



Unit: Grammar – Chapter 6 with Roman Civilisation	Learning Sequence	
Lessons & Topic Questions	Topic 5 – Different Areas and Housing: How did the living conditions of poor and rich Romans differ? Chapter 6 Vocabulary: Can I learn and translate the key vocabulary contained in Chapter 6? The Neuter Gender: Can I identify and translate sentences that contain the neuter gender? Topic 6 – Palatine Hill & Palaces: What are the key characteristics of the Palatine Hill? Ulysses and Circe: Can I use my grammar knowledge to translate an original Latin text? Topic 7 – Food Supply: How and why was food supplied to the poorer Romans? The Comparison of Adjectives: Can I identify and translate sentences that contain a comparison of adjectives?	Ulysses and Polyphemus (Part 1): Can I use my grammar knowledge to translate an original Latin text? Topic 8 – The Inhabitants' Experience: What was daily life like for the inhabitants of ancient Rome? Adverbs: Can I identify and translate sentences that contain adverbs? Twelve-Mark Essay Practice & Review: Can I plan and write a successful response to a twelve-mark essay question? Ulysses and Polyphemus (Part 2): Can I use my grammar knowledge to translate an original Latin text? Irregular Comparison of Adjectives: Can I identify and translate sentences that contain irregular comparisons? Topic 9 – Aqueducts and the Cloaca Maxima: How did the aqueducts transform the water the supply in ancient Rome?
Knowledge & Skill Development	Students will be introduced to new grammatical structures and learn to identify them through a series of grammar lessons. Students will be introduced to new vocabulary and learn to translate them through a series of grammar lessons. Students will then use their learning of new grammatical structures and vocabulary to translate a series of original Latin texts. Students will study differing aspects of Roman civilisation (such as the food supply and aqueducts, for example). Students will assess their essay-writing skills and knowledge of Roman civilisation, before reflecting on, and improving, their work.	
Assessment & Feedback	Formative Assessment Do-now tasks Mini-whiteboard tasks Vocabulary retrieval Translation tasks Homelearning booklets	Summative assessment Twelve-Mark Essay Practice

Key Vocabulary	Latin <i>comes, comit-</i> <i>femina</i> <i>homo, homin-</i> <i>ianua</i> <i>ignis</i>	Civilisation <i>subura</i> <i>insulae</i> <i>popina</i> <i>thermopoleum</i> <i>domus</i>
Literacy & Reading Opportunities	Students will read extracts from: • <i>The Odyssey</i>, Homer • <i>Satires III</i>, Juvenal • <i>Epigrams</i>, Martial • <i>Life of Nero</i>, Suetonius • <i>Annals</i>, Tacitus	
Cross Curricular Themes	English: Students will read excerpts from some of the earliest known classical texts (such as <i>The Odyssey</i>). History: Students will read a series of ancient sources (such as works from Juvenal) to examine the effects of Roman emperors. Geography: Students will examine ancient sources (such as the aqueducts) to examine Roman geography and water supply. Science: Students will see the Latin <i>ignis</i> (meaning 'fire') in Chemistry lessons and <i>corpus</i> (meaning 'body') in Biology lessons.	
Personal Development	Personal Development: family life, financial status and relationships Democracy: freedom, power and political development Rule of Law: monarchical rule, power and dictatorship Individual Liberty: power, charity and welfare Mutual Respect: relationships, charity and welfare Citizenship: monarchy, financial management and diversity	
Career Opportunities	Writing and journalism Government and law Academia and teaching Linguistics and foreign languages Curatorship and archaeology	