

EMMANUEL COLLEGE
THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 8



Year 8 Mixed Ability	Autumn, Half-Term 1	Autumn, Half-Term 2
Unit Title	Caecilius and Pompeii Learning the foundations of Latin grammar while being introduced to the lives of people in the town of Pompeii (1 st century CE).	Business and Leisure in Pompeii Learning increasingly complex grammar including plural forms.
Key Question(s)?	What was life like for the wealthy in Pompeii?	What economies thrived in Pompeii? How did people spend their leisure time?
Threshold Concepts	<ul style="list-style-type: none"> • Nouns in three declensions. • Nominative and accusative cases. • Latin word order. • Adjectives. • The archaeological evidence for life in Pompeii. • A typical Italic house. 	<ul style="list-style-type: none"> • Plural forms: nouns and verbs. • 1st and 2nd person verb endings. • Pronouns. • The importance of the forum. • The theatre: a typical Plautus plot.
Link to Prior Learning	Not applicable.	<ul style="list-style-type: none"> • Accidence in Latin. • Basic syntax. • The geography of Pompeii.
	Spring, Half-Term 1	Spring, Half-Term 2
Unit Title	Slavery and Death Looking at two new past tenses: the imperfect and the perfect while also learning about the lives of the slaves in society and also the Romans' beliefs about life after death.	Gladiators and Bathing Learning a new case- the dative- in nouns and pronouns while also learning about two key areas of leisure for the people of Pompeii: the amphitheatre and the baths.
Key Question(s)?	What evidence is there in Pompeii about the treatment of slaves? What did the Romans believe concerning life after death?	What experience was on offer at an amphitheatre? Who went to the baths and why?
Threshold Concepts	<ul style="list-style-type: none"> • The imperfect and perfect tenses. • Sentences with no clear subject. • Verbs that form their perfect stem without a 'v'. • The work and treatment of slaves. • Manumission. • Freedmen. • Tombs. • Ghost stories. 	<ul style="list-style-type: none"> • Nouns in the accusative plural. • Superlative adjectives. • The dative case in both nouns and pronouns. • Gladiatorial shows: types of gladiator. • The structure of the amphitheatre. • The importance of the baths in Pompeii.
Link to Prior Learning	<ul style="list-style-type: none"> • Verbs in Latin: present tense. • The role of the subject and object. • The structure of society. 	<ul style="list-style-type: none"> • Recognition of pronouns. • Cases in Latin. • Adjectives: positive.

		<ul style="list-style-type: none"> • Slaves as gladiators. • Public buildings in Pompeii.
	Summer, Half Term 1	Summer, Half Term 2
Unit Title	Education and Elections Reviewing all of the endings of the present tense while looking at the education system in Pompeii.	Vesuvius Learning the last two parts of the imperfect and perfect tenses while looking at the catastrophic impact of the eruption of Vesuvius in 79CE.
Key Question(s)?	How were children in Pompeii educated? How were elections managed?	How did the eruption of Vesuvius in 79CE impact Pompeii? What were the phases of rediscovery and excavation?
Threshold Concepts	<ul style="list-style-type: none"> • The present tense: all endings. • The comparative form of the adjective. • Verbs taking the dative case. • The three stages of education. • The education of girls. • Local government. 	<ul style="list-style-type: none"> • Revision of all present, imperfect and perfect tense endings. • The verb 'to be'. • Revision of nominative, accusative and dative endings in three declensions.
Link to Prior Learning	<ul style="list-style-type: none"> • Verb endings. • Adjectives: positive and superlative. • The structure of Pompeian society. • Daily life. 	<ul style="list-style-type: none"> • Verb endings. • Nouns in three cases. • The use of each case.
Knowledge and Sequencing Rationale	<p>The content taught in Year 8 has been selected to introduce students to the basic concepts of Latin grammar while also offering them an insight into life in 1st century Pompeii, a wealthy and cosmopolitan trading city.</p> <p>Students will have had two introductory language lessons and one introductory culture lesson in Year 7, although most students will probably have some additional knowledge of Roman life from their studies at Key Stage 2 and their own reading.</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.</p> <p>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>	

