



## KS2 Unit 2 Lesson 1 Lovely Latin

### Crib Sheet

- We can spot links between Latin and English.
- We can see that Latin has influenced the English language and other languages.
- We can see that our history, geography, language and culture has influence from Latin.

**Slides 1 and 2:** Introduce today's aims which are to look at a Latin letter and realise that we understand more Latin than we think. We will learn about Vindolanda, a settlement near to Hadrian's wall. We will look at the Vindolanda writing tablets and look in depth at an invitation to a party from c100AD.

**Slide 3** is the starter activity which allows pupils to think back to the previous unit and tell you their knowledge of the Romans and Latin. This gets them talking and interested as they all know about the Roman empire

**Slide 4:** Background information into the importance of Latin in England

**Slides 5 and 6:** Ask pupils to match the Latin to the picture. They will use their pre-existing linguistic knowledge for this task.

1. Canis – dog	<i>canine</i>
2. Mus – mouse	
3. Cattus or feles – cat	<i>feline</i>
4. Equus – horse	<i>equine</i>
5. domum or casa – house	<i>domain, domestic, dominate</i>
6. Arbor – tree	<i>arboretum (botanical garden)</i>
7. Schola – school	<i>scholar/scholarly</i>
8. Amica – friend	<i>amicable</i>
9. Liber – book	<i>library</i>
10. Solis – sun	<i>solar sysytem/ solar panels</i>

Can pupils think of words in English that come from the Latin? See above for suggestions in italics.

**Slide 7:** Rearrange the Roman numerals into the correct order: i.ii.iii.iv,V,Vi,Vii,Viii,iX,X

**Slides 8 and 9:** Have pupils heard of Hadrian and in what context? See how much they know already. Slide 5 shows some information. Hadrian was the Roman emperor from 117 to 138. Hadrian liked to invest in developing stable defensive borders. He loved building and rebuilt the Pantheon in Rome. He encouraged military preparedness and discipline. He reigned relatively peacefully.

**Slides 10 and 11** show Hadrian's Wall and give information. Has anyone been there? Why do they think the wall was built?



**Slide 12:** We see a picture of Vindolanda. It was Roman auxiliary fort just south of Hadrian's Wall in northern England. Excavations of the site show it was under Roman occupation from roughly 85 AD to 370 AD. It is famous for the Vindolanda tablets, a set of wooden leaf-tablets.

**Slide 13:** This slide shows us examples of the Vindolanda Writing tablets. They are delicate, wafer-thin slivers of wood covered in spidery ink writing. The tablets were found in the oxygen-free deposits on and around the floors of the deeply buried early wooden forts. At the time of their discovery, they were oldest-surviving handwritten documents in Britain.

**Slide 14:** Shows us the tablet we are investigating today. An invitation to a party in Latin.

**Slides 15 and 16** introduce the idea that pupils know more Latin than they think. They will be shown the invitation in Latin and will be asked questions to try to translate sections of the letter. Try to reassure them that it is possible. 4 clues are given to aid comprehension.

**Slide 17** shows the letter. Ask pupils to have a go at reading the words aloud.

**Slide 18** breaks the letter into sections. Each question refers to a section of the text. Can pupils work out the meanings of the words?

**Slide 19** provides the answers:

1. Claudia Severa is the writer. Lepindina is the recipient.
2. What's the date? 3rd September
3. How are the people related? What is the party for? They are sisters and it is a birthday party.
4. Which word means day? Diem
5. Can you think of some English words from the words here?
6. What might salute, saluta and salutant mean? Greetings and farewell.
7. Fils means "son" in French. So, what might filiulus mean? Young son, little son.

**Slide 20** provides the full translation. Pupils may like to compare the Latin and English versions.

**Slide 21:** This can be used as an extension activity. Here we ask pupils to think about how Latin words have influenced our language. The examples to think about are "mare" (sea) and "terra" (land).

1. What do 'Mediterranean' (Inland) 'extra-terrestrial' (outside earth) and 'subterranean' (below earth) and 'Tierra del Fuego' (Land of fire) mean? Ask pupils to think of other words beginning with "med" "sub" "extra". Can they think of others using "terra"?
2. What are 'pommes de terre' in French and why are they so called? They are potatoes, or "apples of the Earth" (literal translation). Interestingly, German sometimes calls a potato "ein Erdapfel", also meaning earth apple.
3. What is a marine? What's marine biology? Historically, marines serve as a navy's ground troops. The word "marine" is the French word for sea, which may be why the French military historically called English troops — who all had to arrive by sea - "marines." Marine biology is the study of life in the sea
4. Why is the west of Brittany in France – and one of the areas of the Shipping Forecast - called Finisterre? It means "end of the earth". It is the furthest westerly point of Brittany (blue).



**Slide 22:** Plenary activity to make today's learning stick. Formative assessment opportunity.