

SAMPLE LESSON PLANS

The *Primary Latin Course* is designed to provide extremely flexible teaching materials for KS2. Every school operates in different circumstances and therefore the amount of time available for Latin varies from school to school. Furthermore, some schools will want to focus on archaeology and civilisation, others may wish to focus more on the language, while others again will want to keep a balance between language and culture. Feel free to build a course to suit you and your students.

The following lesson plans are just one example of how a school might offer Latin if it has about 30 minutes a week and runs a course for one year. But you might just want to offer Latin for a couple of weeks, or for one term. Use the materials in the *Course* however you wish. If you have more time you may wish to go in to much greater depth in each Chapter, reading and re-reading all of the stories and pursuing projects on some of the cultural topics.

In the following example, we aim to study one chapter each half-term as follows:

Autumn 1st half-term: Chapter 1
Autumn 2nd half-term: Chapter 2

Spring 1st half-term: Chapter 3
Spring 2nd half-term: Chapter 4

Summer 1st half-term: Chapter 5
Summer 2nd half-term: Chapter 6

Remember: what follows is just an example. We'd love to hear from you with approaches which work well for you and your students – it would be great to share them with other teachers!

CHAPTER 1: THE MAIN STREET

Lesson 1 (30 min)

- **Archaeology** section: play the audio, guess at what the object could be, explain site of Herculaneum & discuss differences between ancient and modern towns (15 min)
- **Interactive image**: discuss image with class, read and practise words (10 min)
- Game based on **Interactive image** from the *Guide to using the Primary Latin Course* (5 min)

Lesson 2 (30 min)

- **Interactive image** starter: remind of vocab, town of Herculaneum (5 min)
- **Core story (The people in the town)**: read story using audio, use images to discuss professions in the town, work out pronunciation of Latin vs English (15 min)
- Complete the worksheet **The people of the town**, filling in the Latin and English names for the characters, to be stuck into the children's books (10 min)

Lesson 3 (30 min)

- Activity 'salve / salvete' from *Teacher's Guide Core story (The people in the town)* (5 min)
- **Civilisation**: play audio and discuss content (15 min)
- Archaeology detectives game from *Teacher's Guide (Archaeology section)* (10 min)

Lesson 4 (30 min)

- Additional story: **salve!** (consolidation) or **The cat and the fish** (extension)
 - read story together with audio and images (10 min)
 - for **salve!** act out the story, for **The cat and the fish** complete worksheet **Write your own translation** (15 min)
- Game based on vocabulary of Chapter 1: **Pairs** (5 min), or a game from *Teacher's Guide* based on Chapter 1 vocabulary

Lesson 5 (30 min)

- **Interactive image** activity (choose from the *Guide to using the Primary Latin Course*) (5 min)
- Using **Core story (The people in the town)**, do Latin comprehension question activity (with mini whiteboards, or full class responding, or asking individual pupils), see **Core story** suggestions in *Teacher's Guide* (5 min)
- **Activity** section: **Naval race** on Chapter 1 vocabulary / language patterns (10 min)
- **Activity** section: worksheet **Language links** (extension) or **Wordsearch** (consolidation) (10 min)

Lesson 6 (30 min)

- Starter Latin noughts & crosses from *Guide to using the Primary Latin Course* (5 min)
- Worksheet **Comparing high streets** (10 min)
- Game: **Naval race** based on Chapter 1 civilisation material (10 min)
- Game: memory game 'vale/valete' to say goodbye at end of lesson (see *Teacher's Guide The cat and the fish* extension story activities) (5 min)

CHAPTER 2: GOING TO SCHOOL

Lesson 1 (30 min)

- Starter: *salve magister!* game (5 min)
- **Interactive image**: discuss what is happening in image & investigate vocabulary - what do children think the space is? (see Points for discussion in *Teacher's Guide*) (10 min)
- **Archaeology** section (10 min)
- **Activities** section: **Spot the difference: the palaestra** sheet, on whiteboard or using printed version (5 min)

Lesson 2 (30 min)

- **Core story (Going to school)**: read story using audio, use images to discuss going to school in ancient Rome, use *Teacher's Guide* discussion / activity ideas (20 min)
- Classroom commands game from *Teacher's Guide* core story (includes new vocabulary) (10 min)

Lesson 3 (30 min)

- **Activities** section: **Pairs** (practise vocabulary from **Core story**), or activity from *Teacher's Guide* based on **Core story** (10 min)
- **Civilisation** section: play audio and discuss content (15 min)
- **Activities** section: **Categories** - school subjects (5 min)

Lesson 4 (30 min)

- Read **The cat wanders** (longer) or **Where is Silvia?** (shorter) (10 min)
- Play game from *Teacher's Guide* - either *quis/ubi/quid* game (for consolidation) or acting out the verbs to consolidate vocabulary (5 min)
- Choice of activities: let children read **Fact file** on children at schools or listen to **Mythology** story about Odysseus (15 min)

Lesson 5 (30 min)

- Classroom commands game (5 min)
- **It's all Greek to me!** or **Learn it by heart!** worksheet (15 min)
- **Activities** section: **Naval race** on Chapter 2 civilisation (10 min)

Lesson 6 (30 min)

- Starter Latin noughts & crosses from *Guide to using the Primary Latin Course* (5 min)
- Read story **The cat wanders** or **Where is Silvia?** using **Write your own translation** sheet to translate independently; or for consolidation read with the class and use Latin comprehension questions (15 min)
- **Activities** section: **Naval race** on Chapter 2 language (10 min)

CHAPTER 3: AT THE BATHS

Lesson 1 (30 min)

- **Interactive image:** initial exploration of vocabulary and areas: what do the children notice in the image? (10 min)
- **Archaeology** section, using ideas from Points for discussion and Activities in *Teacher's Guide* (20 min)

Lesson 2 (30 min)

- **Interactive image:** review vocabulary and choose idea from *Teacher's Guide* (5 min)
- **Core story (Dama and Marcus go to the baths):** read story using audio, use images to discuss going to the baths, use *Teacher's Guide* discussion / activity ideas (20 min)
- **Activities** section: **Pairs** (practise vocabulary from **Core story**) (5 min)

Lesson 3 (30 min)

- **Consolidation story (The wrong toga):** read together and discuss using ideas from *Teacher's Guide* (10 min)
- **Activities** section: **Categories** game, developing knowledge of adjectives (5 min)
- **Civilisation** section: screens 1-5 followed by **Design your own mosaic** worksheet (15 min)

Lesson 4 (30 min)

- **Consolidation story (Silvia and the three baths):** (10 min)
- **Civilisation** section: review screens 1-5 then screens 6-10, focusing on hypocausts and using ideas from *Teacher's Guide* (15 min)
- **Activities** section: **Let's go to the baths!** sheet, on whiteboard or using printed version (5 min)

Lesson 5 (30 min)

- **Mythology** section: listen to, and discuss, story of Daedalus and Icarus (15 min)
- **Mythology** section: activity from *Teacher's Guide* on Daedalus and Icarus (perhaps focusing on artistic interpretation of story) (10 min)
- Review core vocabulary with **Interactive image** and/or **Pairs** game from **Activities** section (5 min)

Lesson 6 (30 min)

- Read some/all of **Fact file** together, focusing on idea of immigration (see *Teacher's Guide*) (10 min)
 - **Extension story (The singing slave):** either read and discuss together as a class, or children use the **Write your own translation** worksheet (10 min)
 - **Activities** section: **Language links** worksheet on derivations (10 min)
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CHAPTER 4: CARA PAINTS A PICTURE

Lesson 1 (30 min)

- **Interactive image:** initial investigation of image and vocabulary – what can children see in the image? (10 min)
- **Archaeology** section: investigation of *atrium* of Roman house and decoration, using ideas from *Teacher's Guide* (15 min)
- Game based on **Interactive image** from *Teacher's Guide* (5 min)

Lesson 2 (30 min)

- **Interactive image:** review vocabulary and various activities in *atrium* (5 min)
- **Core story (Cara paints a picture):** read story using audio, use images to discuss what's happening before drawing out meaning of Latin. Using lots of English comprehension questions elicit idea that words ending in *-m* don't do usually do the action. Ideas in *Teacher's Guide* (20 min)
- **Activities** section: review vocabulary using **Match the pairs** game (5 min)

Lesson 3 (30 min)

- **Consolidation story (Livia gets an audience):** read together then act out in groups (20 min)
- Study vocabulary and derivations in English via the **Language Links** worksheet in pairs, then feed back to whole class (10 min)

Lesson 4 (30 min)

- **Civilisation** section: study together using *Teacher's Guide* for more discussion ideas and questions. Then children do either the **Do your own painting!** or **Complete the wall painting!** worksheet (student choice) (20 min)
- **Activities** section: **Naval race – civilisation** (5 min)
- **Interactive image:** review vocabulary (5 min)

Lesson 5 (30 min)

- **Consolidation story (Balbus the painter):** read together as whole class then children complete **Write your own translation** sheet (15 min)
- **Activities** section: **Naval race - language** or **Categories**, reviewing rooms of the house (5 min)
- Display **Fact file** on screen or print out: read and discuss role of women together (10 min)

Lesson 6 (30 min)

- Review vocabulary with **Interactive image** or **Match the pairs** (from **Activities** section) (5 min)
- Listen together to story of Actaeon and Artemis in **Mythology** section (10 min)
- Class discussion of issues raised in Actaeon and Artemis story (see *Teacher's Guide* for options and activities) (15 min)

CHAPTER 5: AN ERRAND IN TOWN

Lesson 1 (30 min)

- **Interactive image:** initial investigation of image and vocabulary – what can children see being sold and traded in the image? Use ‘Close up’ function for detail (10 min)
- **Archaeology** section: investigation of *triclinium* of Roman house and the food available. How were wealthy Romans’ dinners different from our own? How can we find evidence of what people have eaten? (10 min)
- Children consider Roman food further via **Comparing dinners** worksheet (10 min)

Lesson 2 (30 min)

- **Interactive image:** quick review of vocabulary and foods in image (5 min)
- **Core story (An errand for Aper and Caper)**, focusing on foods available and on words ending in *-m* not doing anything (object/accusative case) (15 min)
- Review vocabulary and derivations via **Language links** worksheet (10 min)

Lesson 3 (30 min)

- Quick re-read of **Core story (An errand for Aper and Caper)**, orally as whole class (5 min)
- **Civilisation** section – what was the difference between what poor people ate and what rich people ate? Would the children have enjoyed a Roman meal? What foods didn’t the Romans have? (15 min)
- **Hosting a dinner party** worksheet (10 min)

Lesson 4 (30 min)

- **Consolidation story (Balbus looks for a present):** listen to the audio and read together, consolidating longer sentences with accusatives and adjectives by asking lots of comprehension questions (10 min)
- Children write own Latin sentences using the **Complete the sentences** worksheet (15 min)
- **Interactive image:** which foods would the children buy for a good Roman dinner? (5 min)

Lesson 5 (30 min)

- **Consolidation story (A new spice):** listen to the audio and read together, then act out in small groups (20 min)
- Continue theme of where food comes from with the **Where does your food come from?** worksheet (10 min – children could complete at home)

Lesson 6 (30 min)

- Children read **Fact file: Aper and Caper** on Roman slavery together in groups/pairs. How would it have felt to be a slave? Why might Dama have freed a slave? What do the children think of Dama, knowing he had slaves? (20 min)
- Quick re-read of one or two stories from the chapter – how much can the children remember? (10 min)

CHAPTER 6: AT THE THEATRE

Lesson 1 (30 min)

- **Interactive image:** initial exploration of image and vocabulary – what similarities and differences with theatre today? (10 min)
- **Archaeology** section: what might the object be? Should the theatre be excavated? What arguments are there for not excavating archaeological sites and artefacts? Group discussions then feedback (20 min)

Lesson 2 (30 min)

- **Interactive image:** quick vocabulary review game. What might the semi-circular space in front of the stage have been for? Group ideas then feedback (5 min)
- **Core story (A new statue):** initial read of story together, not trying to understand every word, but just getting overall sense of story. A few comprehension questions (10 min)
- **Core story (A new statue):** using **Write your own translation** worksheet, children work in groups to come up with their own translations (15 mins)

Lesson 3 (30 min)

- **Civilisation** section: read through together, then discuss/make notes in groups what it would have been like at the theatre through the eyes of an actor or spectator, then feedback (20 min)
- **Consolidation story (Dama gets a scare):** initial read of story together, not trying to understand every word, but just getting overall sense of story. A few comprehension questions (10 min)

Lesson 4 (30 min)

- **Consolidation story (Dama gets a scare):** second reading of story together, with more detailed investigation and translation (10 min)
- Children act out **Dama gets a scare** in small groups, and children judge best group for entertainment (20 min)

Lesson 5 (30 min)

- **Fact file: Balbus** – children read together in small groups. How was Balbus' life different from Dama's? (20 min)
- **Consolidation story (A play):** initial read of story together, not trying to understand every word, but just getting overall sense of story. A few comprehension questions (10 min)

Lesson 6 (30 min)

- **Consolidation story (A play):** second reading of story together, then using **Write your own translation** worksheet, children work in groups to come up with their own translations of part of the story (20 mins)
- **Mythology** section: listen to Iphigenia story together – what would you have done in Agamemnon's place? Or in Iphigenia's? (10 min)