

# EMMANUEL COLLEGE

## THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 11



Year 11 Mixed Ability	Autumn, Half-Term 1	Autumn, Half-Term 2
<b>Unit Title</b>	<p>Patrons and Clients in Rome</p> <p>Learning more complex grammar including the ablative absolute, deponent verbs and future active participles while learning about the public buildings in Rome including the Colosseum and the Circus Maximus and the system of patronage in the city.</p> <p>Learning about the historical context and the content of the GCSE prose set texts in English.</p>	<p>Entertainment and Leisure in Ancient Rome</p> <p>Learning the future tense both active and passive.</p> <p>Studying the GCSE prose set texts in Latin. Learning key technical terms for literary criticism of Latin texts.</p> <p>Different forms of education available in 1<sup>st</sup> century CE Rome.</p>
<b>Key Question(s)?</b>	How important was it for people to live in Rome if they wished to live a successful public life?	Example: 'Tacitus's account is unconvincing as his good characters are too good while his bad characters are too bad.' How far do you agree with this statement?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• The ablative absolute: how to recognise and translate this feature of grammar.</li> <li>• Deponent verbs and how to translate them.</li> <li>• Future active participles.</li> <li>• Entertainment in Rome.</li> <li>• Astrology, philosophy and other beliefs.</li> <li>• Introduction to the GCSE prose set texts: understanding the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• The future tense: active and passive.</li> <li>• The future perfect tense and its uses.</li> <li>• Compound verbs: common prefixes.</li> <li>• GCSE prose set text in Latin.</li> <li>• Understanding and employing the Greek terms commonly used in Latin literary criticism.</li> <li>• Preparing for the synoptic question.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• The ablative case.</li> <li>• The use of participles.</li> <li>• Passive forms.</li> <li>• The theatres and amphitheatre in Pompeii (Book 1 CLC).</li> <li>• Religion in the ancient world Books 1, 2 and 3 CLC).</li> </ul>	<ul style="list-style-type: none"> <li>• The tenses in Latin.</li> <li>• Participles.</li> <li>• GCSE prose set text in English.</li> </ul>
	Spring, Half-Term 1	Spring, Half-Term 2
<b>Unit Title</b>	<p>Country Life and Recitations</p> <p>Learning increasingly complex structures including the indirect statement while</p>	<p>The Emperor's Council</p> <p>Furthering knowledge of indirect statement introducing new infinitive forms while considering the role of the emperor's</p>

	looking at the country retreats of two prominent Romans: Hadrian and Pliny.	chief advisers in the administration of the Empire.
<b>Key Question(s)?</b>	Why did wealthy Romans buy country villas? Why might someone attend a recitation?	Who were the 'Amici Principis'? How influential were they?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Passive and deponent verbs.</li> <li>• Indirect statement constructions: accusative + infinitive.</li> <li>• Present subjunctive.</li> <li>• The country life.</li> <li>• Hadrian's villa.</li> <li>• Recitations.</li> <li>• Introduction to the verse set text in English.</li> <li>• Literary and historical context of Virgil's Aeneid.</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect statement using the perfect active, perfect passive and future active infinitives.</li> <li>• The perfect subjunctive.</li> <li>• GCSE verse set text in Latin.</li> <li>• Understanding the role of scansion in understanding poetry.</li> <li>• Preparing for the synoptic question.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Subjunctive forms.</li> <li>• The present indicative.</li> <li>• Life in a villa in Roman Britain (CLC Book 2).</li> <li>• The poetry of Martial.</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect statement using the present infinitive.</li> <li>• The future perfect tense.</li> <li>• GCSE verse set text in English.</li> </ul>
	<b>Summer, Half-Term 1</b>	<b>Summer, Half-Term 2</b>
<b>Unit Title</b>	Domitian and the law courts  Revising the accidence and syntax required for the GCSE language paper. Completing revision materials to prepare for the GCSE prose and verse set texts while also looking at law and order during the reign of Domitian.	Exam practice  Using the resources available online, completing language papers in timed conditions and receiving feedback.
<b>Key Question(s)?</b>	Example: How does Pliny keep his readers entertained? What do we learn of Virgil's attitude to war by reading Book 11 of the Aeneid?	Example: OCR Latin GCSE Language papers 2016 onwards.
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Passive and deponent verbs.</li> <li>• Word order in poetry.</li> <li>• Scansion.</li> <li>• Gerunds and gerundives.</li> <li>• Indirect statement concluded.</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE specified vocabulary list.</li> <li>• All accidence and syntax required for GCSE.</li> <li>• GCSE prose and verse set texts.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• All language work from the start of the CLC.</li> <li>• Set text preparation from the start of Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for GCSE set texts.</li> <li>• Language work completed since the start of the course.</li> </ul>
<b>Knowledge and Sequencing Rationale</b>	<p>The content taught in Year 11 has been selected to introduce students to the last elements of accidence and syntax needed for the GCSE exam while also covering all of the material specified for the GCSE prose and verse set text exams.</p> <p>Students will have completed Cambridge Latin Course Books 1 to 4 where they will have studied most of the grammar required. They will also have learned a wealth of information about life in Roman times covering a number of study areas relevant to their GCSE exams. The students are introduced to their set texts in English first to give them an appreciation of the historical and literary context before attempting to work on the Latin.</p>	

All concepts learned in the final stages of the CLC course 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.

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.

Students are encouraged to explore in greater depth the topics introduced in their set texts by reading approved articles and watching relevant documentaries.