

**EMMANUEL COLLEGE**  
**THE MODERN FOREIGN LANGUAGES DEPARTMENT**

Year 10



<b>Year 10 Mixed Ability</b>	<b>Autumn, Half-Term 1</b>	<b>Autumn, Half-Term 2</b>
<b>Unit Title</b>	Aquae Sulis  Learning more complex grammar including perfect participles: active and passive while learning about the lives of people in the town of Bath (Aquae Sulis) and its importance as a centre of healing.	Roman Religion  Learning about neuter nouns and connections between verbs and nouns while finding out about the processes of religious observance including the role of the haruspex in divination.
<b>Key Question(s)?</b>	Why did the Romans build a temple complex in the town of Aquae Sulis?	How did the Romans further the cause of 'romanitas' using religion?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Review of present participles.</li> <li>• Understanding the formation and usage of PPPs and PAPs.</li> <li>• The partitive genitive.</li> <li>• The baths and temple complex at Aquae Sulis circa 100CE.</li> <li>• Magic and curses: the famous lead tablets: 'defixiones'.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of participles.</li> <li>• The plural of neuter nouns.</li> <li>• Word patterns: links between nouns and associated verbs.</li> <li>• Sacrifice.</li> <li>• Divination.</li> <li>• Religion and 'romanitas': conflation of deities.</li> <li>• Worship of the Emperor.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• The concept of participles: a verbal adjective.</li> <li>• The genitive case.</li> <li>• Roman bathing (Stage 9 CLC Book 1).</li> <li>• Roman Religion (Stage 7 CLC Book 1 and Stage 19 Book 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Noun endings.</li> <li>• Roman religion (Stage 7 CLC Book 1, Stage 19 CLC Book 2 and Stage 21 CLC Book 3).</li> <li>• Promotion of the Roman way of life: Book 2.</li> </ul>
	<b>Spring, Half-Term 1</b>	<b>Spring, Half-Term 2</b>
<b>Unit Title</b>	Military Life in Roman Britain  Introducing the subjunctive mood with two common uses while finding out about the life of ordinary soldiers stationed in Britain during the Roman occupation.	The Organisation of the Army  Furthering knowledge of the uses of the subjunctive by looking at purpose and result clauses while considering the role of the senior officers in the army.
<b>Key Question(s)?</b>	What does the archaeological evidence tell us about the lives of soldiers stationed in Britain during the Roman occupation?	How was the army arranged? Who were the senior officers in the army?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Two forms of the subjunctive: the imperfect and the pluperfect.</li> <li>• The temporal clause.</li> <li>• The indirect question.</li> <li>• The development of the road system in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Further uses of the subjunctive: the purpose clause and the result clause.</li> <li>• An introduction to gerundives expressing necessity.</li> <li>• The senior officers and their role in the army.</li> <li>• The legionary fortress.</li> </ul>

	<ul style="list-style-type: none"> <li>The legionary soldier: recruitment, pay, conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Inscriptions.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>The present active infinitive (used as the imperfect subjunctive stem).</li> <li>Direct question.</li> <li>Question words.</li> <li>The invasion of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>The imperfect and pluperfect subjunctives.</li> <li>The organisation of the army.</li> </ul>
	<b>Summer, Half-Term 1</b>	<b>Summer, Half-Term 2</b>
<b>Unit Title</b>	<p>Archaeology of Roman Britain</p> <p>Learning the final case in Latin: the ablative and its uses while learning about a key figure in the history of the Roman occupation through the writings of his son-in-law, Tacitus.</p>	<p>The City of Rome</p> <p>Learning passive forms in different tenses while looking at the layout of the city of Rome with a particular focus on the Forum Romanum.</p>
<b>Key Question(s)?</b>	What types of archaeological evidence are there in Britain? What can we learn about life in Roman Britain by studying the archaeological evidence?	How important was the Roman Forum in Rome? How were major building projects carried out and funded? What objection was there to Roman rule in Judaea?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>The ablative case.</li> <li>Expressions of time using the ablative and the accusative cases.</li> <li>The historian Tacitus and Agricola.</li> <li>Archaeological evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Passive verbs in the 3<sup>rd</sup> person present and imperfect.</li> <li>Purpose clauses using 'ubi and 'qui'.</li> <li>Perfect and pluperfect passive verbs.</li> <li>The Roman Forum.</li> <li>Conflict: The Jewish Rebellion – Titus and Vespasian.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>Cases in Latin and their uses.</li> <li>The army in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>The active forms of the verb.</li> <li>The meaning of passive linked to PPPs.</li> <li>The subjunctive and its uses.</li> <li>The forum of Pompeii (Book 1 CLC).</li> </ul>
<b>Knowledge and Sequencing Rationale</b>	<p>The content taught in Year 9 has been selected to introduce students to the more complex concepts of Latin grammar while also offering them an insight into life in the army in 1<sup>st</sup> century Roman Britain.</p> <p>Students will have completed Cambridge Latin Course Books 1 and 2 where they will have studied three tenses and five cases. They will also have learned about life on a villa estate in Noviomagus (Chichester) and an important centre of healing in the south west (Bath).</p> <p>Initially, the students are encouraged to work out new grammatical concepts for themselves. This leads on to a thorough explanation followed by practice exercises. Links are made between Latin words and their derivatives in English, French and Spanish. All concepts learned in each stage are thoroughly tested using the Stage Review tests which use the format of GCSE literature papers. In this way, students familiarise themselves with the requirements of the GCSE exams while also ensuring that they have an excellent knowledge of the grammar and vocabulary learned in each stage before moving on to more complex material.</p> <p>The cultural aspect of the course is taught in a way designed to make the students think about the similarities and differences between our society's values and those of the Romans. There are tasks set to allow students to use their creative skills to explore each topic in depth and with enjoyment.</p>	

	<p>Students are encouraged to explore in greater depth the topics introduced in the excursus sections by watching documentaries, studying the weapons and armour of different sorts of Roman soldiers and also reading articles in approved journals.</p>
--	---