**Replace the text you see *in italics* with your own text.**

**Language:** Latin

**Unit name:** *Enter your unit name, for example ‘Daily life’*

**Unit description:** *Write a brief description of your unit.*

**Year group:** *Enter year group, for example Year 8*

**Duration:** *Write the time required for the unit (in weeks or hours, depending on school context)*

|  |  |
| --- | --- |
| Structures and vocabulary | Focus areas |
| List the vocabulary and grammatical structures your unit will include, for example:  Members of the household  Household activities  Third person, present tense verbs  Nominative and accusative case | List the themes/topics, for example:  The Roman household  Family life  Country towns  The market place |

|  |
| --- |
| Resources |
| Write the resources you will use. This may include texts, textbooks, online tools (for example [*Quizlet*](quizlet.com/en-gb)), hyperlinks to websites, games and flashcards. |

|  |
| --- |
| Syllabus outcomes |
| List the relevant syllabus outcomes here (code and wording), for example:  4.UL.1: A student reads passages of Latin, recognising language structures |

|  |  |
| --- | --- |
| Students learn about | Students learn to |
| List the relevant ‘learn about’ statements here, taken from the syllabus. | List the relevant ‘learn to’ statements here, taken from the syllabus. |

|  |
| --- |
| Final assessment task |
| Describe your assessment of learning task through which students will demonstrate achievement of the outcomes and be able to showcase their learning. |

|  |  |  |
| --- | --- | --- |
| Targeted outcome/s | Teaching, learning and assessment activities | Evidence of learning |
| *Write the syllabus outcome/s in full (code and wording) which align with the activities.* | In each row, write what the students will do to **learn and practise** the language.  *Where relevant, identify assessment as learning activities with (AaL) and assessment for learning activities with (AfL) – allowing time for students to assess their own learning, seek feedback from peers and the teacher and plan next steps are critical to supporting student success.*  When teaching the unit, consider ticking off and dating the activities as your record of progress through the unit (so that your unit of work can become a register).  *Add or delete rows, as required.* | *What will students know, understand and/or do if they have successfully completed the activity?* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Evaluation and variation |
| *Record any changes made as students progressed through the unit, and how the unit could be improved.*  *Record adjustments made to meet the needs of individual students.* |

Teacher name:

Teacher signature:

Date: