



## Structure of the course

### The story

The course comprises four books divided into Stages (chapters) each of which acts as an installment in the main storyline. This continuous narrative is key to the success of the CLC and is at the heart of the course.

Book 1, set in Pompeii in the first century AD, is based on the **familia** of Lucius Caecilius Iucundus. By beginning in Pompeii students are introduced to Roman Italy, with a wealth of archaeological evidence to explore, such as the house and business records of Caecilius himself. There are many opportunities to develop skills of historical investigation as well as a sense of investment in the familia of Caecilius, members of which act as the lead characters in subsequent books.

In Books 2 and 3 Caecilius's son Quintus visits two very different provinces of the Roman empire, Britain and Egypt (specifically Alexandria). In Egypt he is joined by other characters familiar from Book 1: his sister Lucia; Clemens, a man previously enslaved in Caecilius' household; and Caecilius's friend Barbillus. These books introduce our villain, the Roman politician Salvius, as well as a host other characters, including Togidubnus, the British king who falls victim to Salvius's schemes, and his wife Catia.

By basing Books 2 and 3 in the provinces of Britain and Egypt students encounter the vast geographical and cultural range of the empire as well as the different methods of conquest and subjugation employed by the Romans. Britain is, at the time of the stories, a relatively new province in which Roman control is new and military conquest ongoing. The political and social landscape is very different in Alexandria which has been a Roman province for longer, and before that subject to Greek rule. The city of Alexandria also provides students with their first example of a large, prosperous, cultural centre; therefore when they come to study Rome they have a relevant point of comparison. The first such city to be studied in depth being in North Africa also challenges Eurocentric views and encourages acknowledgement of the myriad of deeply complex and interwoven cultures of the ancient world.

Book 4 brings the series to Rome for its conclusion and the comeuppance of Salvius. Lucia re-enters the narrative and the political and social machinations of Rome and the imperial court take centre stage. Rome was deliberately made the final location of the story; we finish in the seat of imperial power having first seen



how that power affects the lives of people all over the empire. Students will have developed the skills of critical analysis necessary to engage with the sources and evidence from ancient Rome to draw nuanced and complex conclusions. This setting also provides a natural ‘jumping off point’ to move onto authentic classical Latin literature. In acknowledgement of this, Book 4 contains more Latin sources in translation as part of the cultural background material and students are asked more challenging questions when it comes to analysis and literary criticism.

### Content of a Stage

Chapters in the CLC are referred to as Stages. Each Stage contains new language features and deals with a particular aspect of Roman culture; there is, in most cases, a standard format. A student-facing version of the below can be found in the Introduction to the textbook pages v-vi.

**Model sentences.** New language features are presented in a coherent context of whole sentences or short paragraphs. These are accompanied by illustrations which should be used to support students in working out the meaning of the sentences.

**Latin stories.** Narrative and dramatic passages form the core of each Stage and are the main means of consolidating language learning. These have a developing story line and a context related to the aspect of Roman culture featured in the Stage. They increase in length and complexity as students progress through the Course. New vocabulary is given to the right of each passage, in the form in which it appears in the text. It is not the intention that every word of every story be translated, more often students will read for meaning and enjoyment while teachers select key material to support student understanding of linguistic features.

**About the language.** An explanation is provided of language features that have been introduced or have occurred frequently in the Stage. This section usually appears some way into the Stage. It is designed to be studied *after* students have become familiar with the language features through the reading and investigation of the stories.

**Practicing the language.** This contains another, shorter story intended to consolidate the language features introduced in the Stage. The story is accompanied by three types of question designed to check understanding and encourage critical engagement with the story and the language:

- *Explore the story* contains comprehension questions



- *Explore the language* targets student understanding of grammar and linguistic features
- *Explore further* invites students to offer critical analysis of the story, building skills of literary criticism.

This section also contains clear instructions directing students where they can find more information or extra exercises targeting the language points.

**Cultural context material.** This provides an explanation of the aspect of Roman culture featured in the Stage and forms the context or subject matter of the Latin stories. Focus is on evidence and its interpretation, and information is supported by both written (translated) sources and pictures of archaeological finds.

Some sections make use of ‘talking heads’ to lead students through the material. These figures – some well-known characters from the stories, others more background voices – provide different views on the content, taking advantage of the fact that the cultural background sections are in English to offer more nuance and subtle commentary.

These sections also contain Enquiries and Thinking Points designed to develop skills of historical investigation and wider knowledge:

- *The Enquiry* opens the cultural background section and offers a potential question for students to consider as they read the material. It appears again at the end of the section with bullet points highlighting how the material they have studied might relate to the question. These might be used as the basis for larger projects or pieces of assessed work.
- *Thinking points* are questions, activities and discussion ideas called which are scattered throughout the material. There are usually between four and nine of these depending on the material. These are likely to be used as shorter class activities or perhaps several might be considered as a homework task. Some have sufficient potential scope to work well as the focus of a whole lesson or larger piece of work.

There is no expectation that all available Enquiries and Thinking points are used. Which a teacher wishes to spend time on will depend on their interests and needs as well as those of their students. There is no single way to engage with these activities, they are intended to act as catalysts for classroom discussion and historical investigation.



**Vocabulary checklist.** At the end of each Stage there is a list of common words which have occurred several times in the text and should now be known. In the early Stages, nouns and adjectives are presented in the nominative singular, and verbs in the 3rd person singular of the present tense. The Course gradually brings in the traditional key grammatical forms until finally the principal parts of verbs, the three genders of adjectives, and the genitive and gender of nouns are listed. Students are thus equipped to use a Latin dictionary.

### **Language information**

This material is at the back of each book and is divided into three parts.

**1. About the language.** This segment summarises the language content of the book (and in Books II–IV the language features from previous books). It contains grammatical tables, notes and additional exercises.

**2. Reviewing the language.** This section contains additional exercises for each Stage in the book. These have been designed to support consolidation of language information with clearly labelled and numbered exercises for ease of navigation. There are links to the places in the textbook where you can find additional information.

### **3. Vocabulary**

The complete vocabulary for the whole book.