



St. Sebastian's Church of England Primary School

Curriculum Intent Statement - Latin

Intent:

"Non scholae sed vitae discimus ... we do not learn for school but for life"

Anon

Intent:

- Give our children knowledge of the ancient Latin language in order to enable them to make links with other global languages. Latin is a language that has formed the basis for many modern languages and the English we predominantly speak today.
- For our children to understand where our language has originated from and how it has developed over the years
- To give children a strong base for the **next stage in their education** and the future learning of more modern foreign languages. This will open up new ways of thinking and understanding of these languages including those learnt at local secondary schools such as German, Spanish and French which will enable them to become **effective communicators**
- Enable children to make strong links with grammar and spelling therefore helping their reading and writing to also improve across all subject areas. Professionals feel that Latin helps with sentence structure and with knowledge of word placement within sentences. It will give our children a solid understanding of nouns, pronouns, verbs and adjectives which are used daily, along with many other aspects of writing
- Give children a **broad and balanced curriculum** that is **coherent, structured** and interwoven, linking and extending knowledge learnt in other subjects, such as history and maths.
- For all children to gain confidence of the world around them, **widen their horizons** and develop acceptance of other cultures and places.
- Enable children to understand more complex vocabulary in their everyday lives and learning, giving them more opportunities for self-fulfilment and becoming **enquiring learners**
- To help children to celebrate languages they use themselves and aid them with **communication** and verbal precision.
- *Colours link intent back to Whole School Curriculum Intent



Implementation:

All lessons build on prior learning and teachers support children to learn and remember more through:

- The Latin we teach is carefully planned and tailored to build on pupils' ability and prior knowledge
- Use of progression framework to form the key knowledge documents across the school
- Use and adaptation of Minimus Latin, a Latin course for children, based on the lives of a real family at the Roman fort of Vindolanda.
- Support from "Classics for All" and "The Primary Latin Project".
- A focus on key knowledge that children develop and progress with as they move through Key Stage 2
- A cycle of lessons for each topic, which carefully plan for progression and depth
- Elaborative questioning to challenge pupils to apply their learning in a range of ways
- Focus on vocabulary, grammar and phonics that will allow pupils to manipulate the language for themselves.
- Opportunities for curriculum adaptation and challenge, pre teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught.
- Error correction is explicit where the focus is on accuracy: pupils are prompted that there has been an error and their own correction is elicited.
- School leaders are committed to ensuring that language teachers have both a strong
- understanding of curriculum progression in languages and strong subject knowledge.



Impact

How will this be measured?

Pupil Voice will show:

- A developed understanding of Latin including phonics, grammar and vocabulary
- A secure understanding of the key techniques and methods for each key area of the languages curriculum: speaking and listening, reading and writing.
- A progression of understanding, with appropriate vocabulary which supports and extends understanding.
- Confidence in discussing their own work and identifying their own strengths and areas for development.
- A secure understanding of how knowledge gained in Latin lessons develops learning across the curriculum including reading and spelling.

Displays around school and books will show:

- Pupils have had opportunities for practice and refinement of knowledge.
- A varied and engaging curriculum which develops a range of language knowledge.
- Clear progression of knowledge in line with expectations set out in the progression documents.

The subject leader will:

- Collate appropriate evidence over time which evidences that pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected levels.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.