

**Literacy through Classics**  
**Lesson plan 24**

**Roman senate**

<b>Time</b>	<b>Activity</b>	<b>Details</b>	<b>To be done/brought along</b>
60 mins	debating	<ul style="list-style-type: none"> <li>• Concepts Covered:               <ul style="list-style-type: none"> <li>○ Debating and... using ‘volo, volumus’ with infinitives</li> </ul> </li> <li>• Outline:               <ul style="list-style-type: none"> <li>○ Each of the 6 tables will represent a province of the Roman Empire. The teacher will represent the Emperor. Each table is given 200 denarii as their funds.                   <ul style="list-style-type: none"> <li>▪ Each province will have different needs and objectives. However these are all in Latin and the children will have to use their Latin knowledge to discover this. (<i>see province sheets</i>)</li> </ul> </li> <li>○ Throughout the lesson a series of proposals will be floated by the emperor on which the class must debate the merits of supporting. (<i>see objective sheet</i>) And if a province decides to support the proposal they must offer some of their denarii as funds towards it.                   <ul style="list-style-type: none"> <li>▪ Each project has a secret amount that must be reached in order for it to pass. Some groups will benefit from certain proposals and will earn more money if they are enacted.</li> </ul> </li> <li>○ <b>The first stage</b> will involve each province having a secret discussion as to whether they should support the project or not.</li> <li>○ <b>The second stage</b> is class debate, controlled by a ball (only the table with the ball can speak), each province must try to convince the other provinces to vote</li> </ul> </li> </ul>	Handout

		<p>alongside them</p> <ul style="list-style-type: none"> <li>○ <b>The third stage</b> is a second provincial meeting where the groups can alter their original plan as to whether to support or not. If they decide to support then they also must decide how much Denarii to donate.</li> <li>○ Each group will then hold in the air their denarii, and state their intentions in Latin. The Emperor will add them up and see if the project has passed. <ul style="list-style-type: none"> <li>▪ In order for a group to vote on a proposal they will need publicly declare their intentions in Latin. They will do this through a chosen speaker using <i>volo</i> and infinitives. A table gets 3 chances to correctly address the Emperor in Latin, if they fail he will move on and they will lose their vote for that proposal. <ul style="list-style-type: none"> <li>• <i>volumus pontem aedificare – damus xx denarii</i></li> <li>• <i>non volumus bellum cum Gallia</i></li> </ul> </li> <li>▪ If it passes, then any province that benefits from the project will be given their reward</li> <li>▪ If it fails then anyone who has donated Denarii will lose them, taxed by the Emperor.</li> </ul> </li> </ul>	
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**Literacy in years 5 and 6 – National Literacy and Numeracy Framework**

**Reading for information**

		Year 5	Year 6
Locating, selecting and using information	Reading Strategies	<ul style="list-style-type: none"> <li>• <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior</b></li> </ul>

		<p><b>and prior knowledge of context and text type</b></p> <ul style="list-style-type: none"> <li>• <b>Read extended texts independently for sustained periods</b></li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>• Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i></li> <li>• <b>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams</b></li> <li>• Identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</i></li> <li>• Identify features in texts intended to persuade, <i>e.g. exaggeration, word choice, ambiguity</i></li> <li>• Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</li> </ul>	<p><b>knowledge of context and text type</b></p> <ul style="list-style-type: none"> <li>• Read complex texts independently for sustained periods</li> <li>• Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i></li> <li>• <b>Use a range of strategies to skim and scan for information</b></li> <li>• Read closely, annotating purposefully</li> <li>• <b>Distinguish between main and supporting ideas selecting essential points</b></li> <li>• Begin to understand features of official and historical documents, <i>e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i></li> <li>• Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li> </ul>
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>• <b>Show understanding of main points and significant details in different texts on the same topic</b></li> <li>• Infer meaning which is not explicitly stated, <i>e.g. implications, consequences</i></li> <li>• Compare the structures of texts which are intended to discuss or persuade</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show understanding of the key features and themes across a selection of materials</b></li> <li>• Infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i></li> <li>• Identify how effective arguments are constructed, <i>e.g. linking points, pre-empting disagreement, use of examples, appeals to reader</i></li> </ul>
	Response and analysis	<ul style="list-style-type: none"> <li>• Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, <i>e.g. flowchart, diagram</i></li> </ul>	<ul style="list-style-type: none"> <li>• Collate and make connections between information and ideas and present appropriately, <i>e.g. graphs, tables</i></li> <li>• Consider different viewpoints on a topic and which is the most coherent and believable</li> </ul>

		<ul style="list-style-type: none"> <li>• Compare the viewpoint of different writers on the same topic, <i>e.g. rats are fascinating or a menace</i></li> <li>• Consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i></li> <li>• <b>Identify and explore ideas and information that interest them</b></li> <li>• Identify key points in sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate a text, its content, presentation and appeal</li> <li>• Identify ideas and information that interest them and develop broader and deeper understanding</li> <li>• Use evidence from a text to support their view.</li> </ul>
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### Writing for information

		Year 5	Year 6
Organising ideas and information	Meaning <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Ideas and information</li> <li>• Use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shape writing to show a clear purpose</b></li> <li>• <b>Expand upon main idea(s) with supporting reasons, information and examples</b></li> <li>• <b>Plan writing, selecting a suitable structure, e.g. explanation or report</b></li> <li>• <b>Revise and improve writing, discussing why they have made changes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adapt writing style to suit the audience and purpose, e.g. formal style for unknown reader, simple style for younger readers</b></li> <li>• <b>Explain ideas fully, showing implications and consequences</b></li> <li>• <b>Plan writing to shape it for effect, e.g. leading up to a conclusion</b></li> <li>• Edit, reflect and improve their writing independently</li> </ul>
	Form Text types <ul style="list-style-type: none"> <li>• Reports</li> <li>• Recount</li> <li>• Persuasion</li> <li>• Discussion</li> <li>• Instructions</li> <li>• Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Use the features of specific forms appropriately which are clear and relevant, <i>e.g. sub-headings, captions</i></li> <li>• Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion</li> <li>• Use paragraphs, which have a main idea and related details, to organise the writing</li> <li>• Use images, graphs and illustrations which are clear, relevant and appropriate to the text type</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the features of a form appropriately for different contexts, <i>e.g. letters written for different purposes</i></li> <li>• Use features of the chosen form, e.g. <i>an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion</i></li> <li>• Use paragraphs or sections to structure meaning and effect</li> <li>• Use features and layout which are clearly constructed to enhance presentation of data and ideas</li> </ul>
	IT	<ul style="list-style-type: none"> <li>• Write material appropriately for web pages, taking account of the format,</li> </ul>	<ul style="list-style-type: none"> <li>• Use language appropriate to writing, including standard English where relevant</li> </ul>

		lengths of paragraphs, use of pictures, links to other pages	<ul style="list-style-type: none"> <li>Use varied and appropriate vocabulary, including subject-specific words and phrases</li> </ul>
Writing accurately	Language	<ul style="list-style-type: none"> <li><b>Use language appropriate to writing, including standard English where relevant</b></li> <li><b>Use a varied and appropriate vocabulary, including subject-specific words and phrases</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use language appropriate to writing, including standard English where relevant</b></li> <li><b>Use a varied and appropriate vocabulary, including subject-specific words and phrases</b></li> </ul>
	Grammar Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> <li>Use different sentence structures, including complex sentences, <i>e.g. subordination – before you start, at the same time, before it finishes</i></li> <li>Use conditionals, <i>e.g. if, might, could, to show hypotheses or possibilities</i></li> <li><b>Use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for possession</b></li> <li>Use a variety of strategies to spell words with complex regular patterns, <i>e.g. exercise, competition</i></li> <li><b>Produce fluent and legible handwriting</b></li> </ul>	<ul style="list-style-type: none"> <li>Use varied sentence structures and sequences of clauses</li> <li>Use a range of punctuation accurately to clarify meaning, including apostrophes for omission</li> <li><b>Use knowledge of word families, roots, morphology, derivations and spelling patterns</b></li> <li>Use strategies to spell correctly polysyllabic, complex and irregular words, <i>e.g. definite, separate, beautiful, friendly</i></li> <li><b>Produce fluent and legible handwriting</b></li> </ul>

## Oracy

		Year 5	Year 6
Developing information and ideas Presenting information and ideas	Speaking	<ul style="list-style-type: none"> <li><b>Explore ways to be convincing when explaining information and ideas, <i>e.g. use of vocabulary, gesture, visual aids</i></b></li> <li><b>Speak clearly, using a formal tone and projecting voice effectively to a large audience, <i>e.g. in assembly, in event for parents/carers</i></b></li> <li><b>Take on a role, <i>e.g. character from historical situation, an imaginary part in</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b>Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, <i>e.g. using specialist vocabulary or examples to illustrate meaning</i></b></li> <li><b>When presenting ideas, vary expression, tone, volume to keep listeners interested</b></li> <li><b>Sustain a role play exploring situations, characters and actions</b></li> </ul>

		<i>a scientific process</i>	
	Listening	<ul style="list-style-type: none"> <li>• Listen carefully to presentation and show understanding of main points</li> <li>• After listening, prepare a response which gives views on what the speaker has said</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to presentations and show understanding of main points and reasons for opinions</li> <li>• Respond to others appropriately with questions and comments which develop what has been said</li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>• Contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. keeping focus, helping others</i></li> <li>• Follow up points in discussions, showing agreement or disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute purposefully to a discussion to achieve agreed outcomes</li> <li>• Build on and develop the ideas of others, <i>e.g. by asking questions to explore further, offering more ideas.</i></li> </ul>