

Curriculum Statement: Latin

“Sapientia ipsa libertas – Knowledge itself is liberty”

Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **‘exceptional education for all.’** We passionately believe that **‘Learning Changes Lives’** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

Latin Curriculum Vision:

At Quest Primary School, we believe that a high-quality Latin curriculum will provide pupils with a solid foundation for learning further languages in Key Stage 3, in addition to enriching their current knowledge of the English language both in reading and writing, through the opportunity to reinforce the teaching of English vocabulary and grammar (such as word class, tense and auxiliary verbs) using the same terminology used in English teaching. Moreover, exploring a language with a wide historical and cultural influence broadens pupil’s minds to the interconnectedness of the world’s many languages and opens opportunities for them to engage with new linguistic environments with authority, confidence and respect. Latin also provides purposeful links to other topics in the national curriculum to foster pupils’ curiosity and deepen their cultural capital and understanding of the world for example allowing insights into myths and other cultural aspects that form the basis of modern Western culture.

Our Latin teaching starts in Year 3 and is a logical step after phonics - once children can decode, they are ready to understand the structure and patterns of over half of the English language. Additionally, many of our pupils speak English as an additional language and often those languages have a Latin base or include Latin vocabulary. Learning about Latin supports raising pupil’s self-esteem and provides an opportunity for them to share their knowledge.

Latin is taught in unit blocks, for three half terms a year, once a week for between 45-60 minutes, following a bespoke scheme of work that is closely based on the Minimus scheme of work. The ‘Minimus: Starting out in Latin’ is a unique course providing a lively introduction to the Latin language and the culture of Roman Britain. Led by Minimus the mouse, pupils learn basic grammar and Latin vocabulary through stories featuring a real family who lived at Vindolanda. At the same time, pupils’ knowledge of Roman Britain is broadened by way of a vividly illustrated range of myths and background information. At the start of each lesson, prior learning will be reviewed to consolidate knowledge and commit learning to long-term memory.

Latin will be planned to build on prior learning and supplement the teaching of reading and writing. Upon initial implementation of teaching of Latin at Quest Primary in 2024-25, Years 3,4,5&6 will have the same starting point on the programme of study. After the first year of implementation, subsequent Year 3 classes will have the same starting point (Unit 1) and Years 4,5&6 will continue to progress where they left off

in the previous year group. This will continue until a full Year-by-Year group scheme of work can be applied. 2027-28 will therefore be the first year where each Year group is working at their age-related curriculum level.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.	Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.	Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

Intent, Implementation and Impact in Latin

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
<ul style="list-style-type: none"> To ignite curiosity and lay the foundations for learning new languages. To make solid links with the English curriculum and provide children with the opportunity to embed their knowledge of English grammar and etymology. To equip children with linguistic knowledge, cultural capital and provide purposeful links to other topics in the national curriculum to foster pupils' curiosity and deepen their understanding of the world. 	<ul style="list-style-type: none"> National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for MFL. Teachers plan & follow sequences of learning which build pupils' understanding of verb conjugations, noun declensions and noun adjective agreement. Children's books will show cohesion between taught sessions with clear end points reached and children working with independence. 	<p>Children:</p> <ul style="list-style-type: none"> Pupil's will speak enthusiastically about their Latin learning and articulate what they are learning and why it is important. Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding. Children will be aware of the basis of the Latin language and understand how it has shaped the English language we speak today, giving examples of its use in the modern day.

<ul style="list-style-type: none"> • For children to have a passion for the past shown through an enthusiastic love of learning with a sense of curiosity to investigate the origins of our early language and history. • For pupils' English vocabulary to be built upon with a focus on Latin root words and derivatives. • For children to use Latin vocabulary appropriately to support their own progress and be academically successful in language learning. • To provide fun, active and engaging lessons where all pupils make excellent progress and feel successful and enthusiastic about their learning. • To broaden pupil's minds to the interconnectedness of the world's many languages. • To prepare pupils for language study at secondary school. 	<ul style="list-style-type: none"> • Children have opportunities to revisit key classical substantive concepts such as the idea of myths, culture and heroes. • Teachers know what children have encountered before and make links to previous learning to support children making connections and building schema. • Children will revisit substantive concepts as part of a spiral curriculum approach, to ensure they can build on skills and knowledge incrementally, making meaningful connections to gain a deeper knowledge and understanding of language in the past and how it is used in the present. • Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers. • Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge. • Foundational knowledge is explicitly planned for, to fill gaps in children's cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema. 	<p>Children's Work:</p> <ul style="list-style-type: none"> • Children's work will reflect progression of knowledge, skills and understanding that builds over time. • Children's books will evidence progress, through use of key vocabulary, ability to translate simple words and phrases and knowledge and understanding of stories, myths and legends. • Children's understanding of Latin will be apparent in English work particular in their application of spelling and grammar in their writing. <p>Teachers:</p> <ul style="list-style-type: none"> • Increasing percentages of children will achieve mastery of the topic and become skilled and articulate young linguists. <p>Parents:</p> <ul style="list-style-type: none"> • Parents will see their child's confidence and knowledge in Latin increase.
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National Curriculum Objectives

Key stage 2: Foreign language 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.

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.

Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.