Classics Curriculum Summary

Latin Forms 3 - 6

The study of Latin begins in Form 3, with the linguistic content being introduced at a suitable pace for each age and ability group. The subject matter deals with appropriate topics from life, history and legend. The aims of the course are:

- To acquaint all children with the language so that they might achieve a fluent and intelligent understanding of the written word.
- To provide children with an awareness of language structures and a knowledge of vocabulary that will serve to increase their appreciation of both English and of other modern European languages.
- To give all children knowledge of the Classical background that provides the essential context for the study of the language and to enhance their knowledge and understanding of the stories contained within original sources.

In Forms 3 and 4 we use the Cambridge Latin Course Book I, which is divided into twelve stages, all of which are set in Pompeii in AD79. The course is essentially a reading one and each stage, therefore, contains a number of stories for translation/comprehension purposes. They follow the fortunes of a cast of characters as they pursue their daily life in Pompeii. In this way, children gain a very real impression of the suddenness and significance of the events that took place as they work towards Stage 12 and the eruption of Vesuvius.

In Form 5 we move onto the Cambridge Latin Course Book II, the first half of which is based in Roman Britain, and we then begin to follow our own syllabus which gives the children a thorough grounding of Latin grammar within the context of stories adapted from original Latin sources. We also study in English a series of Greek myths both for enjoyment but also to enhance the understanding of story-telling and the influence of these tales on later European literature. This work continues throughout Form 6.

Form 3

Key Grammar Content

Nouns 1st - 3rd Declension (masculine & feminine) nominative and accusative singular

Verbs 1st - 4th Conjugation present indicative active 3rd person singular
The verb ‘sum’ present indicative 3rd person singular

Vocabulary from CLC Book I Stages 1-4

Syntax Uses of the nominative & accusative
Subject-verb-object relationship
Complements
Direct statement

Background Studies

Last updated: February 2020
Houses and daily life in Pompeii

Form 4

Key Grammar Content

**Nouns**
1st - 3rd declension (masculine & feminine) nominative and accusative plural, dative singular and plural

**Pronouns**
nos, vos

**Verbs**
1st - 4th conjugation present, imperfect & perfect indicative active
The verb ‘sum’ present and imperfect indicative

**Adjectives**
Comparatives and superlatives of regular adjectives

**Vocabulary**
from CLC Book I Stages 5 to 11

**Syntax**
Temporal & Causal clauses
Uses of the dative

Background Studies

The Theatre
Slaves and freedmen
Religious Beliefs
Gladiators
The Baths
Education
Local politics

Form 5

Key Grammar Content

**Adjectives**
1st - 3rd Declension (as Nouns)

**Nouns**
1st - 3rd Declension (masculine & feminine) vocative, genitive & ablative singular & plural
2nd and 3rd declension neuter nouns, all cases

**Prepositions**
All prepositions taking the accusative and ablative cases

**Pronouns**
ego, tu, nos, vos (nominative and accusative only)

**Verbs**
Imperfect & perfect indicative active 1st & 2nd person singular & plural 1st - 4th conjugation
Imperfect indicative 1st & 2nd person singular & plural of the verb ‘sum’
Present infinitive active
Principal parts
Present indicative of the verbs possum, volo and nolo
The imperative
Future indicative of 1st – 4th conjugation regular verbs and ‘sum’

**Vocabulary** from CLC Book I Stage 12, Book II Stages 13 and 14, the Common Entrance Word List.

**Syntax**
Use of the infinitive
Direct command
Prepositional phrases

**Background Studies**
The Eruption of Vesuvius
Roman Britain
Greek Mythology, with particular emphasis on Theseus, Perseus and the Labours of Hercules

**Form 6**

**Key Grammar Content**

**Adjectives** Comparative & superlative of bonus, malus, magnus, parvus and multus

**Adverbs** All adverbs of manner, time and place

**Nouns** 4th & 5th Declension (masculine & feminine) all cases

**Verbs** The future indicative active of possum
Prohibitions (noli/nolite)
The irregular verb eo
The present, imperfect, future, perfect and imperfect passive of 1st to 4th conjugation verbs
Moods and the imperfect subjunctive; purpose clauses and indirect commands
Present participles
Past participle passive
The irregular verb fero

**Pronouns** Declensions of ego/tu/nos/vos, hic and ille, is, se, ipse, idem

**Vocabulary** from Common Entrance Examination Word List for Levels 1, 2 and 3

**Syntax**
Use of Participles
Purpose (Final) Clauses
Indirect Commands

**Background Studies**

Greek Mythology, with particular emphasis on Jason and the Argonauts, The Iliad & Odyssey

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Those who show a particular aptitude for learning Latin or who are preparing for individual school academic Scholarships may expect to encounter some grammatical concepts at an earlier stage and may also, then, cover the following:

**Verbs**
- The perfect infinitive active, present and perfect infinitive passive
- Deponent verbs including present and past participles
- The pluperfect subjunctive active

**Vocabulary**
- from Common Entrance Examination Word List levels 1 to 3 and separate scholarship word lists

**Syntax**
- Indirect Statement (including use of the accusative + infinitive construction)
- Temporal clauses including cum + subjunctive
- The ablative absolute
- Indirect questions
- Consecutive (result) clauses
- Verbs of fearing
- Conditional clauses

**Contribution to Spiritual, Moral, Social and Cultural Education**
Latin develops SMSC in a wide variety of ways, including:
- Developing an appreciation and understanding of other cultures
- Engaging the children in discussion about a range of beliefs and attitudes
- Giving children an appreciation of the richness of language and the importance of communication skills
Greek Forms 5 - 6

The opportunity to study Greek is offered to those pupils who, after one year of Latin, have shown a particular aptitude or enthusiasm for the language. During the two-year course, we aim to introduce them to the structure of the Greek language and to aspects of Greek myth, literature and history. While the pupils acquire their knowledge of the latter in part through translations and books in English, they are also given the opportunity to read at least a little in the original. Original Greek can be read at an earlier stage in the course than Latin and can therefore be appreciated even by a relative beginner.

Form 5
In Form 5 the course is divided between studying the language and topics from Greek mythology and culture.

The language work begins with the learning of the Greek alphabet. Grammar points and vocabulary are then introduced in the context of simple sentences. Notes are made in the pupils’ exercise books and this process continues throughout the two-year course. Much work is done on connecting Greek words with English derivations.

The pupils study the Gods of Olympus and heroes from Greek mythology. They share their knowledge with other members of the class and then choose a particular person to investigate in more detail. They also undertake work on the topic of the Ancient Olympic Games, discovering information about the events, athletes and the site of Olympia.

Form 6
In Form 6 the course is once again divided, this time between work on the language and the study of Greek literature.

More grammar points and vocabulary are introduced so that the pupils are in a position to read some passages of adapted original Greek, using the book “Reading Greek”.

The pupils also study the two epic poems of Homer, ‘The Iliad’ and ‘The Odyssey’. This is mainly done through translations and books in English, but some of the original Greek is read.

Contribution to Spiritual, Moral, Social and Cultural Education
Greek develops SMSC in a wide variety of ways, including:

- Developing an appreciation of other cultures
- Engaging the children in discussion about a range of beliefs and attitudes
- Giving children an appreciation of the richness of language and the importance of communication skills