

The background of the image is a solid teal color with a faint, embossed pattern of Latin text. The text is arranged in horizontal lines, with some words being more prominent than others. The overall effect is that of an ancient stone inscription or a book cover with a Latin theme.

HOW TO GET STARTED  
WITH LATIN AS A CLUB IN  
SECONDARY SCHOOLS

## WHY RUN A LATIN CLUB?

Latin offers learners the chance to interrogate the meaning of words, the construction of sentences and the use of language for different purposes. With around 60% of English words being derived from Latin, the study of Latin can support literacy development and provides a strong linguistic foundation on which to build. Latin offers rich learning opportunities which go beyond language to embrace history, philosophy, civilisation, art, drama and mythology. Learning Latin helps students to engage with some of history's key personalities and to study the Romans' perspectives on the events which have shaped the contemporary world.

## WHO TO INCLUDE?

Latin is for everyone. Ancient languages (Latin and Ancient Greek) are specifically named in the Key Stage 2 National Curriculum as languages suitable for study by children aged 7–11<sup>1</sup>. At KS3, there are strong cross-curricular links to History, Design and Technology, Science, Geography, Art, English and Modern Foreign Languages. Latin is available at GCSE, AS and A Level so students studying Latin as a Club, could work towards these qualifications, if desired.

Some people have said that Latin is best-suited to learners of higher ability, but recent research by the Classics in Communities project indicates that it has a significant positive impact on the literacy skills of children performing below age-related expectations. Latin provides a structure around which less able learners (as well as learners who speak English as an additional language) can begin to build a clearer understanding of the way languages work.

There is little justification for restricting access to Latin. In a club setting, it seems appropriate that all learners be welcomed.

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<sup>1</sup> In Scotland, Latin qualifies as a possible L3 in line with the 1+2 European languages policy.

## WHO WOULD TEACH IT?

You do not have to have studied Latin at school or university to be able to teach it as a club. The level of linguistic knowledge required for KS3 is relatively basic and excellent training is available to help teachers cover the content and pedagogical approaches necessary for success in a club setting. Teachers can usually get started after just one day of training. A second day is recommended after a term, to consolidate teachers' knowledge and build their confidence.

## HOW TO PROMOTE A NEW OPPORTUNITY (TO SCHOOL LEADERS, COLLEAGUES, & PUPILS)?

While it is possible for Latin to thrive in the classroom of one enthusiastic teacher, experience shows that the best results are produced when staff teams embrace the subject together. It is a good idea to discuss your interest in starting Latin with your school leader(s) and literacy champion(s). Other schools in your area may also be interested in starting Latin – sharing ideas and experiences can help embed Latin and make it a success for teachers and pupils.

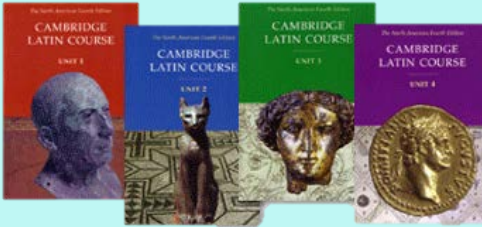
To promote the launch of a Latin club, you could lead a school assembly on the Romans, or on a related topic, to inspire students to find out more. Other avenues for promotion include: flyers around the school, a letter to parents, posts on school social media, a short video clip, a Latin club display board or a 'taster' event with some Roman games, dressing up and feasting.

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## WHAT RESOURCES ARE AVAILABLE?

There are various textbooks available for teaching Latin.



The most popular at KS3 is the **Cambridge Latin Course**, which also offers a free companion website with additional interactive activities. Additional functionality is available at a cost.

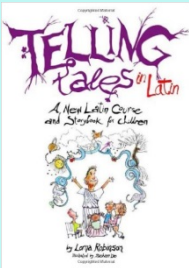
Electronic trial copies of the

books are available here: [www.clc.cambridgescp.com/online-textbooks](http://www.clc.cambridgescp.com/online-textbooks)

*Cambridge Latin Course* (5 books, plus teachers' handbooks *etc.*)

4<sup>th</sup> Edition, Cambridge University Press (1998)

ISBN: 9780521635431, 9780521644686, 978-0521797948, 978-0521797931, 9780521797924

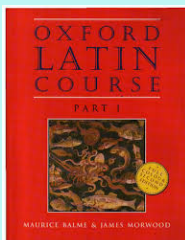


*Telling Tales in Latin*

Lorna Robinson

Souvenir Press (2013)

ISBN: 9780285641792

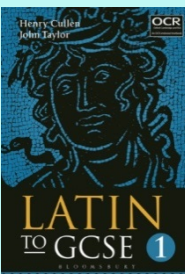


*Oxford Latin Course* (3 books, plus teachers' handbooks *etc.*)

Maurice Balme & James Moorwood

2<sup>nd</sup> Edition, Oxford University Press (1996+)

ISBN: 9780199122264, 9780199122271, 978-0199122288

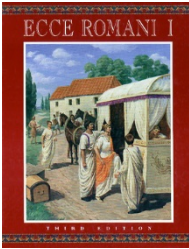


*Latin to GCSE* (2 books)

John Taylor & Henry Cullen

Bloomsbury Academic (2016)

ISBN: 9781780934402, 9781780934419



*Ecce Romani* (3/5 books, plus teachers' handbooks)

Scottish Classics Group/Gilbert Lawall

2<sup>nd</sup> Edition (5 books), Oliver & Boyd (1982)

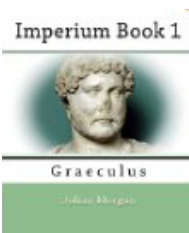
ISBN: 9780050034651, 9780050034668, 9780050034675, 978-0050035474, 978-0050035481

3<sup>rd</sup> Edition (3 books), Prentice Hall (2005)

ISBN: 9780673575852, 9780673575869, 9780673575876

Additional supporting resources available here:

[people.umass.edu/glwall/ecceteach.html](http://people.umass.edu/glwall/ecceteach.html)



*Imperium* (3 books, plus teachers' handbooks)

Julian Morgan

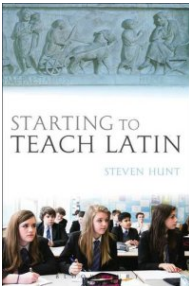
Morgan (2014)

ISBN: 9781484969069, 9781484986684, 9781489539038

Available as free .pdf downloads from:

[www.tes.com/member/imperiumlatin](http://www.tes.com/member/imperiumlatin)

Full details of all course books can be found on the [Classics in Communities](#) website and additional, in depth guidance is available from:



*Starting to Teach Latin*

Steve Hunt

Bloomsbury Academic (2016)

ISBN: 9781472537911

You can also watch 'model lessons' of Latin grammar teaching on the [Classics in Communities](#) website.

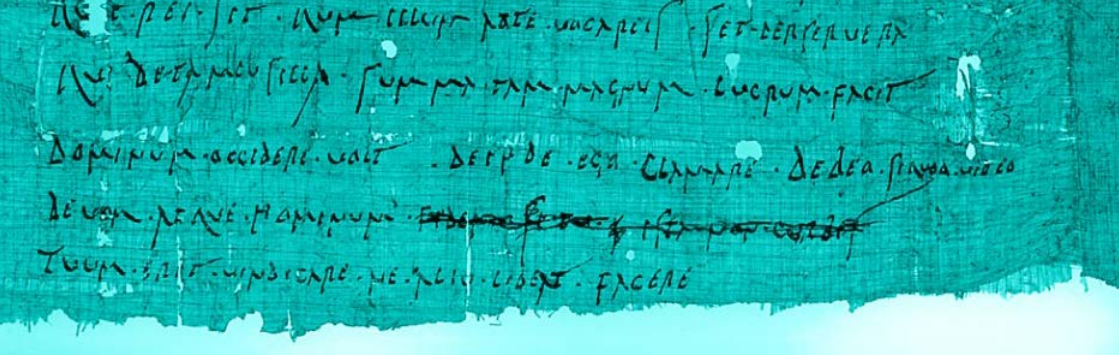
## HOW TO SUSTAIN IT?

It is a good idea to make sure that more than one member of staff is involved in Latin Club. This makes it sustainable in the event of staff absence/departure. Raising the profile of the club, its members and the learning taking place serves to keep Latin valued as an extra-curricular option. This can be done by photographing learning in action (subject to school/family/child media agreements), highlighting particular achievements via social media, the school website or the school newsletter. Arranging educational visits to local sites of interest can maintain motivation and helps learners to see the 'bigger picture'.

Most local branches of the Classical Association arrange reading competitions and talks for school pupils. This can be an excellent way for learners to meet peers in other local schools, and helps teachers to share ideas.

Lecturers from nearby universities may also be willing to visit your school and give a talk on a subject related to student learning. This can deepen and enrich understanding of the topic under study, and can also present opportunities to raise aspirations and ask questions about Further/Higher education.





## WHAT TRAINING IS AVAILABLE?

Training is available via a number of organisations. These include:

**Classics for All** has set up a number of regional hubs, to bring together primary schools, secondary schools, and Classics academics to share knowledge and expertise. Further information (including details of regional contacts can be found here: [classicsforall.org.uk/our-grants/regional-hubs](https://classicsforall.org.uk/our-grants/regional-hubs))

**Cambridge School Classics Project:** [www.teaching.cambridgescp.com](http://www.teaching.cambridgescp.com)

**Classics in Communities:** [classicsincommunities.org/workshops](https://classicsincommunities.org/workshops)

## WHAT FUNDING CAN I APPLY FOR?

**Classics for All** is a national charity which gives funding to state schools (or academies) to widen access to the study of Classical subjects in schools. The charity has set up a number of regional hubs, to bring together primary schools, secondary schools and Classics academics to share knowledge and expertise. Further information (including details of regional contacts can be found here: [classicsforall.org.uk/our-grants/regional-hubs](https://classicsforall.org.uk/our-grants/regional-hubs))

### **Society for the Promotion of Roman Studies book grants**

Up to £500 is available from the Society for the Promotion of Roman Studies for the purchase of books and teaching resources. Guidelines on eligibility and applications forms can be accessed here: [www.romansociety.org/grants-prizes/funding-for-schools.html](http://www.romansociety.org/grants-prizes/funding-for-schools.html)

## CLASSICS IN COMMUNITIES

The Classics in Communities project ([classicsincommunities.org](http://classicsincommunities.org)) is a partnership between the University of Oxford, the University of Cambridge and the Iris Project. It was set up in response to the primary curriculum reforms which were implemented in England from September 2014. In the Key Stage 2 (KS2) Languages curriculum policy Classical Greek and Latin can be chosen for study by pupils aged 6–11. The project particularly targets schools which might not otherwise consider the option. It has twin aims: to equip teachers in primary schools with the skills and knowledge necessary to teach these languages; and to conduct parallel research to determine the impact of Classical language learning on children’s cognitive development.

Classics in Communities has run training workshops for teachers in Glasgow, Belfast, Oxford, Cambridge, London and Birmingham. It has organised and hosted two conferences on Classics education, one in 2013 and another in 2015.

## FURTHER INFORMATION

For more information, contact Emma Searle, the administrative assistant at the Classics in Communities project: [emma.searle@classics.ox.ac.uk](mailto:emma.searle@classics.ox.ac.uk)

For further information about training opportunities and research findings, contact Dr Arlene Holmes-Henderson, the postdoctoral researcher at the Classics in Communities project: [arlene.holmes-henderson@classics.ox.ac.uk](mailto:arlene.holmes-henderson@classics.ox.ac.uk)

