

## Year 9 Latin Learning Journey - Term 2

**Latin language:** superlative adjectives & the dative case **Roman Civilisation:** Roman Britain – the Briton’s fight back

Prior learning at WSfG:	Prior learning at WSfG:
<p><b>Language</b>                      Present tense verb endings: -o, s, t, mus, tis, nt                      Imperfect tense verb endings: -bam, bas, bat, bamus, batis, bant                      Perfect tense verb endings: -i, isti, it, imus, istis, erunt                      Singular &amp; plural nouns in the nonimative &amp; accusative &amp; <b>ablative</b> cases                      How Latin nouns are organized into three families (declensions) &amp; genders.                      Infinitive verb forms                      Irregular verbs: possum, nolo, volo                      Prepositions (ab, ad, e, in, prope, etc)</p>	<p><b>Ancient World</b>                      The dangers of life in the Subura; How the Forum was used and what was there; What it was like to attend a chariot race.                      Roman gods &amp; worship (including Vesta &amp; Christianity); Roman sanitation &amp; water supply &amp; The Roman Baths; Slavery in the Ancient World                      Life in Britain: how the Roman empire brought people together.</p>

Main learning	Learning sequence						Endpoint
<b>Language</b>	Use the principal parts of a verb to find out the perfect stem	How Latin adjectives change their endings to agree with nouns	How to spot & translate superlative adjectives	How to translate the dative case	How to work out if you are looking at a dative or ablative noun in Latin	Translate stories containing all four cases met so far.	Be able to comprehend and accurately translate a story set in the past containing regular & irregular verbs and nouns in nom/acc/ <b>dat</b> /abl cases.
<b>Civilisation</b>	Know three ideas Romans had about the Druids.	Compare Roman perspectives with archaeological evidence	Evaluate Tacitus’s account of the Druid’s last stand as a historical source.	Look at Roman responses to Boudicca’s rebellion.	Compare the perspectives of a Briton and a Roman	Imagine alternative written accounts to the Romans’.	To write a developed answer answering the question ‘how did the Roman’s fight back?’
<b>Formative Assessment</b>	To translate the story ‘umbra’ In class discussion: ‘can we avoid bias towards certain perspectives when we study ancient history?’						
<b>Summative Assessment</b>	During this module, we will assess three skills: vocabulary recognition, translation and learning about the ancient world. 1. To be able to accurately translate an extended passage of Latin with plural nouns in the nominative, <b>dative</b> & ablative case, and regular & irregular verbs in 1, 2 & 3 <sup>rd</sup> person singular and plural in the present, perfect & imperfect tenses. 2. To be able to justify your personal response to the British attempts to fight back against the Romans. 3. To be able to accurately recall the meaning of the vocabulary in chapters 1 to 9 vocab lists.						

**Where will we use these ideas again:**  
 These ideas will underpin your language learning as you continue with Latin.  
 You will revisit ideas around Roman colonialism and colonised cultures in the Roman Civ and Literature papers if you continue to GCSE.