

# EMMANUEL COLLEGE

## THE MODERN FOREIGN LANGUAGES DEPARTMENT

Year 9



Year 9 Mixed Ability	<b>Autumn, Half-Term 1</b>	<b>Autumn, Half-Term 2</b>
<b>Unit Title</b>	Life in Rural Britannia  Learning more complex grammar including modal verbs: volo, nolo and possum that take the infinitive while learning about the lives of slaves on a villa estate with different skills.	King Cogidubnus: A Client King  Learning about main and subordinate clauses specifically the relative clause while finding out about the life of a tribal ruler who welcomed the Roman invasion and benefited from it.
<b>Key Question(s)?</b>	How did farming change during the early years of the Roman occupation?	What did it mean to be a client king? Why was Fishbourne Palace built?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Modal verbs: volo, nolo and possum.</li> <li>• Infinitives and their uses.</li> <li>• Key connectives.</li> <li>• Agreement of adjectives across the declensions.</li> <li>• The archaeological evidence for life in rural Britain.</li> <li>• British tribes.</li> <li>• The Boudiccan Revolt.</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses.</li> <li>• Relative pronouns in three genders.</li> <li>• The imperfect tense of the irregular verb possum.</li> <li>• The pluperfect tense.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Adjective forms: positive, comparative and superlative.</li> <li>• Nouns in three cases.</li> <li>• Roman houses.</li> <li>• Slavery in the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>• The perfect stem.</li> <li>• The imperfect of the verb 'to be'.</li> <li>• Tribes and chieftains in Roman Britain.</li> <li>• Tribal districts.</li> </ul>
	<b>Spring, Half Term 1</b>	<b>Spring, Half Term 2</b>
<b>Unit Title</b>	Alexandria  Learning a new case and how it is used while focusing on the city of Alexandria – its foundation and layout.	Glassmaking and peasant life in Roman Egypt  Focusing on adjectives while also learning about a key industry in Alexandria: glassmaking.
<b>Key Question(s)?</b>	What evidence is there for the establishment of Alexandria under Alexander of Macedon? How does underwater archaeology improve our understanding of Alexandria?	How was glass made in Alexandria? How important was this industry? What role did cats play in the Egyptian belief system? How important was the River Nile for the economy in Roman Egypt?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• The genitive case.</li> <li>• Revision of the nominative, accusative and dative case.</li> <li>• Alexander of Macedon.</li> <li>• Alexandria as a trading port.</li> <li>• The Caesareum.</li> <li>• Underwater archaeology.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives across all three grammatical genders.</li> <li>• Glassmaking in Alexandria: process and economy.</li> <li>• The structure of society in Alexandria.</li> <li>• Evidence for corruption in the administration of Roman Egypt.</li> </ul>

<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• The cases in Latin.</li> <li>• Roman provincial administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives: singular and plural forms.</li> <li>• Alexandrian industry.</li> </ul>
	<b>Summer, Half-Term 1</b>	<b>Summer, Half-Term 2</b>
<b>Unit Title</b>	<p>The Worship of the Goddess Isis</p> <p>Looking at the adjectives hic and ille while also studying the worship of the goddess of rebirth: Isis.</p>	<p>Medicine and Science in Alexandria</p> <p>Learning a new grammatical form: the present participle while also learning about the importance of Alexandria as a place of learning.</p>
<b>Key Question(s)?</b>	How significant was the worship of Isis for Alexandria in its role as a trading port?	How significant was Alexandria as a seat of learning for the sciences? What discoveries were made in Alexandria?
<b>Threshold Concepts</b>	<ul style="list-style-type: none"> <li>• Demonstrative adjectives: 'hic' and 'ille'.</li> <li>• Imperatives: form and use.</li> <li>• The vocative case in Latin.</li> </ul>	<ul style="list-style-type: none"> <li>• Present participles: their form and translation.</li> <li>• Personal pronouns in five cases.</li> </ul>
<b>Link to Prior Learning</b>	<ul style="list-style-type: none"> <li>• Adjective forms.</li> <li>• Adjectival agreement.</li> <li>• The case system in Latin.</li> <li>• Religious observance.</li> </ul>	<ul style="list-style-type: none"> <li>• Cases in Latin: nominative, vocative, accusative, genitive and dative.</li> <li>• The library of Alexandria.</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 1<sup>st</sup> century Britain and also Alexandria a wealthy and cosmopolitan trading city.</p> <p>Students will have completed Cambridge Latin Course Book 1 where they will have studied three tenses and three cases. They will also have learned about life in a busy trading port in Campania.</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> <p>Students are encouraged to explore the topics in the excursus sections in greater depth by watching documentaries, studying the art Romano-British Egyptian cultures, and also reading articles in approved journals.</p>	

