RET Classical Civilisation - KS3 Stage Ladder

Stage		Reading	Writing	Sources	Significance and judgement	Knowledge of ancient historical content
Y9++	7	• (LATIN GCSE) Infer meaning from a range of longer/unseen texts), responding to key information, themes and ideas. • Translate longer passages containing a range of complex grammatical structures and less common vocabulary into English with isolated errors.	• (LATIN GCSE) Translate long-sequences of mainly fluent text, manipulating language and using a wide range of language, including frequent use of complex structures and a range of tenses and less common vocabulary. Mostly accurate with isolated minor errors. • Translate extended passages containing a range of less common vocabulary and less common structures into TL.	• Complex judgements around the utility of sources consider the source's content and are supported by strong contextual understanding and the literary techniques	• Significance of individuals/events is measured with specific criteria and well selected evidence to form substantiated conclusions about impacts over and across time and on different social groups.	• Demonstrates detailed and wide-ranging ancient historical knowledge with key terminology, logical and precise structure and showing complex understanding which highlights linkages between themes and ideas.
Y9+	6	• (LATIN GCSE) Infer meaning in and present relevant details from longer/ unseen texts containing some unfamiliar language, complex tenses and grammatical structures. • Translate, with occasional errors, longer passages containing complex grammatical structures and less common vocabulary into English.	• (LATIN GCSE) Translate into English longer unseen texts, using extended sentences, a variety of grammatical structures and references to all tenses. Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. • Translate longer passage containing a range of complex structures into TL.	• Judgements around the value of classical source and consider the provenance and content and are supported by some contextual understanding.	• Significance of individuals/events is measured with criteria and some evidence to form conclusions about impacts over and across time. Although some of the evaluations may be only partly substantiated, the overall judgment is supported.	• Strong ancient historical knowledge, which is structured logically and demonstrates an awareness of linkages between themes.
Avg EOY9	5	• (LATIN GCSE) Deduce meaning and demonstrate understanding in longer texts (including extracts from literary texts) of detail, justified opinions and familiar and some less familiar language, and present, perfect and imperfect tense. • Translate, with occasional errors, short passages containing more complex structures and less common vocabulary into English.	• (LATIN GCSE Translate into English part of unseen texts, using extended sentences, a variety of grammatical structures and referring to the past, present and future. Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. • Translate short passages containing longer sentences and some complex language structures into TL.	• Judgements around the utility of sources consider provenance or content and are supported by some contextual understanding.	• Significance of individuals/events is measured with criteria and some evidence to form conclusions about impacts over and/or across time although inconsistencies in the depth and breadth of analysis.	• Good ancient historical knowledge, which is often structured logically, showing good understanding and highlighting some linkages between themes.
Avg EOY8	4	• Deduce meaning in and demonstrate understanding of, in a range of texts (including extracts from literary texts), overall message, key points and justified opinions and familiar and some less familiar language, in three different tenses. • Translate with increasing accuracy into English short passages containing occasional complex grammar and less common vocabulary.	• Translate longer sentences/short paragraphs, giving information using the present tense of common verbs and both cases of familiar nouns. • Mostly accurate with only isolated minor errors and/or occasional errors with complex structures, meaning is clear. Student recognises all the noun and verb endings in present tense.	• Can explain how a source is valuable for a particular purpose and begin to support this with contextual knowledge	• Attempts are made to establish criteria for judgment and to relate the overall judgment to them, although with some substantiation.	• Reasonable ancient historical knowledge, which is often structured logically, showing a fair understanding and beginning to highlight some linkages between themes.
Avg EOY7	3	• Demonstrate understanding of simple phrases/ sentences, including basic verbs and key points. • Can demonstrate understanding of Nominative and Accusative case, Present Tense and the Declensions.	• Translate simple phrases/ sentences, giving basic information using the present tense of high-frequency verbs. May not be accurate but meaning clear. • Translate familiar short phrases into Latin. Student recognise most of the noun and verb endings.	• Can begin to assess the uses of sources for purposes and to make inferences from ancient historical sources.	• Attempts are made to establish criteria to judge significance although with limited substantiation.	• Reasonable ancient historical knowledge, which is often structured logically and shows a good understanding and organisation of ideas.
Avg EOY6	2	• Demonstrate understanding of simple words, including basic verbs. • Demonstrate understanding of Nominative and Accusative case and Present Tense.	• Translate familiar isolated words into Latin. Produce simple words/sentences independently. • Students recognise some of the noun and verb endings.	• Can make simple comments about what historical sources tell us about the past.	• Judgements about the significance of individuals/events are asserted with some supporting evidence. • Can make simple observations about the importance/significance of individuals/events.	Some understanding and Reasonable ancient historical knowledge, beginning to organise ideas into structured paragraphs. •
	1	• Attempts to demonstrate understanding of simple words, including basic verbs.	• Attempts to translate familiar isolated words into Latin. Produce simple words/sentences independently.	• Can make simple comments about what historical sources tell us about the past.	• Can make simple observations about the importance/significance of individuals/events.	• Simple understanding and ideas expressed in basic sentences and undeveloped paragraphs