

Beginning Classical Languages

Implementation Guide



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Suggested Task Parameters

	Length for prescribed/set text across the semester	Suggested length of text in tests	
		Unseen translation/comprehension test:	Prescribed/set text test
Unit 1	A minimum of 200 lines of prose	Approx. 10 lines of text/60 min test OR a passage of 60 – 70 words/60 min test	Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from explicit grammar, derivatives in English, and translation to comprehension and context A longer test of 90 mins may include another passage from the prescribed text
Unit 2	A minimum of 200 lines of prose	As unit 1 but complexity of texts and questions increase Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	As unit 1 but complexity of texts and questions increase Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from explicit grammar, derivatives in English, and translation to comprehension and context A longer test of 90 mins may include another passage from the prescribed text
Unit 3	A minimum of 250 lines of prose or poetry	As unit 1 but complexity of texts and questions increase Approx. 10 lines of text/60 min test OR A passage of 60 – 70 words/60 min test	As unit 1 but complexity of texts and questions increase Two passages of Latin, approx. 10-15 lines each Each passage has questions ranging from explicit grammar, derivatives in English, and translation to comprehension and context A longer test of 90 mins may include another passage from the prescribed text
Unit 4	A minimum of 300 lines of prose or poetry	As unit 1 but complexity of texts and questions increase Approx. 10 lines of text/60 min test OR	As unit 1 but complexity of texts and questions increase Two passages of Latin, approx. 10-15 lines each

		A passage of 60 – 70 words/60 min test	Each passage has questions ranging from explicit grammar, derivatives in English, and translation to comprehension and context A longer test of 90 mins may include another passage from the prescribed text
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General Resources

BBC Languages, [BBC Languages – Free online lessons to learn and study with](#)

[Latin numbers, words and phrases used for dates - The University of Nottingham](#)

[Resources for Classical Greek](#)

[Resources for Latin](#)

[Cambridge School Classics Project |](#)

[Diogenes](#)

[The Ashmolean Latin Inscriptions Project \(3\); \(latininscriptions.ashmus.ox.ac.uk/.\):](#)

[Sanskrit Learning Resources | GoSanskrit - Free Sanskrit Learning Guide](#)

[Perseus Digital Library](#)

[Free eBooks | Project Gutenberg](#)

[Latin Handouts](#)

[Wheelock's Latin](#)

[Worlds of Roman Women](#)

Open Source Textbooks

[The Project Gutenberg eBook for Beginners](#)

The Individual

Students learn about classical notions and expressions of individuality through the analysis and translation of classical texts in the chosen language. Inspired by classical writings and experiences, they explore ways of being in the classical world and reflect on their own selfhood, culture and life. Students reflect on their language learning practices and their developing intercultural understanding skills.

analyses familiar and unfamiliar language, literary features and the structure of texts about individuality to decode and infer meaning and draw well-informed, logical conclusions, e.g., grave inscriptions, graffiti, biographical writing, ostraca, patronymics and epithets	Students read, listen to and view a range of texts modified for language learners, or simple authentic texts, that explore how individuality is expressed across historical and cultural contexts. Teachers and students select texts that highlight how identity is represented through language, status, lineage, naming practice and social role Vocabulary, naming conventions and markers of identity. • Examine how language encodes individuality through naming systems/ conventions. • Infer relationships from patronymics, deduce social status from titles, lineage, occupations or personal qualities and tribal affiliations. Compare Roman naming practices with modern systems to infer relationships and hierarchy from naming patterns. Short and fragmentary texts • Read and analyse texts such as grave inscriptions, graffiti and ostraca, curse tablets and votive inscriptions. • Identify key vocabulary and structural features that convey meaning. Infer identity, status or personal experiences from minimal information, analyse how abbreviations and omissions require readers to supply cultural knowledge. • Analyse how individuals express personal concerns (e.g. rivalry, love, justice, gratitude to gods) and infer emotional states and motivations from personalised expressions. • Interpret a grave inscription to infer age, social role, or values, analyse graffiti to understand voice, emotion, or resistance, use Sanskrit donative inscriptions (e.g. temple or pillar inscriptions) to identify how individuals construct identity through religious devotion, lineage and merit. Biographical and historical texts • Engage with short biographical accounts or autobiographical excerpts that represent individuality • Analyse how text structures shape the portrayal of a person or compare how identity is constructed differently in formal biography v informal or fragmentary texts. • Passages from Nepos or Eutropius. Use Ancient Greek biographical excerpts (e.g. simplified Plutarch) to compare how moral character and individuality are constructed through anecdote and comparison Literary features and stylistic devices • Students analyse literary features used to construct individuality.
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	• Examine how epithets create enduring identities or reputations, explore how recurring descriptors reinforce traits or values, compare literal vs symbolic meanings to infer deeper layers of identity • Analyse direct speech and internal reflection as a way of representing individuality (e.g. Latin epic, Greek tragedy, Sanskrit narrative). Examine how shifts into first-person or reported speech personalise experience. Examine contrast and opposition (e.g. duty vs desire, public vs private identity) as a structural way of constructing individuality across texts.
critically analyses classical notions and expressions of individuality and ways of being in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g. paterfamilias, patrician/plebeian, freedom and slavery, gender, hērōs, ahamkara/ prakriti	Students focus on the cultural values and ideals embodied by individuals rather than the literary techniques used to represent them. • Social roles and structured identity - Examine how identity in classical cultures is defined through social roles and responsibilities. Analyse texts (e.g. inscriptions, legal references, narrative excerpts) that describe the role of the paterfamilias and household structure. Identify key vocabulary related to authority and duty, infer how identity is shaped by position within the family and broader society. Compare these role-based identities with modern notions of individuality. • Status and social hierarchy - analyse how social status shapes identity and ways of being. Interpret texts that reflect patrician and plebeian distinctions or elite and non-elite experiences. Examine language that signals status (e.g. titles, descriptors, forms of address), infer how opportunity, reputation and identity are influenced by status and compare these systems with modern society. • Freedom and slavery - explore how freedom and enslavement affect individual identity. Analyse inscriptions and short texts identifying enslaved and freed individuals. Examine how language encodes status, infer aspects of lived experience from limited textual evidence, evaluate how identity changes through manumission as both a legal status and personal condition. • Gender and identity - examine how gender roles influence identity and ways of being in classical cultures. Analyse texts that represent expectations of men and women, identifying gendered vocabulary and roles (e.g. matrona, uxor, virtus). Infer how behaviour and identity are shaped by cultural expectations, examine which perspectives are included or excluded and compare ancient and modern ideas of gender • Heroism and ideal identity - analyse how ideal individuals are constructed in classical texts. Interpret literary and historical texts that present figures such as Aeneas or the idea of a hērōs. Identify key qualities (e.g. pietas, virtus, gloria), examine how these are emphasised through language and narrative structure and evaluate how such ideals shape cultural understandings of individuality
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about individuality and/or individual	Students apply their knowledge of vocabulary, grammatical structures and linguistic features to interpret meaning accurately and develop deeper insights into how identity is expressed. Students use explicit knowledge of vocabulary, morphology, syntax and linguistic conventions to support interpretation and analysis.

experiences in the classical world accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing	• Apply knowledge of vocabulary and linguistic features to interpret and explain differences across text types. Compare formal, formulaic language in inscriptions (Dis Manibus, honorific titles) with informal or conversational language in graffiti. Identify features such as politeness, brevity or familiarity, explain how vocabulary and tone shapes meaning and representation of the individual • Apply knowledge of grammatical structures, particularly person and tense, to interpret and explain first-person expressions of individuality and experience. Read and respond to biographical or autobiographical-style texts, identifying use of first-person pronouns and verb endings. Analyse present vs past tense to understand perspective and time, explaining how these grammatical choices shape meaning and identity • Apply understanding of vocabulary and grammatical structures to interpret and explain expressions of opinion, agreement and disagreement in texts. Identify evaluative language in graffiti or short texts, interpreting expressions of preference or judgement • Analyse how word order variation (especially in Latin and Greek) emphasises identity markers or emotional states (e.g. placing ego or key descriptors in prominent positions). • Identify how omission (ellipsis) contributes to voice, particularly in graffiti and informal texts, and how this differs from more formal or complete structures.
applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about individuality and individual experiences in the classical world using language appropriate to the cultural context	• Produce translations of short texts such as inscriptions and graffiti, correctly interpreting vocabulary, abbreviations and formulaic expressions. • Translate longer passages describing individuals and their experiences, maintaining grammatical relationships and conveying meaning clearly in English e.g. Letters- Pliny the Younger or Lives-Nepos • Apply knowledge of familiar and unfamiliar vocabulary to infer meaning and support accurate translation. • Explain how grammatical features such as tense, case, participles, pronouns and clause structures contribute to meaning. • Analyse stylistic features such as repetition, emphasis, word order and direct address, explaining their contribution to representations of individual experience. • Adapt translations to reflect tone, register and purpose, selecting language appropriate to the cultural context. • Translate culturally significant terms related to identity, status, family relationships and social roles, recognising that some concepts have no direct English equivalent. • Compare and evaluate alternative translations of words, phrases or passages, justifying choices with reference to vocabulary, grammar, style and context.
creates texts by accurately applying grammar, familiar and unfamiliar vocabulary and effective style	Students create fiction or non-fiction pieces accompanied by rationales in which they justify their language • Write a grave inscription - students create a short epitaph for a real or fictional individual, applying correct grammar and conventional formulae.

	• Students write a short paragraph about a historical or fictional individual • Students create a short piece of Latin graffiti expressing opinion, humour or personal experience. • Create a character profile – name, family, status, occupation, qualities • Write a first-person account of a day or experience, e.g. write a diary entry as an enslaved Roman after a day in the household, utilizing emotion and referencing social position. • Reinterpreting classical texts for modern audiences, e.g. diary entries, social media posts, or letters from the perspective of a historical figure.
creates texts about individuality and individual experiences in the classical world that are effective for context, audience and purpose, and takes risks with new language	• Write/speak a text for formal speech v comic dialogue. Compare Ciceronian-style formal Latin with Plautine conversational Latin and recreate each style in short compositions. Greek: write a formal συμβουλευτικός λόγος (persuasive speech) vs a personal reflection. Sanskrit: contrast elevated poetic praise with simple narrative prose • Describe a marketplace scene as a historian v a participant. Latin: describe the same event: as a military report to a commander, as a personal letter home. Greek: describe a marketplace: as a historian vs participant. Sanskrit: describe an event: as a court poet vs observer • Change the purpose of a text type e.g. turn as inscription into a personal diary entry, graffiti → formal complaint or petition, biographical extract → first-person monologue • Language risk taking... Students are required to include: one complex grammatical structure (e.g. subordinate clause, participle, compound), one creative stylistic feature (e.g. repetition, emphasis, epithet), Latin: manipulate word order for emphasis. Greek: include a participial phrase or epithet. Sanskrit: attempt a compound (samāsa) or descriptive phrase
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• Using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • Using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner. • Evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own selfhood, culture and life inspired by the ideas of the classical world	• End of unit reflection question in an exam, written in English. • Write a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements • Reflect on how classical ideas of identity, status, duty, freedom, gender or heroism compare with students' own experiences and assumptions about individuality. • Analyse how studying classical cultures has challenged, confirmed or complicated their understanding of selfhood, relationships and social expectations.

reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Write in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the classical traditions studied. • Write about realisations regarding language, identity and culture in their own lives in comparison with the classical cultures studied
Resources	• Basic Funerary Inscription, Pompeian Graffiti, Biographical Writing, Letters, Epitaph Poetry • What Is Epithet? Definition and Examples of How to Correctly Use Epithet in Literature - 2026 - MasterClass • Latin Funerary Inscriptions • Epigraphic Database Heidelberg https://edh.ub.uni-heidelberg.de/ • EDCS – Epigraphy Database Clauss/Slaby https://edcs.hist.uzh.ch/ ○ Ancient Graffiti Project :: Featured Graffiti - Pompeii ○ https://museum.wales/media/52109/11.FactSheet.Roman-Inscriptions.ENG.pdf ○ Ostrakon - Livius ○ US Epigraphy — Inscription — MD.Balt.JHU.L.M.2.3.4 • BBC - History - Ancient History in depth: Social Pecking Order in the Roman World • Roman inscriptions • John Hopkins Archaeological Museum • Ashmolean Museum Oxford <i>Learning Latin through a textbook course structures the acquisition of vocabulary, syntax and morphology and supports the reading of basic original Latin (as suggested above)</i> Textbook Courses: • Cambridge Latin Course I, Stages 1 – 8 • Oxford Latin Course, Chapters 1 - 8 • Suburani, Chapters 1 – 8 • Lingua Latina, Chapters 1 - 8

Society and Community

Students learn about classical societies and communities through the analysis and translation of classical texts in the chosen language. They consider how writers expressed their perception of and engagement with their society and community using grammar and vocabulary. Inspired by classical writings and experiences, students reflect on their own relationship to community and the nature of their community life. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

analyses familiar and unfamiliar language, literary features and the structure of texts about classical communities to decode and infer meaning and draw well-informed, logical conclusions, e.g., stela, religious inscriptions, graffiti, modified Hesiod Works and Days extracts, Veda extracts	Students read, listen to and view a range of texts modified for language learners, or simple authentic texts, that represent classical communities and social life in the ancient world. They identify important information, interpret what texts reveal about people, beliefs and daily life, and use textual evidence to make informed conclusions about ancient societies. • Inscriptions and public text Students analyse short texts such as stelae, epitaphs, dedications and religious inscriptions. They identify familiar vocabulary and grammatical features and use contextual, linguistic and cultural clues to infer the meaning of unfamiliar language. For example, interpreting an epitaph to infer social status, family relationships or community values, or analysing a votive inscription to understand religious practices and communal identity. • Graffiti Students read and analyse graffiti and other informal texts to investigate everyday experiences within classical communities. They identify explicit information and infer attitudes, relationships and social practices from brief or fragmentary texts. For example, analysing Pompeian graffiti to understand humour, rivalry, friendship or community concerns. • Literary representations of communities Students engage with extracts from literary texts that depict social relationships, work, religion and communal life. They analyse how language, imagery and characterisation construct representations of communities. For example, modified extracts from Hesiod's Works and Days to explore agricultural life, labour, justice and social expectations. For example, examining episodes from Homer, Herodotus, Livy or Virgil to explore leadership, duty, belonging and social order. • Literary features and text structures Students analyse literary features and structural elements that contribute to meaning. They examine repetition, formulaic expressions, epithets, contrast, dialogue and descriptive language, and consider how these features shape representations of classical communities. For example, analysing how advice, narrative episodes or catalogues of activities in Works and Days communicate social values and community expectations.
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critically analyses community and being in a community pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., citizenship, polis, res publica, varna, jati, irrigation and community structures	Apply increasing understanding of language to evaluate texts written for Language learners to draw meaning for comprehension and inference. For example: • Citizenship and civic participation Investigate what it meant to be a citizen and how citizenship shaped participation in community life. Examine who was included and excluded from civic decision-making and consider the values that underpinned these systems. For example, analysing Athenian citizenship laws, assembly procedures or jury service to evaluate ideas about participation, responsibility and belonging. • Social hierarchy and identity Examine how social status, occupation, gender, age or family background influenced an individual's place within a community. Investigate how different social groups experienced community membership and responsibilities. For example, analysing evidence relating to patricians and plebeians in Rome, or exploring the roles of household members, clients and patrons within Roman society. • Community organisation and shared resources Investigate how communities cooperated to manage resources and support collective wellbeing. Examine archaeological, historical and textual evidence to understand systems of organisation and governance. For example, examining how public works such as roads, aqueducts or marketplaces supported Roman communities. • Religious communities and collective identity Students explore the role of religious beliefs, rituals and festivals in shaping community values and social cohesion. They examine how participation in religious practices reinforced shared identities and responsibilities. For example, analysing evidence for community festivals, temple activities or religious observances to investigate how belief systems united members of a community. • Competing perspectives within communities Students investigate how different groups may have experienced the same community in different ways. They compare perspectives and consider whose voices are represented or omitted in surviving evidence. For example, examining accounts of Spartan society from both Spartan and non-Spartan perspectives, or comparing elite literary sources with archaeological evidence relating to non-elite groups. • Evaluating evidence about community life Students critically evaluate the usefulness and reliability of different types of evidence when investigating classical communities. They compare literary, epigraphic, archaeological and visual sources and consider how each contributes to
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	historical understanding. For example, comparing legal texts, inscriptions and archaeological evidence to develop an evidence-based interpretation of social organisation, citizenship or community expectations.
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the perception of and engagement with community accurately and insightfully, e.g., grave inscriptions, graffiti, biographical writing, ostraca, patronymics and epithets	• Interpret inscriptions to draw conclusions about social relationships and community connections. For example: analysing funerary inscriptions to identify family structures, patronage relationships, occupations, ages and status; drawing conclusions about what communities chose to commemorate and value. • Evaluate graffiti as evidence of everyday community life. For example: examining Pompeian graffiti to identify friendships, rivalries, humour, political support, commercial activity or expressions of identity; discussing whose voices are represented and whose may be absent. • Evaluate evidence from ostraca and documentary texts to reconstruct community interactions. For example: analysing receipts, lists, correspondence or administrative records to infer patterns of trade, taxation, labour, military service or household organisation. • Interpret linguistic features that signal social relationships. For example: examining terms of address, honorific titles, kinship vocabulary and expressions of respect to determine relationships between individuals and groups. • Investigate how communities remembered and celebrated individuals. For example: analysing epithets and commemorative language in inscriptions to evaluate qualities that were admired, such as courage, piety, generosity or loyalty. • Compare perspectives on community across different social groups. For example: examining texts produced by elites alongside inscriptions, graffiti or documentary evidence from non-elite individuals; evaluating similarities and differences in experiences of community life. • Analyse biographical writing to investigate the relationship between individuals and their communities. For example: examining accounts of public service, military achievement, religious participation or civic leadership; evaluating how authors represent an individual's contribution to society. • Synthesise evidence from multiple sources to construct a profile of an ancient individual or community. For example: combining information from inscriptions, graffiti, biographical texts and documentary records to develop evidence-based conclusions about identity, status, relationships and lived experiences.
applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about community and experiencing community using language appropriate to the cultural context	Students interpret texts, translate meaning, understand cultural context and make informed language choices when translating and composing For example: • Identifying and interpreting unfamiliar words through analysis of roots, affixes, cognates, and contextual clues • Producing literal and literary translations and reflecting on the advantages and limitations of each approach • Composing short texts modelled on classical genres (e.g. letters, inscriptions, speeches, dialogues, epitaphs, hymns) • character diary based on evidence from a classical text and supported by linguistic justification • Recreation of a letter between members of a family, military unit, or civic community

	• Commentary on how grammar and stylistic devices convey relationships within a community • Performance reading of a dialogue, speech, or dramatic extract accompanied by a linguistic analysis • Multimodal presentation examining community life through literary and archaeological sources • Glossary-building activities focused on semantic fields relating to community, citizenship, family, and social roles
creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	• Creating adaptations of myths, legends or historical accounts for different audiences • Producing multimodal texts such as museum labels, historical information panels, illustrated myths, graphic narratives or digital presentations • Creating texts based on or inspired by authentic ancient sources, such as myths, historical accounts and literary extracts
creates accurate texts about community and experiencing community that are effective for context, audience and purpose, and takes risks with new language	This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. • Describes experiences of community, e.g. a day in the forum/agora, participation in a household celebration, visiting a temple or public bathhouse, attending a civic event • Creates texts from different perspectives, e.g. a young person, citizen, merchant, traveller, soldier, slave or historical figure describing community experiences • Writes letters, diary entries, speeches or narratives about relationships within households and communities • Creates public-facing texts, e.g. notices, dedications, festival announcements, commemorative inscriptions or memorial epitaphs • Describes collective activities using appropriate plural forms and expressions, e.g. participation in festivals, ceremonies, community gatherings and civic events • Reconstructs experiences of community through imaginative texts, e.g. attending a triumph, Olympic festival, religious procession, banquet or public assembly
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• Using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • Using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • Evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own relationship to society and the nature of their community life	• End of unit reflection question in an exam, written in English. • Writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements

	Explaining how meaning changes across languages, particularly where concepts don't translate directly.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	- Annotated texts that justify language choices made in creating a text. Annotations are in English. - Writing in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied.
Resources	- Basic Funerary Inscription, Pompeian Graffiti, Biographical Writing, Letters, Epitaph Poetry What Is Epithet? Definition and Examples of How to Correctly Use Epithet in Literature - 2026 - MasterClass Latin Funerary Inscriptions - Epigraphic Database Heidelberg https://edh.ub.uni-heidelberg.de/ - EDCS – Epigraphy Database Clauss/Slaby https://edcs.hist.uzh.ch/ Ancient Graffiti Project :: Featured Graffiti - Pompeii https://museum.wales/media/52109/11.FactSheet.Roman-Inscriptions.ENG.pdf Ostrakon - Livius US Epigraphy — Inscription — MD.Balt.JHU.L.M.2.3.4 BBC - History - Ancient History in depth: Social Pecking Order in the Roman World Stelae: Ancient Egypt's Versatile Monumental Form - ARCE Latin poetry Textbook Courses: - Cambridge Latin Course I, Stages 9 – 16 - Oxford Latin Course, Chapters 9 – 16 - Suburani, Chapters 9 – 17 - Lingua Latina, Chapters 9 - 17

The Classical World

Students learn about the challenges, problems, and debates of the classical world. They consider how classical writers expressed their experience of their world. Inspired by classical writings and experiences, students reflect on their own understandings and experience of the world around them. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

analyses familiar and unfamiliar language, literary features and the structure of texts about how classical writers expressed their experience of their world to decode and infer meaning and draw well-informed, logical conclusions, e.g., modified Herodotus, <i>The Histories</i> extracts, modified <i>Mahabharata</i> and <i>Arthashastra</i> extracts	Students read, listen and view a range of texts modified for language learners, or simple authentic texts. Teachers and students select texts that engage with the theme of challenges, problems or debates of the classical world. Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom. This could include: • Analyse modified texts that represent how classical writers interpreted events, societies and human behaviour. For example: Herodotus' descriptions of Egyptians, Persians or Scythians (<i>Histories</i>), episodes from the <i>Mahabharata</i> exploring duty, leadership and moral dilemmas, such as Arjuna's response to war, extracts from the <i>Arthashastra</i> on kingship, governance and social order • Identify literary features that shape the reader's understanding of people, places and events. Analyse features such as direct speech, epithets, similes, repetition, vivid description and anecdote to infer the attitudes and assumptions of the writer. For example: Herodotus' use of anecdotes and reported speech, persuasive statements in the <i>Arthashastra</i> • Examine how narrative episodes, speeches, descriptions and embedded stories contribute to meaning. They analyse how text structure guides interpretation and supports conclusions about the challenges, problems and debates of the classical world. For example: Herodotus' organisation of ethnographic descriptions and historical narratives • Combine textual evidence, language knowledge and cultural understanding to decode unfamiliar language, infer implied meanings and draw logical conclusions about values, beliefs and experiences represented in classical texts. For example: inferring Greek attitudes towards non-Greek peoples from Herodotus
critically analyses the challenges, problems, and debates of the classical world in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., war, religion, health, poverty and wealth, law and justice	• War and conflict. Students analyse debates about power, authority and good governance. They compare perspectives on leadership and evaluate proposed solutions to political and social challenges. For example: war and heroism in Homer's <i>Iliad</i>, the Persian Wars in Herodotus' <i>Histories</i>, conflict and duty in the <i>Mahabharata</i> • Leadership, law and justice. Students analyse debates about power, authority and good governance. They compare perspectives on leadership and evaluate proposed solutions to political and social challenges. For example: kingship and political strategy in the <i>Arthashastra</i>, leadership in Xenophon's <i>Anabasis</i>, justice and civic responsibility in Sophocles' <i>Antigone</i>

	Religion, belief and human responsibility. Students analyse how religious beliefs shape understandings of human behaviour, morality and social order. They identify values embedded in texts and evaluate different explanations for events and actions. For example: divine intervention in the <i>Iliad</i> and <i>Odyssey</i>, religious duty in the <i>Ramayana</i> or <i>Mahabharata</i>
applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts about the challenges, problems, and debates of the classical world accurately and insightfully, e.g., speech extracts from plays and histories, graffiti, ostraca, play extracts	Students analyse and apply vocabulary, grammatical structures and linguistic features found in texts that explore challenges, problems and debates of the classical world. For example, speeches and debates from epic, drama and historical texts, historical narratives, legal and political texts, letters, inscriptions, graffiti, ostraca, epigrams and epitaphs, philosophical or religious passages.
applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts about the challenges, problems, and debates of the classical world using language appropriate to the cultural context	- Historical and political texts - interpret and translate texts that explain events, leadership, governance and conflict. They apply knowledge of familiar and unfamiliar vocabulary, grammatical structures and stylistic choices to convey meaning accurately and appropriately for the cultural context - Debates, speeches and persuasive language - interpret and translate speeches and argumentative passages, identifying vocabulary, grammatical structures and stylistic features used to persuade, advise or justify actions - Inscriptions - interpret and translate shorter authentic texts, drawing on contextual and cultural knowledge to understand meanings that may not be explicitly stated e.g. public decrees, epitaphs, ostraca
creates texts about the challenges, problems, and debates of the classical world by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	- Speeches and persuasive texts - create speeches, advice texts and persuasive arguments that respond to challenges, problems and debates of the classical world. For example: arguing for or against going to war, advising a ruler on a political problem, defending a character's decisions in a trial or assembly - Debates and dialogues - Students create dialogues that present competing viewpoints on issues and dilemmas. For example: citizen and ruler discussing justice, soldier and family member debating war - Historical and imaginative narrative narratives from the perspective of people experiencing events and challenges of the classical world. For example: a traveller encountering unfamiliar customs, a soldier describing a military campaign - Narratives and retelling - Students retell events from texts studied in class using familiar structures and selected unfamiliar vocabulary. For example: retelling an episode from the <i>Odyssey</i>, recounting an event described by Herodotus - Short speeches, advice texts and statements responding to challenges and debates in the classical world - Dialogues presenting different viewpoints about war, leadership, justice, duty or community responsibilities

	• Letters, diary entries and messages describing experiences of conflict, travel, governance or social issues • Retellings of events from historical, epic and literary texts from different perspectives • Public texts, e.g. notices, proclamations, dedications and commemorative inscriptions • Adaptation and expansion of model texts using familiar and unfamiliar vocabulary, complex grammatical structures and appropriate stylistic features
creates accurate texts about the challenges, problems, and debates of the classical world that are effective for context, audience and purpose, and takes risks with new language	• Perspectives on challenges and debates, e.g. a citizen responding to a law, a soldier describing conflict, a ruler addressing community concerns • Public and private texts, e.g. letters, diary entries, proclamations, notices, dedications and epitaphs • Differing viewpoints, e.g. expressing agreement or disagreement about war, justice, leadership or civic responsibilities • Adaptations of familiar texts, e.g. retelling an event from another perspective, transforming a speech into a letter or diary entry • Audience and purpose, e.g. writing for a family member, community, ruler, traveller or religious audience • Extending language through unfamiliar vocabulary, new grammatical structures and stylistic features related to the issues studied in the unit
applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	• Using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • Using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • Evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own understandings and experience of the world around them inspired by the ideas of the classical world	• End of unit reflection question in an exam, written in English. • Writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project-plan, implement, evaluate for improvements • Explaining how meaning changes across languages, particularly where concepts don't translate directly.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Writing in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied.
Resources	• Students could progress to reading adapted texts:

	• Epic speeches and debates, e.g. Achilles and Agamemnon in the Iliad, Arjuna's deliberations in the Mahabharata • Letters, e.g. Pliny the Younger, Cicero (adapted extracts) • Historical narrative extracts, e.g. Herodotus, Livy, Caesar, Xenophon • Political and advisory texts, e.g. Arthashastra extracts on kingship, law and governance • Military accounts, e.g. Caesar's Gallic War, Xenophon's Anabasis • Biographical texts, e.g. Plutarch, Nepos, Suetonius (adapted extracts) • Adapted extracts from Cambridge Latin Anthology • Unseens for A Levels Textbook Courses: • Cambridge Latin Course I, Stages 17 - 28 • Oxford Latin Course, Chapters 17 - 27 • Suburani, Chapters 18 - 25 • Lingua Latina, Chapters 18 - 26
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Diverse Perspectives

Students learn how classical writers communicated, sustained, and challenged thinking, behaviour, and systems. They explore the use of rhetorical and stylistic devices in classical texts. Inspired by classical writings and experiences, students reflect on their own views and beliefs and how they express them. They reflect on the efficacy of their language learning habits and practices and their developing intercultural understanding skills.

analyses familiar and unfamiliar language, literary features and the structure of texts that communicated, sustained, and challenged thinking, behaviour, and systems to decode and infer meaning and draw well-informed, logical conclusions, e.g., modified extracts from satirical plays- Aristophanes, extracts of Mahāsubhāṣitasamgraha, Three Satires Nīlakaṇṭha, Kṣemendra, and Bhallaṭa Translated by Somadeva Vasudeva	Students read, listen and view a range of texts modified for language learners, or simple authentic texts. Teachers and students select texts that engage with different perspectives on the same topic/theme. Teachers can select a more specific context for perspectives to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom. This could include: • Drama and storytelling • Historical events and characters • Religious beliefs and practices • Cultural encounters and representations of others
critically analyses ideas, institutions and events about which ancient authors communicated, sustained, and challenged thinking, behaviour, and systems in classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas, e.g., individual versus society, justice versus oppression, person and the gods, self-will and fate	• Individual versus society: Students analyse how ancient authors represent the relationship between personal desires and social expectations. They evaluate the values promoted or challenged through characters' choices and actions. For example: family obligations in Roman society, expectations of citizenship, individual responses to social norms and authority. • Justice, power and oppression: Students analyse how authors portray authority, social hierarchy and the treatment of different groups within society. They compare perspectives on fairness, privilege and responsibility and evaluate how institutions reinforce or challenge existing systems. For example: relationships between citizens and enslaved people, the role of the paterfamilias, social status and legal rights. • Humans and the gods. Students analyse how religious beliefs and divine influence shape behaviour, decision-making and understandings of responsibility. They evaluate differing explanations for events and consider the values embedded in religious and mythological narratives. They compare perspectives on human agency, responsibility and the consequences of actions. For example: myths such as Daedalus and Icarus, Echo and Narcissus, or other narratives involving prophecy, fate or divine punishment. • Perspectives and social identities. Students analyse how authors represent the experiences of different individuals and groups and evaluate the values reflected in these portrayals. They compare perspectives shaped by gender, age, status, occupation or cultural background. For example: the experiences of women, children, enslaved people, freedpersons, foreigners and elites in Roman society.

applies knowledge of the use of rhetorical and stylistic devices in classical texts accurately and insightfully, e.g., speech extracts from plays and histories, graffiti, ostraca, play extracts	Students analyse and apply vocabulary, grammatical structures and linguistic features found in texts that explore challenges, problems and debates of the classical world. For example, speeches and debates from epic, drama and historical texts, historical narratives, legal and political texts, letters, inscriptions, graffiti, ostraca, epigrams and epitaphs, philosophical or religious passages.
applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning and use of rhetorical and stylistic devices of texts about diverse perspectives using language appropriate to the cultural context	Interpret and translate texts that explore challenges, debates and conflicts in the ancient world. Students analyse how language use and stylistic features are used by the author to enhance meaning and purpose in order to influence the intended audience. Family, identity and social relationships – interpret and translate texts that explore family structures, social roles and relationships. Students apply knowledge of familiar and unfamiliar vocabulary, grammatical structures and stylistic choices to understand how individuals' experiences are shaped by age, gender, status and family expectations. Religion, belief and cultural identity – interpret and translate texts that reflect religious practices, mythological traditions and cultural values. Students draw on linguistic and cultural knowledge to understand how beliefs influence behaviour, decision-making and social systems. Inscriptions and everyday voices – interpret and translate shorter authentic texts, drawing on contextual and cultural knowledge to understand perspectives that may not be explicitly stated, e.g. epitaphs, dedications, graffiti and commemorative inscriptions.
creates texts about thinking, behaviour, and systems in the classical world by accurately applying complex grammar, familiar and unfamiliar vocabulary and rhetorical and stylistic devices	• Representations of thinking and behaviour, e.g. a student describing education, a family member reflecting on household expectations, a citizen participating in civic life • Social, political and cultural systems, e.g. accounts of family structures, education, religion, government, trade or military organisation • Multiple perspectives, e.g. comparing the experiences of citizens, enslaved people, women, children, foreigners or soldier • Rhetorical and stylistic devices, e.g. repetition, contrast, rhetorical questions, descriptive language and direct speech • Adaptations of familiar texts, e.g. rewriting a myth, historical event or narrative from the viewpoint of a different individual or group • Application of complex grammar and expanded vocabulary, e.g. using subordinate clauses, relative clauses, participles, indirect statements and unfamiliar vocabulary related to social and cultural contexts
creates accurate texts about thinking, behaviour, and systems in the classical world	• Perspectives on social and cultural systems, e.g. a young person responding to educational expectations, a traveller describing unfamiliar customs, a citizen commenting on social roles

that are effective for context, audience and purpose, and takes risks with new language	• Public and private texts, e.g. letters, diary entries, speeches, reports, notices, invitations and dedications • Differing viewpoints, e.g. expressing support for or criticism of traditions, social practices, leadership, education or religious observance • Adaptations of familiar texts, e.g. retelling an event from another perspective, transforming a narrative into a speech, dialogue or personal reflection • Audience and purpose, e.g. writing for a family member, teacher, magistrate, community group, traveller or religious audience • Extending language through unfamiliar vocabulary, new grammatical structures and stylistic features related to perspectives, identities and systems explored in the unit
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated	• Using reliable information sources in target language, e.g. find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions • Using AI/translation software appropriately, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner • Evaluating source reliability, including identifying bias in ancient vs modern interpretations
reflects analytically on own views and beliefs and how they express them inspired by the ideas and rhetoric of the classical world	• End of unit reflection question in an exam, written in English. • Writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project-plan, implement, evaluate for improvements • Explaining how meaning changes across languages, particularly where concepts don't translate directly.
reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• Annotated texts that justify language choices made in creating a text. Annotations are in English. • Writing in English on the language and cultural practices learned about in the previous unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied.
Resources	• Adapted extracts from Cambridge Latin Anthology • Unseens for A Levels • Adapted or original: ○ Ovid's <i>Metamorphoses</i> ○ Caesar's <i>Bellum Civile</i> Textbook Courses:

- Cambridge Latin Course I, Stages 29 - 40
- Oxford Latin Course, Chapters 28 - 38
- Suburani, Chapters 26 - 32
- Lingua Latina, Chapters 27 – 35

Thematic Studies:

Women

- LLPSI Chapter 19: Maritus et Uxor
- LLPSI Chapter 20: Parentes
- Adapted Latin versions of:
 - Dido (Aeneid Book 4/ LLPSI Chapter 38 Aeneas et Dido)
 - Lucretia (Livy)
 - Cloelia (Livy)
- Cornelia, Mother of the Gracchi
- Funerary inscriptions for Roman women

Heroes

- LLPSI Chapter 26: Daedalus et Icarus
- LLPSI Chapter 38: Horatius Cocles
- Adapted Latin versions of:
 - Horatius Cocles (Livy)
 - Aeneas carrying Anchises (Aeneid 2)
- Simple military epitaphs

Villains

- Adapted Latin versions of:
 - Catiline (Sallust or Cicero)
 - Tarquinius Superbus, Lucretia (Livy)
 - Turnus (Aeneid)
- Simple moral anecdotes from Phaedrus

	Citizenship • LLPSI Chapter 46: Magistratus Romani • LLPSI Chapter 33: Exercitus Romanus • LLPSI Chapter 32: Classis Romana • Adapted Latin passages on: • Roman citizens and voting • The cursus honorum • Exemplary citizens from Livy • Public inscriptions and milestones Virtues • Adapted Latin anecdotes about: ○ Cincinnatus ○ Cornelia ○ Aeneas and pietas ○ Lucretia (Livy) ○ examples from Valerius Maximus ○ Extracts from Cicero's ad familiares or Pliny epistulae (4.19) Role of Violence • Adapted Latin versions of: ○ the Fall of Troy (Aeneid 2) ○ Romulus and Remus ○ Lucretia ○ Daedalus and Icarus • Gladiatorial and military inscriptions
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