek Religion & Democracy, Bloomsbury
  - R. Hancock-Jones, J. Renshaw, OCR Classical Civilisation A level, Greek Theatre & Imperial Image, Bloomsbury
  - J. Taylor, Latin beyond GCSE

## WJEC Eduqas Latin GCSE

**Route B** – including Component 3B: Roman Civilisation.

AO1:

Demonstrate knowledge and understanding of the Latin language.

AO2:

- a) Demonstrate knowledge and understanding of Latin Literature.
- b) Demonstrate knowledge and understanding of other ancient sources.

AO3:

- a) Analyse, evaluate and respond to Latin Literature.
- b) Analyse, evaluate and respond to other ancient sources.