

Etwall Primary School – Ancient Languages (Latin) Progression Map

Our End Goal

What will our students be able to do when they leave Etwall Primary School?

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We believe that a high-quality languages education will foster pupils' curiosity and deepen their understanding of the world. It is our intent at Etwall Primary School to provide all of our children with a high-quality education in ancient languages, which develops their love of learning about other languages and cultures. In KS2, we teach Latin to ensure that all children have a good basis and understanding of the root of the romance languages for when they finish their primary education. It is our intent that children are ready to learn a modern language as they enter their secondary phase of education.

Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>*Listen attentively to Spoken language and show understanding by joining in and responding.</li> <li>*Explore the patterns and sounds of language through songs and rhymes.</li> <li>*Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>*Read carefully and show understandings of words, phrases and simple writing.</li> <li>* Appreciate stories, songs, poems and rhymes in the language,</li> <li>* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>* describe people, places things and actions in writing.</li> </ul>	<ul style="list-style-type: none"> <li>*Listen attentively to Spoken language and show understanding by joining in and responding.</li> <li>*Explore the patterns and sounds of language through songs and rhymes.</li> <li>*Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>*Read carefully and show understandings of words, phrases and simple writing.</li> <li>* Appreciate stories, songs, poems and rhymes in the language,</li> <li>* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>* describe people, places things and actions in writing.</li> </ul>

\* understand basic grammar appropriate to the language being studied, including: 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 or are similar to English.

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Procedural Knowledge

What skills do we want our students to have?

How will these skills build on what went before and help prepare our children for what is coming next?

Year 3/4

Year 5/6

To recognise Ancient Greek roots in English words, expanding on the last session where we considered the influence of Latin on the English language.

To understand Ancient Greek and Roman influences in our lives today.

To use Latin vocabulary knowledge to read and illustrate a range of myths.

To rehearse Latin verb endings and translate various Latin verbs

To make our own Roman mosaic of our name.

To sort nouns by gender.

To discover what made the Roman army so effective.

To read, translate and use the Latin verb 'to be' (irregular verbs)

To use Ancient Greek-derived compound word parts

To use Latin vocabulary knowledge to read and illustrate a range of myths.

To use adjectives in describing ourselves in Latin

To listen to and translate descriptions of our classmates

To see how Latin matches adjectives with the nouns being described.

To see how Latin matches adjectives with the nouns being described depending on whether the nouns are subject or object.

To learn some Latin prepositions and see how they're used in sentences.

To explore how time of action is expressed in English verbs.

To distinguish the past continuous from the present tense

To incorporate the technique of glossing into our translating work.

Propositional Knowledge – What key knowledge will our students have?  
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Year 3/4

Year 5/6

To see how Latin roots are used to name modern products.

To understand how English creates meaning through use of word order, and how Latin is different

To understand what a verb is.

To understand the meaning of Greek roots in English compound words.

To learn some of the major Greek gods.

To understand the role of adverbs in English and Latin.

To extend our knowledge of Latin nouns that end in ‘-a’ or ‘-us’

To understand the noun word class.

To understand the verb-subject-object approach to Latin translation.

To about Latin number words.

To learn about Ancient Greek number words.

To discover the similarities and differences between the Modern and Ancient Olympics

To learn about the Latin binomial classification system.

To know how Latin matches adjectives with the nouns being described depending on whether the nouns are singular or plural.

To learn some Latin prepositions and see how they’re used in sentences.

To recognise Latin preposition roots in English and use them as a key to understand English words.

To understand how Latin expresses the past continuous tense.

To understand how to decode Roman numerals, including year dates

To know about the Ancient Greek alphabet and to write our names using it.

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Vocabulary – What key vocabulary will our students need? When will it be introduced?  
 Vocabulary will be re-visited throughout all year groups as it is so important to communicate concepts.

Y3/4	Y5/6
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**Key Latin Vocabulary:**

<p><b>Unit 1:</b> vacca (cow), femina (woman), aqua (water), magnus (wizard), optimus (Very good/best), Victoria (victory).</p> <p><b>Unit 2:</b> Amare (to love), videre (to see), ridere (to laugh), laborare (to work), habitare (to live), cantare (to sing).</p> <p><b>Unit 3:</b> curare (to look after), dare (to give) , bene (well), male (badly), optime (very well), laete (happily), irate (angrily), celeriter (quickly), fortiter (bravely), facile (easily).</p> <p><b>Unit 4:</b> maga (witch), rota (wheel), villa (house), stella (star), regina (queen), medicus (doctor), equus (horse), porcus (pig), magus (wizard), gladius (sword), ventus wind), sonus (sound), digitus (finger).</p> <p><b>Unit 5:</b> taberna (shop), hortus (garden), consumer(to consume), salutare (to greet), numerare (to count), audire (to hear)</p>	<p><b>Unit 6:</b> unus (one), duo (two), tres (three), quattuor (four), quinque (five), sex (six), septem (seven), octo (eight), novem (nine), decem (ten), centum (hundred), mille (thousand), ita vero (yes), minime (no), et (and), esse (to be)</p> <p><b>Unit 7:</b> habere (to have), legere (to read), dormire (to sleep), currere (to run), tacere(to be quiet), scriber (to write), in (in/into), quis (who), quid (what), primus (first), secundus (second), Tertius (third), mirus (amazing), bonus (good), malus (bad), iratus (angry), frigidus (cold), sordidus (dirty).</p> <p><b>Unit 8:</b> dicere (to say/speak), manere (to stay), ducere (to lead), stare (to stand), totus (whole), insula (Island), campus (field). Deus (god) dea.(goddess) e/ex (out/out of), trans (across), per (through)., super (above), sub (under), ad (to), ante (before), post (after), circum (around)</p> <p><b>Unit 9:</b> Ambulare (to walk), vexare (to annoy), invenre (to find), animus(mind/spirit), terra (land/ground), luna (moon), amicus/amica (friend), novus (new)</p> <p><b>Unit 10:</b> Pater (father), mater (mother), infans (baby/young child), frater (brother), soror (sister), rex (king), miles (soldier), canis (dog), feles (cat), pastor (shepherd), urbs (town/city), familia (family), clamare (to shout), ponere (to put/place), delere (to destroy), sperare (to hope), verus (true), mortuus (dead), vivus (alive)</p>
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**Other key vocabulary**

<p>Ancient Greek Latin Root Verb Verb endings Gender Adverb noun</p>	<p>Irregular verb Compound words Adjectives Nouns Preposition Past continuous Present tense Glossing Verb-subject-object Singular/plural Numerals.</p>
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