



THE LATIN PROGRAMME: VIA FACILIS

IMPACT REPORT

2021/22

REGISTERED CHARITY 1126564

TLP: A YEAR IN REVIEW

This year, we were delighted to be back in classrooms full time. There was, of course, much work to be done, with many pupils having experienced major disruption to their teaching time over 2020-21. With that being said, we were incredibly proud of all of our pupils—and their schools—for maintaining as much consistency as they could under very difficult circumstances. Many of our pupils had been using our free worksheets and home-packs to supplement their learning over the course of the pandemic, and it was brilliant to have the opportunity to pick up where we left off and get the ball rolling once again.



8

**partner schools
across London**



922

**pupils reached across
partner schools**



2000+

**YouTube Live Summer
School session views**



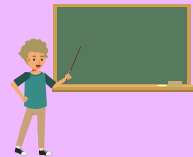
500+

**free worksheet
downloads**



120

**Summer School
Zoom participants**



420

**new pupils reached
via our Roadshows**



OUR MISSION

The Latin Programme delivers high-quality, creative, and fun Latin lessons to KS2-4 pupils in London state schools and beyond. Across seven primary schools, one secondary school, and a large free online offering, our team of four expert Latin teachers brings our transformative programme to over 1500 pupils every year, providing them with the tools they need to unlock a rich and fascinating ancient language.

But our lessons are about more than just Latin.

The programme is also designed to measurably improve literacy skills (including grammar and vocabulary), provide a strong basis for learning Romance languages, and encourage the use of critical thinking and problem solving strategies. We know that not every pupil will have the opportunity or inclination to continue learning Latin in secondary school, and so we build topic-based lessons into the curriculum which explore the sciences, mathematics, rhetoric, art and more.



WHAT SETS OUR PROGRAMME APART?

CREATIVE LESSONS RUN BY CREATIVE TEACHERS

In 2009, the National Literacy Trust reported that the teaching of literacy was not engaging students 'in a way which is relevant to the twenty-first century lived experience', and urged teachers to 'tap into the interests and passions of their pupils'. This is something we have been heavily invested in since the birth of The Latin Programme, and which we believe bears real fruit. We encourage our teachers to bring their own creativity to their lessons; our current team includes a rapper, songwriter, arts journalist, and horticulturalist.

A KINAESTHETIC METHOD

Learning Latin from scratch is not easy. Some believe that Latin should be taught piecemeal, hoping pupils pick up bits of grammar as they go. Our method is more grammatically challenging than a piecemeal approach, but over the last

decade we have found that even the youngest pupils respond well to our grammar-focused model of Latin learning when we teach through music, performance, games, and other kinaesthetic methods.

"Pupils generally enjoy learning Latin very much and talked enthusiastically about the games, songs and activities they complete in lessons." - Ofsted Subject Inspection letter, St Peter's Eaton Square, 2019

"We make the deep links between multiple cultures - African, Balkan, Ottoman, Asian - because the stories we tell originate from wherever the Greeks and Romans travelled. The pride and pleasure on the faces of children who find that their inheritance is being shared with the class is a joy to see." - Alys Torrance, Latin Programme Storyteller

CULTURAL CONTEXT

Latin may not be spoken widely any more, but the impact of the language and the culture still reverberates today. Our lessons explore the extraordinary geographical, social and philosophical reach of the Ancient Greek and Roman world from then to now.

WHY LATIN?

'Why Latin?' is a question Latin teachers hear often. We've spent over ten years answering that question for prospective schools and pupils alike. Here are the points we find most compelling...



LEARNING LATIN IMPROVES ENGLISH LITERACY

The evidence: In 2013, The Shine Foundation undertook a data analysis of our work. That year, we aimed to bring at least 50-60% of classes up to a pass in literacy based on the English National Curriculum for KS2 and to bring the class average up to or beyond the national average in literacy after two years of Latin.

The results far surpassed our targets: by the end of 2013/14, 92% of students (who had studied for three years) were at the expected level for reading, and 83% were at the expected level for writing.

In order to learn Latin, pupils must have a solid understanding of English grammatical terms, accidence, and syntax. From the very first lesson, we work to ensure that our pupils have the strongest possible foundation of English grammar, beginning with nouns and verbs.

Latin, unlike English, is an inflected language. Since the endings of verbs and nouns change their meaning, Latin sentence construction and translation requires logic and accuracy, which in turn leads to greater accuracy when speaking and writing in English.

Since over 65% of English words have Latin roots, our lessons also measurably improve English vocabulary.



LATIN LESSONS PROVIDE A *TABULA RASA* FOR EAL PUPILS

Latin acts as a healthy leveller for pupils learning English as an additional language. Where those pupils might be marked out as 'behind' in English lessons, they are able to gain confidence in Latin lessons in which everybody is learning as a beginner. Additionally, because Latin is a root language of English, all pupils are able to make connections between Latin and English vocabulary, giving them the tools to work out the meanings of difficult English words.

The evidence: "Pupils like using previous knowledge to decode new words in Latin and English. For example, pupils in Year 6 easily worked out the meaning of words such as 'pugnacious' and 'necromancy' in a text and could explain their origin. [...] They also told me how much it helps them with their work in other subjects, particularly English." - **Ofsted Subject Inspection letter, St Peter's Eaton Square, 2019**



LATIN IS A GATEWAY TO OTHER ROMANCE LANGUAGES

Latin forms the basis of 75–80% of all Spanish, French, Italian, Portuguese and Romanian words, so speakers of Romance languages have an edge in studying Latin and vice versa. Latin students also have a huge advantage in learning other inflected languages such as Russian or German.

Many primary schools find that the modern foreign language provision can be inconsistent at Key Stage 2. Additionally, a KS2 pupil learning French, for example, might only be offered Spanish at KS3. By learning Latin with The Latin Programme, pupils receive consistent teaching for all four years, and leave primary school with a solid foundation on which to build many other languages.

OUR IMPACT: IN THE CLASSROOM

CASE STUDY: ST BARNABAS', WESTMINSTER

The Latin Programme has been embedded in the St Barnabas' curriculum since 2014. In the academic year 2021-2022, we taught across four Key Stage 2 classes from Years 3-6.

At St Barnabas', where the majority of pupils are eligible for Free School Meals and speak English as an additional language, **54% of pupils achieved 65% or above in the end of year Latin tests** even after two turbulent pandemic years.

64%

of all Latin Programme pupils are learning English as an additional language (EAL)

35%

of all Latin Programme pupils are eligible for Free School Meals

CASE STUDY: ST MARY'S PRIMARY, BRENT

We have taught The Latin Programme at St Mary's Primary since 2014. In the academic year 2021-2022, we taught across five classes from Year 3 to Year 6. At St Mary's, where the majority of pupils are eligible for Free School Meals and speak English as an additional language, **63% of pupils achieved 60% or above in the end of year tests.**

Every year, we ask our pupils to complete two Latin tests; one in October, and another in June.

This year, we introduced an additional metalinguistic test, which allows us to gauge not only our impact with respect to Latin, but also to wider language learning.

Here's an example...



META-LINGUISTIC TESTING: EXAMPLE

Look at these words in Gibberian and answer the questions that follow.

shazame = duck papulpo = umbrella monta = dog
shazamè = ducks papulpò = umbrellas

- i. What is the Gibberian for umbrellas?
- ii. What is the difference between shazame and shazamè?
 - a. shazame is singular and shazamè is plural.
 - b. There is no difference.
 - c. shazame is the subject of the sentence
- iii. What do you think the Gibberian for 'dogs' might be?
 - a. montas
 - b. monta
 - c. montà

IN THE CLASSROOM: 2021-22 CURRICULUM UPDATE

A TOPICS-BASED APPROACH

The academic year 2021-22 has seen The Latin Programme implement a revised curriculum that organises our teaching of Latin language and English literacy around a series of engaging, world-expanding topics.

We have worked hard to make sure that we not only retain all of the vocabulary, syntax and grammar work that make our Latin lessons a smart choice for Foreign Language Provision, but also to bake into our curriculum an even more compelling answer to the question 'why do we learn Latin?'

We have found, over the course of the year, that our pupils have responded energetically to our sessions on **rhetoric, horticulture, medicine and the body, Romans in Britain, Roman food**, and lots more besides.



EXAMPLE CURRICULUM MAP FOR YEAR ONE

YEAR 1 AT A GLANCE: LEVEL 1A			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5	Roman invasion of Britain	The natural world	Simple clauses
WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10	Latin verbs	Latin nouns	Translation skills
WEEK 11 WEEK 12 WEEK 13	Storytelling, topic week, and assessment	Storytelling, topic week, and assessment	Storytelling, topic week, and assessment

AUTUMN TERM - LEVEL 1A		
The Roman Conquest of Britain		
WEEK 1	Introducing the Roman Empire	To familiarise pupils with the context of their coming lessons.
WEEK 2	Becoming a Roman citizen	To complete a Roman passport.
WEEK 3	Conquest of Britannia	To learn about the invasions of Julius Caesar and Claudius
WEEK 4	The Roman Army	To learn Roman military drill.
WEEK 5	Hadrian's Wall and Vindolanda	To be able to complete a comprehension task on Hadrian's Wall and Vindolanda.
WEEK 6	Verbs (infinitives)	To introduce Latin verbs.
WEEK 7	Verbs (present tense 1)	To translate Latin present tense verbs into English.
WEEK 8	Verbs (present tense 2)	To translate present tense verbs into Latin.
WEEK 9	Verbs (present tense 3)	To translate the present tense both ways.
WEEK 10	Verbs: The story of Boudicca	To dramatise the story of Boudicca, ending with a performance
WEEK 11	Assessment Week	To test knowledge of Latin so far.
WEEK 12	Storytelling	To study a classical myth.
WEEK 13	Saturnalia	To learn about the Saturnalia festival.

KS2 NATIONAL CURRICULUM: ENGLISH GRAMMAR, SPELLING & PUNCTUATION FRAMEWORK

✓ Nouns	✓ Questions	✓ Present and past progressive
✓ Verbs	✓ Commands	✓ Tense consistency
✓ Adjectives	✓ Sentences and clauses	✓ Passive and active
✓ Conjunctions	✓ Relative clauses	✓ Synonyms and antonyms
✓ Pronouns	✓ Noun phrases	✓ Prefixes
✓ Possessive pronouns	✓ Co-ordinating conjunctions	✓ Suffixes
✓ Relative pronouns	✓ Subordinating conjunctions	✓ Word families
✓ Adverbs	✓ Subordinate clauses	✓ Standard English
✓ Adverbials	✓ Simple past and simple present	✓ Formal & informal vocabulary
✓ Prepositions	✓ Verbs in the perfect form	✓ Formal & informal structures
✓ Statements	✓ Modal verbs	
✓ Subject and object	✓ Present and past progressive	

BEYOND THE CLASSROOM: ONLINE SUMMER SCHOOL '22

IN PARTNERSHIP WITH THE CLASSICAL ASSOCIATION

For the third year in a row, we headed online to host our Latin Programme Summer School. And what a week it was! From 2nd-5th August, we delivered a daily YouTube Live session available to all, followed by two 50-minute Zoom sessions for 120 subscribed participants.

With the help of expert facilitators including children's author Caroline Lawrence, dancer Tommaso Petrolo, storytellers Alys Torrance and Lucy Lill, and Vicky Price of UCL Special Collections to name but a few, we explored **Roman hair and wig-making, the ancient seas and oceans, weaving and its importance in ancient myth, Roman catacombs, the architecture of Piranesi** and so much more.

For the first time, we also provided our pupils with a Summer School online portal accessible anytime after their daily sessions, and through which they could find extension task videos and worksheets made by our facilitators and Latin Programme staff.



100%

of pupils 'likely' or 'very likely' to take part in another Latin Programme course

100%

interested in continuing to learn about Ancient Greek and Roman cultures, languages and stories

100%

reported that The Latin Programme made accessing the sessions easy

1000+

YouTube Live viewers

120

daily Zoom participants

350

visits to the online portal

- “ It was brilliant! Please keep doing these. - **Summer School participant**
- “ So fun and insightful with a great variety of teaching methods and topics. - **parent of Summer School participant**
- “ It was inspiring to experience the subject in a broader context The enthusiasm of the guest speakers was translated in their work. - **parent of Summer School participant**



BEYOND THE CLASSROOM: THE ROADSHOW

IN PARTNERSHIP WITH THE CLASSICAL ASSOCIATION

Thanks to a generous grant from The Classical Association, this year we were able to launch The Latin Programme Roadshow. Over the course of the school year, we visited six London-based primary state schools, delivering a full morning of Classics sessions for free, beginning with a whole school assembly, and followed by two in-classroom sessions.

For the first two-thirds of the year, we explored Women in the Ancient World and were joined in classrooms by children's author Caroline Lawrence and textile artist Rezia Wahid. In the latter sessions, we took advantage of the good weather and headed outside, focusing on Roman horticulture and Mother Nature with the help of nature educator and writer, Michael Holland.

TERM 1: ROMAN WOMEN

TERM 2: WEAVING AND TEXTILES

TERM 3: ROMAN HORTICULTURE

6

primary state schools received a full morning of Classics sessions for free

400+

pupils from across London took part in our Roadshow

15

Roadshow-specific free downloadable worksheets added to our website

“

I enjoyed the lessons lots. They were awesome, fun, and it was cool to learn Latin! - **Roadshow participant**

“

You have inspired me to be a gardener when I'm older and to learn a different language. - **Roadshow participant**

“

I really enjoyed learning about the Roman and the variety of fun and silly animal names. - **Roadshow participant**

“

Thank you for teaching me how to weave! - **Roadshow participant**



WITH SPECIAL THANKS TO...

OUR PARTICIPATING SCHOOLS

Argyle Primary School, Camden
Harris Academy, South Norwood
Holy Trinity C of E Primary School, Camden
St Barnabas' C of E Primary School & Nursery, Westminster
St Joseph's Catholic Primary School, Wandsworth
St Mary's C of E Primary, Brent
St Mary's C of E Primary, Walthamstow
St Peter's Eaton Square, Westminster

OUR PARTNERS

The Broadway Bookshop, Camden Council, Camden Collective, The Foyle Foundation, Garfield Weston Foundation, The John Coates Charitable Trust, London Singers Studio, Museum Of London, Scratchworks Theatre, Story Jam, Strange Day Films, The Classical Association, UCL Special Collections

OUR SUPPORTERS

Alex MacKeith, Anna Richmond, Alys Torrance, Caroline Lawrence, Charmian Bedford, Frances Illingworth, Iszi Lawrence, Jack Ashton, Jamila Zabiri, Jonathan Goddard, Katharine Swire, Lucy Lill, Maria Wyke, Michael Holland, Miles Ridley, Nic Wassell, Rebecca Lawes, Rezia Wahid, Richard Gilder III, Rob Gildon, Seonaid Goody, Simon Carr, Simon Goldhill, Tim Smith-Laing, Tomasso Petrolo, Vicky Price, Virginia James, Zanna Wing-Davey, Zippy Woolfson