

### 3. KS2 Programme of Study requirements

National Curriculum guidance states that:

“Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

“At Story Wood we have chosen to teach Latin because of the rich opportunities that come with learning this ancient language. As well as being a fascinating language in its own right, knowledge of Latin helps to develop literacy skills. Through Latin, children develop their knowledge of spelling and vocabulary through learning Latin roots of English words and deepen their understanding of grammar. Alongside language learning, the study of Roman and Greek civilisations aids cultural literacy, encourages cultural insights and gives opportunities for wide-ranging thinking across many linked subjects (including history, philosophy, art, maths and science).



# Maximum Classics

A new way to access the ancient worlds of Greece and Rome



## i. Curriculum overview

### Maximum Classics Latin language scheme of work

Maximum Classics is a scheme and set of digital resources that teaches the Latin language in a way that enhances English literacy, both in its choice of vocabulary and grammar covered. It consists of sixteen Units, each with a particular grammar focus. It is designed to be teachable by non-specialist teachers and accessible by all abilities of student. The course was launched in 2016.

<i>first year</i>	<u>Unit 1</u> The origins of the English language, sentence construction	<u>Unit 2</u> Present tense verbs, six personal endings	<u>Unit 3</u> More present tense verbs, adverbs	<u>Unit 4</u> Subject & object nouns, masculine and feminine nouns
<i>second year</i>	<u>Unit 5</u> Reading simple sentences in Latin (noun, adverbs & verbs)	<u>Unit 6</u> Numerals 1-10, 100, 1000, the irregular verb 'to be' (present tense)	<u>Unit 7</u> Adjectives & agreement with noun in number, gender & case	<u>Unit 8</u> Prepositions
<i>third year</i>	<u>Unit 9</u> Past continuous tense	<u>Unit 10</u> Third group nouns (masculine and feminine), glossing technique	<u>Unit 11</u> Possessive noun endings	<u>Unit 12</u> Negatives, commands & conjunctions
<i>fourth year</i>	<u>Unit 13</u> Simple past tense	<u>Unit 14</u> Questions & answers	<u>Unit 15</u> Auxiliary verbs	<u>Unit 16</u> Reading practice, KS2-3 transfer focus

<i>first year</i>	<u>Unit 1</u> Story: Achilles Background: Classical culture in modern times	<u>Unit 2</u> Story: Orpheus Background: Greek gods	<u>Unit 3</u> Story: Midas Background: Mosaics, curse tablets	<u>Unit 4</u> Story: Boudica Background: Games, Roman army
<i>second year</i>	<u>Unit 5</u> Story: Town Mouse & Country Mouse Background: Roman food	<u>Unit 6</u> Story: Hercules Background: Greek numbers, dinosaur compounds, The Olympics	<u>Unit 7</u> Story: Trojan Horse Background: Scientific classification	<u>Unit 8</u> Story: Hannibal Background: Roman millefiore
<i>third year</i>	<u>Unit 9</u> Story: Echo & Narcissus Background: Aristotle & the Golden Mean, constellation myths	<u>Unit 10</u> Story: Romulus & Remus Background: Greek writing	<u>Unit 11</u> Story: Proserpina Background: Pythagoras' & triangles, reasons for myth	<u>Unit 12</u> Story: Cleopatra Background: Inscriptions
<i>fourth year</i>	<u>Unit 13</u> Story: Greek theatre Background: Music	<u>Unit 14</u> Story: Best & worst Roman leaders Background: Democracy, Plato	<u>Unit 15</u> Story: The Odyssey	<u>Unit 16</u> Story: Hypatia, Caesar, Pygmalion, Geese of Rome Background: influences on science, law, medicine, Shakespeare



Learning Latin as a KS2 language puts students in a strong position to start KS3 as competent and confident language learners. The *Maximum Classics* courses:

- introduce the notion of different linguistic methods for conveying meaning
- explore the paradigm of inflected language
- use vocabulary that is at the foundation of romance languages such as French, Spanish and Italian
- encourage the learning, retention and manipulation of vocabulary
- explore links and relationships between languages
- introduce grammatical concepts such as the infinitive, impersonal verbs and personal endings
- situate language learning within a distinct and different culture

MAXIMUM CLASSICS  
Knowledge Organiser



Key vocabulary



**videre** to see



**habitare**  
to live

**amare**  
to love



**ridere** to laugh

**cantare** to sing



**laborare**  
to work



Key language ideas and grammar

- 1 Latin verbs use **endings** to show **who** is doing the action of the verb.
- 2 The **beginning** of a Latin verb tells us **what** is happening.

Latin verb endings



Important terms

**verb**

A doing or being word

**pronoun**

A word used instead of a noun, such as I, you, he, she, it, we or they

**person**

First person – I/we  
Second person – you/y'all  
Third person – he, she, it, they

# Word Roots Challenge



**laborare**

to work

Scientists sometimes work  
in a laboratory



**habitare**

to live

Where an animal lives can be  
described as its habitat

**videre**

to see



Another word for the ability  
to see is vision



**ridere**

to laugh

If something is ridiculous it may make you laugh



**amare**

to love

If a person is loveable you could  
also describe them as amiable



MAXIMUM CLASSICS  
Knowledge Organiser



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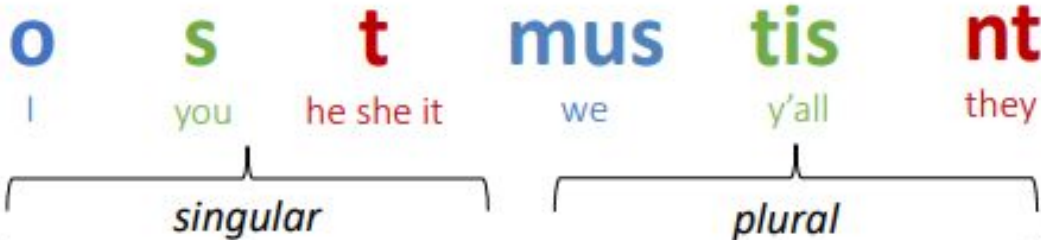


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# Latin verb ending codes

**o** **s** **t** **mus** **tis** **nt**

**I** **you** **he** **we** **y'all** **they**



# Latin verb codes

**o**   **s**   **t**   **mus**   **tis**   **nt**  
I   you   he she it   we   y'all   they

*videre, to see*



video	I see
vides	you see
videt	he, she, it sees
videmus	we see
videtis	y'all see
vident	they see



# Latin Golden Rule



**word  
endings**

# object noun word endings

The woman loves the cow

femina vaccam amat



m

The cow loves the woman

feminam vacca amat



on end of a noun =  
noun is the **object**





umbrella



army



servant



vending machine



flume



constellation



nocturnal



flower



sonic



sack



magic



flame

flos (nice smell)

nox (night)

saccus (bag)

sonus (sound)

magus (wizard)

umbra (shadow)

vendere (to sell)

arma (weapons)

flammeus (fiery)

stella (star)

servus (slave)

flumen (river)

## Word sorting in English

Sort the words you see on the board into the right group – noun or verb.

### Nouns

(person, place or thing)

### Verbs

(doing or being)

Underline the verbs in the sentences below. The first one has been done to show you how.

1. The dog eats his food hungrily.
2. Anil is helping with the washing up.
3. Mo was very happy on his birthday.
4. I tried my best in the race.
5. Two and four make six.
6. Jasmine ate four cupcakes!
7. You will get cold if you forget your coat.
8. Fortunately, the climber showed great bravery in the rescue.
9. I wasn't shouting!
10. Jo always cries at sad films.



### Exercise 3

Choose the right English translation for the following Latin sentences. The first one has been done to show you how.

#### 1. **regina aquam videt**

- The queen sees the water.
- The water sees the queen.



*regina*



*aqua*

#### 2. **vacca stellam amat**

- The cow loves the star.
- The star loves the cow



*femina*



*stella*



*rota*

#### 3. **magae villam curant**

- The witch takes care of the house.
- The witches take care of the houses.
- The witches take care of the house.



*vacca*



*villa*



*maga*

#### 5. **maga rotas videt**

- The witches see the wheel.
- The witch sees the wheels.
- The wheels see the witches.

## The story of... The Town Mouse & The Country Mouse

A mouse who habitat in the city decides to visit his mouse cousin who habitat in the countryside. The Country Mouse laete salut the Town Mouse and although the amount of food he had was neither magnus nor fancy, he curat his cousin optime.

The Town Mouse ridet, "Cousin, come home with me to the city. In the villa where habito, consumo much tastier food than this!"

Can you circle all the past continuous/ progressive verbs in the English sentences below? The first one has been done to show you how.



We were playing in the park when suddenly it started to snow.

If you know the answer, you were listening carefully.

“I promise we weren’t laughing!” cried George.

How do you know it was raining earlier?

I was trying my best to score but the goalie beat me to the ball.

While you were doing you homework, I read my new book.

The moon was shining as the owls hooted in the trees.



# Plenary quiz

**Question 1** Which English word that comes from the Latin for 'to work' describes a place where scientists sometimes work?

**Question 2** Is the English word 'woman' a noun or a verb?

**Question 3** Find the verb in this sentence: "Close the door, quickly!"

valete!



## contradict

'con-trad-ict'

To state an opposite viewpoint



## contraband

'con-tra-band'

Things that are possessed against the rules or law, as in a prison or school

## contrary

'con-tr-air-ee'

Opposite, or tending to do the opposite of what's expected.



## contrast

'con-trast'

A comparison that shows differences

## contr (against, opposite)

origin: Latin

contra ('kon-tra') = against



## Roman recipes for the classroom

### Hypotrimma (cheesy, herby dip)

- ½ tsp lovage seeds
- black pepper
- 3 tsp chopped mint
- cupful raisins
- cupful pine kernels
- cupful cream cheese
- 1 tbsp date syrup
- 1 tbsp honey
- 1 tbsp fish sauce
- 2 tbsp vinegar
- 1 tbsp olive oil
- 1 tbsp defrutum (use grape juice)
- pieces of bread



In a mortar, mix the lovage with the pepper and mint. Add the raisins and pound to a fine paste, add the pine kernels and pound, then add the cheese, date syrup and honey, and blend. Gradually mix in the vinegar, oil and defrutum. Put the paste into a serving bowl and serve with pieces of bread for dipping.

### Make an onager - instructions



1. Stack 5 lolly sticks together, and rubber band the bundle at one end. Then stack 2 lolly sticks together, and wrap a rubber band at both ends.



2. Place the bundle of 2 lolly sticks in the 5-lolly-stick-stack.



3. Wrap a rubber band around all of the lolly sticks to hold the catapult together.

4. Attach a spoon with rubber bands to the two top lolly sticks to serve as a missile holder.



**Tip: scrunched up pieces of paper make great missiles.**