Curriculum Improvement Cycle
Draft Technical Framework
Languages – Latin

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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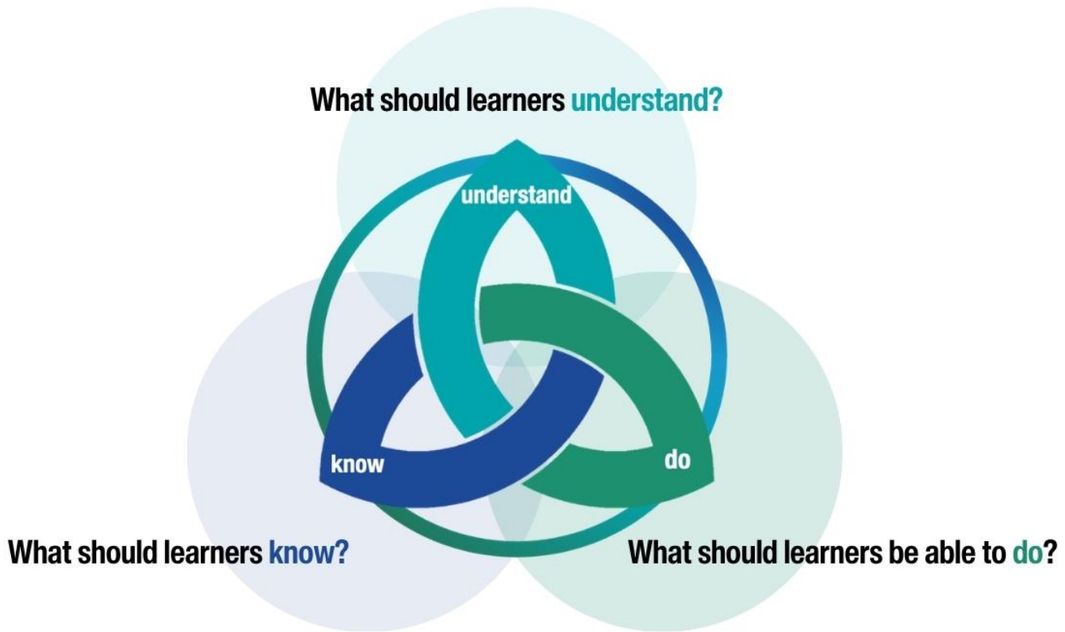
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction to the Languages – Latin Know-Do-Understand (KDU) Framework

The Languages - Latin Technical Framework sets out the Know-Do-Understand (KDU) that learners develop in Latin. It provides a shared Framework from Second to Fourth Level while recognising the distinctive nature of learning Latin within the Languages curriculum area.

The Framework is organised around three Big Ideas which bring together understanding Latin, interpreting texts and exploring the people, perspectives and cultures of the Roman World. The strands within each Big Idea provide a structure for considering different aspects of learning. They are presented separately for clarity but are intended to connect across learning. Individual Know, Do and Understand statements should not be viewed as separate tasks or used as a checklist.

Progression in Latin is primarily receptive. Learners develop their ability to read and understand Latin by drawing on an increasing knowledge of vocabulary, grammatical forms and structures, recognising patterns and relationships within language and applying strategies to work out meaning. As they progress, learners use this knowledge with increasing independence to understand more developed and complex texts.

Translating forms an important part of learning Latin. Translating involves more than replacing individual Latin words with equivalents in another language. Learners draw together their understanding of vocabulary, grammar, structure and context to interpret meaning and communicate it clearly. As their understanding develops, they consider different possible meanings and make increasingly informed choices when translating.

Learning Latin also provides opportunities to encounter the people, ideas, experiences and cultures of the Roman World. Engagement with Latin texts and other sources supports learners to explore different perspectives, consider the contexts in which people lived and make connections between language, culture and society. It also provides opportunities to explore the continuing influence of Latin and the Roman World on languages, cultures and societies today.

The Framework does not prescribe particular texts, vocabulary lists, grammatical content or aspects of Roman culture to be taught at each level. These should be selected to support the knowledge, skills and understanding set out in the Framework and to provide appropriate progression for learners. Productive use of Latin, including reading aloud, speaking or writing Latin, may be used to support learning where appropriate, but is not an expectation for progression within the Framework.

How to use the KDU Framework

The Big Ideas and strands are presented separately to make progression clear, but learning experiences will bring different parts of the Framework together.

A learning experience can develop KDU from several strands across the three Big Ideas. The same KDU can also be developed and revisited through different contexts and experiences.

Practitioners use evidence across learning and over time when making holistic judgements about progress.

Reading and Translating

Reading and Translating are central to how learners encounter, develop, apply and demonstrate the KDU set out in the Framework. Learning experiences will often bring these together and can provide evidence across different parts of the Framework.

Learners draw on vocabulary, grammatical knowledge, language patterns, context and prior knowledge to make sense of Latin texts. Through translating, they interpret the meaning of Latin and communicate that meaning in another language. Translating involves conveying meaning rather than replacing individual words and may require learners to make choices where more than one interpretation is possible. This reflects the approach already established in the Latin Framework.

The evidence that emerges will depend on the learning, text and level, rather than following the same pattern for every KDU knot. Learners may demonstrate their understanding through reading, translating, discussion, analysis or other responses to texts.

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Latin and the language of learning

Learners encounter Latin primarily through written texts. The language used to support learning, discussion and translating will depend on the learning context and the languages learners know and use.

Learners may learn Latin through English, Gaelic, Scots or other languages. Practitioners can draw on these languages to support understanding, make connections between languages and explore how meaning is expressed in different ways. The Framework does not assume that Latin is learned or translated through English.

As learners progress, they draw increasingly on their knowledge of Latin vocabulary, grammatical structures, language patterns and context to understand texts with greater independence. The language of learning continues to support explanation, discussion, comparison and reflection where appropriate.

Latin is generally pronounced in a way that reflects its written form. The focus should be on supporting learners to read and use Latin confidently, rather than on achieving a particular model of ‘correct’ pronunciation.

Discovering the Roman World

Learning Latin involves developing an understanding of the people, places and cultures of the Roman World alongside the language. Latin texts provide opportunities for learners to encounter different experiences, perspectives, beliefs and ways of life, while other sources can provide further context and evidence.

Learners explore aspects of everyday life, communities, values, beliefs and traditions across the Roman World. Learning should recognise that experiences differed according to factors such as time, place, community and people's roles within society. There was no single Roman experience. This principle is already reflected in the Latin Framework's progression for exploring everyday life and communities.

As learners progress, they use evidence from Latin texts and other sources to develop and deepen their understanding of the Roman World. They make connections between language, people and culture and consider how different sources provide insight into Roman lives and experiences.

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Latin Purpose Statement

Latin offers learners a unique opportunity to explore the language, literature and culture of the Roman World. Through reading Latin, we encounter the voices of Roman authors and develop our understanding of the language, ideas and experiences of the ancient world. Learning Latin helps us to understand how language works while strengthening our understanding of English and other languages through shared vocabulary, structures and patterns.

While vocabulary and grammar provide important foundations, learning Latin is about much more than decoding words and endings. We interpret and translate increasingly rich Latin texts, exploring how meaning is constructed, expressed and adapted across languages. As we progress, we develop an understanding of how Roman authors use language to communicate ideas, perspectives and experiences that continue to resonate today.

Learning Latin helps us to explore the Roman World through its literature, beliefs, traditions and everyday life. By engaging with Latin texts and other sources, we deepen our understanding of the people, places and communities of the Roman World and recognise its continuing influence on language, literature, law, science, architecture and society. Through this, we make connections between the ancient and modern worlds and reflect on our own identities, cultures and heritage.

We develop our linguistic awareness, analytical thinking and problem-solving skills by recognising patterns, interpreting evidence and applying strategies to work out meaning. These skills strengthen learning across the curriculum and equip us with the curiosity, confidence and strategies to become increasingly independent learners.

Big Ideas

Exploring the Latin Language	Reading Roman Voices	Discovering the Roman World
Exploring the Latin Language develops our understanding of how Latin works as a language and how meaning is created, interpreted and communicated. We explore vocabulary, grammatical structures and language patterns, piecing together clues to solve the puzzle of Latin texts. As we interpret and translate what we read, we recognise how Latin connects with English and many other languages, deepening our understanding of language, communication and the enduring influence of Latin across time.	Reading Roman Voices develops our understanding of the people, ideas and experiences of the Roman World through Latin texts. We read and interpret a range of texts to explore how Roman authors use language to communicate meaning, present characters, relationships and viewpoints and convey ideas that reflect the values and experiences of their time. We develop and justify responses using evidence from the text, deepening our understanding of Latin literature and the insights it offers into the Roman World.	Discovering the Roman World develops our understanding of the people, communities and cultures of the Roman World. We explore Latin texts to investigate everyday life, beliefs, values and traditions, recognising how these shaped Roman society and influenced later cultures. We make connections between the ancient and modern worlds, developing our understanding of the continuing influence of the Roman World on language, culture and society.

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Summary of Progression

Strand	Statements of Understanding		
	Second	**Third**	**Fourth**
Understanding Latin Structure and Meaning	Word endings help people to work out who is doing what in a sentence. Latin word order can change without changing the meaning of a sentence.	Different grammatical forms help people to understand increasingly complex Latin. Longer and more varied sentence structures help writers develop ideas.	Understanding Latin grammar helps people to make sense of longer and more complex texts. Changing sentence structure and word order can add emphasis without changing meaning.
Making Sense through Translating	Translating expresses the meaning of a Latin text in another language. Latin may express meaning in different ways from English. Meaning in Latin comes from how words work together within a sentence and its context.	Translating involves interpreting meaning across words, phrases and sentences. Latin and English organise meaning differently, so translation often requires choices about how ideas are expressed. Words, phrases and context work together to create meaning.	Translating involves interpreting meaning between Latin and other languages. The same Latin meaning can be expressed through different valid translations. Translating should express meaning clearly and naturally for the intended reader.
Connecting Latin to Other Languages	Languages can share words and meanings through common origins. Words can be connected through shared roots and word families.	Words develop, change and remain connected across languages through shared origins. Knowledge of word origins supports learning across languages and curriculum areas.	Languages change over time while retaining connections through shared vocabulary and historical development. Words change in form and meaning over time and across languages.
Understanding Latin Stories and Information	Latin stories and texts communicate meaning through characters, events and information. Events and information are organised to develop meaning across a text.	Latin stories and texts communicate meaning through events, relationships and ideas. Understanding a text depends on connecting information within and across sentences.	Latin stories and texts develop meaning across events, ideas and information. Careful reading allows increasingly detailed understanding of a text.
Appreciating How Latin Authors Use Language	Authors choose words and phrases to help people understand people, places and events.	Authors choose language to shape how people understand people, events and ideas.	Authors use language to influence how people understand and interpret a text.
Exploring Characters, Relationships and Viewpoints	Latin texts present people, relationships and ideas in different ways.	Latin authors present characters, relationships and ideas in ways that shape people's understanding.	Authors present characters, viewpoints and ideas in ways that influence how people understand a text.
Developing Responses to Latin Texts	People can respond to stories and explain their ideas about a text. Ideas about a text can be supported by evidence from the story.	People develop responses by considering the text as a whole. Responses are stronger when they are supported by relevant evidence.	Texts can support more than one well-evidenced interpretation. Responses should be evaluated using evidence from the text.
Exploring Everyday Life and Communities through Texts	People in the Roman World experienced everyday life in different ways.	Everyday life was shaped by people's roles, relationships and communities.	People's experiences in the Roman World reflected the communities and societies in which they lived.
Investigating Beliefs, Traditions and Cultural Practices through Texts	Beliefs and traditions influenced how people lived and understood the Roman World.	Beliefs, values and traditions influenced how Roman people lived and understood their world.	Beliefs, values and traditions shaped Roman society and continue to provide insight into the Roman World.

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Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="3">Understanding Latin Structure and Meaning

This strand develops learners' understanding of how Latin is structured to create meaning. It explores how vocabulary, grammatical structures and word endings work together to communicate relationships between words, phrases and texts.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Word endings help people to work out who is doing what in a sentence.</td><td colspan="2">Understand: Latin word order can change without changing the meaning of a sentence.</td></tr>
<tr><td>Know:
Nouns change endings to show grammatical role, including nominative (subject) and accusative (object).

Verb endings show person and number in the present tense.

Adjectives change endings to agree with the nouns they describe.

Agreement patterns help show which words belong together.</td><td>Do:
Identify the subject and object in simple Latin sentences using noun endings.

Recognise and interpret common present tense verb endings.

Use agreement patterns to identify how words fit together.

Use word endings to support understanding.</td><td>Know:
Latin word order can differ from English.

Familiar sentence patterns support understanding.

Word endings identify grammatical relationships regardless of word position.</td><td>Do:
Recognise familiar sentence patterns.

Interpret simple sentences where word order differs from English.

Use sentence patterns and word endings to work out meaning.

Use familiar patterns to support understanding.</td></tr>
<tr><td colspan="2">Notes
Agreement patterns help people identify which words belong together by matching their endings.</td><td colspan="2">Notes
Sentence patterns are familiar ways words are organised in Latin sentences that help people recognise meaning.

Grammatical relationships show how words are connected and what role they play in a sentence.</td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Different grammatical forms help people to understand increasingly complex Latin.</td><td colspan="2">Understand: Longer and more varied sentence structures help writers develop ideas.</td></tr>
<tr><td>Know:
A wider range of noun endings shows grammatical relationships.

Verb endings provide information about person, number and tense.

Latin uses the present, imperfect and perfect tenses.

Agreement patterns continue to support meaning.</td><td>Do:
Recognise a wider range of noun and verb endings.

Distinguish between present, imperfect and perfect tenses.

Use grammatical forms to understand increasingly complex sentences.

Apply agreement patterns to support understanding.</td><td>Know:
Latin sentences may contain more than one clause.

Clauses can add explanation, detail or background information.

Sentence structure helps people to understand how ideas connect.</td><td>Do:
Recognise how clauses add information.

Identify the main idea and supporting detail.

Use sentence structure to understand longer texts.

Use familiar patterns to convey meaning.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Notes
A clause is a group of words containing a verb that expresses an idea. Some clauses can stand alone, while others add extra information to another clause.</td></tr>
<tr><td rowspan="2">Fourth Level</td><td colspan="2">Understand: Understanding Latin grammar helps people to make sense of longer and more complex texts.</td><td colspan="2">Understand: Changing sentence structure and word order can add emphasis without changing meaning.</td></tr>
<tr><td>Know:
Case endings including genitive and dative show grammatical function.

A wider range of verb tenses provides information about time.

Individual words can carry several pieces of grammatical information.</td><td>Do:
Apply grammatical knowledge to understand extended Latin texts.

Understand and use a wider range of grammatical forms.

Use grammatical information carried within individual words.</td><td>Know:
Latin uses subordinate clauses to add detail and explanation.

Word order can be changed to emphasise important ideas.

Sentence structure helps shape meaning across a text.</td><td>Do:
Recognise how subordinate clauses contribute to meaning.

Explain how word order creates emphasis.

Use sentence structure to support understanding of extended texts.</td></tr>
</table>

	Agreement continues to support meaning.	Use grammar to support understanding of extended texts.		Recognise how sentence structure shapes meaning across a passage.
	Notes A case is a form of a noun, adjective or pronoun that shows its role in a sentence. Grammatical function shows how a word contributes to the meaning of a sentence.			

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<table>
<tr><td>Strand</td><td colspan="6">Making Sense Through Translating

This strand develops learners' understanding of how meaning is interpreted and communicated between Latin and English. It focuses on making informed translation choices by drawing on vocabulary, grammar and context, recognising that translation involves conveying meaning rather than replacing individual words.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Translating expresses the meaning of a Latin text in another language.</td><td colspan="2">Understand: Latin may express meaning in different ways from English.</td><td colspan="2">Understand: Meaning in Latin comes from how words work together within a sentence and its context.</td></tr>
<tr><td>Know:
Words and phrases can express meaning in different languages.

Words work together to express meaning.</td><td>Do:
Match Latin words and short phrases to meaning in another language.

Express the meaning of simple Latin sentences in English.

Use a specific word list or other support when translating.</td><td>Know:
Latin and English can organise meaning in different ways.

A direct word-for-word translation does not always make good sense in English.</td><td>Do:
Recognise when a word-for-word translation does not make good sense.

Re-order words to show their meaning in English.</td><td>Know:
Words and sentences provide clues that help people to work out meaning.

Context helps people to interpret unfamiliar words and ideas.</td><td>Do:
Read sentences in full before deciding meaning.

Use words and phrases together to understand the overall meaning of a sentence.

Use context to clarify meaning.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Translating involves interpreting meaning across words, phrases and sentences.</td><td colspan="2">Understand: Latin and English organise meaning differently, so translation often requires choices about how ideas are expressed.</td><td colspan="2">Understand: Words, phrases and context work together to create meaning.</td></tr>
<tr><td>Know:
Words and phrases do not always translate in isolation.

Meaning comes from groups of words in context rather than single words.

Translating requires understanding the overall meaning before expressing it in another language.</td><td>Do:
Translate short texts by expressing their overall meaning.

Work systematically through texts to understand meaning.

Use appropriate support, such as word lists, when translating.</td><td>Know:
Latin and English can organise words and ideas differently.

A word-for-word translation does not always communicate the intended meaning clearly.

The same meaning can often be expressed in different ways in English.</td><td>Do:
Re-order words and phrases to express meaning clearly in English.

Make simple choices about how ideas are expressed in translation.

Produce translations that communicate the intended meaning naturally.</td><td>Know:
Words and phrases work together to create meaning.

Context helps to determine the most appropriate meaning of words and phrases.

Meaning is influenced by the wider sentence and text.</td><td>Do:
Recognise how groups of words combine to express meaning.

Use context within a sentence to clarify meaning.

Address differences between English and Latin when expressing meaning.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Translating involves interpreting meaning between Latin and other languages.</td><td colspan="2">Understand: The same Latin meaning can be expressed through different valid translations.</td><td colspan="2">Understand: Translating should express meaning clearly and naturally for the intended reader.</td></tr>
<tr><td>Know:
More than one translation may be possible for the same Latin phrase or sentence.

Translating involves making choices about how meaning is conveyed.</td><td>Do:
Translate sentences and short texts.

Make choices where more than one translation is possible.

Use context within a text to refine meaning.</td><td>Know:
Word choice affects emphasis and tone in translation.

Languages do not always express meaning in exactly the same way.</td><td>Do:
Compare different ways of expressing the same meaning.

Explore how translating choices affect emphasis and tone.

Review translations that express meaning in different ways.</td><td>Know:
Translating requires selecting phrasing that expresses meaning clearly in English.

Translating choices can affect clarity, emphasis and style.</td><td>Do:
Select phrasing that communicates meaning clearly in English.

Produce translations that read naturally in English.

Revise translations to improve clarity and flow.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Notes
Tone refers to the attitude, mood or emotional quality communicated through language.</td><td colspan="2"></td></tr>
</table>

		Emphasis is the way an author draws attention to particular words, ideas or events.	

Strand	**Connecting Latin to Other Languages** This strand develops learners' understanding of the relationships between Latin and other languages. It examines shared roots, vocabulary and language patterns, recognising how Latin continues to influence English and many other languages across time.			
Second Level	**Understand:** Languages can share words and meanings through common origins.		**Understand:** Words can be connected through shared roots and word families.	
	Know: Many English words derive from Latin. Words with similar forms across Latin and English can share meaning. Words can belong to families with related meanings.	**Do:** Recognise familiar English words that come from Latin. Match Latin words to related English words. Identify simple word families across Latin and English. Use familiar roots to support understanding.	**Know:** Latin appears in everyday contexts such as mottos, names and expressions. Shared roots can help learners to work out the meaning of unfamiliar words.	**Do:** Identify Latin in familiar words, names and expressions. Use familiar roots to support understanding of unfamiliar vocabulary. Recognise Latin in everyday contexts.
			Notes A word family is a group of related words that share the same root and meaning. A root word is the basic part of a word from which other words are formed.	
Third Level	**Understand:** Words develop, change and remain connected across languages through shared origins.		**Understand:** Knowledge of word origins supports learning across languages and curriculum areas.	
	Know: Many words in English and other languages share Latin roots. Word families develop from common roots and prefixes. Words can change in form while retaining related meanings.	**Do:** Identify Latin roots in English and other languages. Analyse how words develop from roots and prefixes. Compare related words across languages. Group words by root or word family.	**Know:** Latin has influenced vocabulary across a wide range of subjects. Understanding roots supports interpretation of unfamiliar vocabulary.	**Do:** Recognise Latin influence in subject-specific vocabulary. Use roots to interpret unfamiliar vocabulary. Apply knowledge of word origins across languages and curriculum areas.
Fourth Level	**Understand:** Languages change over time while retaining connections through shared vocabulary and historical development.		**Understand:** Words change in form and meaning over time and across languages.	
	Know: Words can change in form and meaning as they pass between languages. Languages with shared origins show common patterns and similarities. Vocabulary reflects historical connections between languages.	**Do:** Trace the development of words across languages. Compare how related vocabulary has developed. Explain how language change has influenced modern vocabulary. Investigate patterns shared across related languages.	**Know:** Latin continues to influence specialist vocabulary across disciplines. Knowledge of word origins supports understanding in a range of contexts.	**Do:** Apply knowledge of word origins to understand unfamiliar vocabulary. Compare vocabulary across curriculum areas. Explain how Latin supports understanding across languages and disciplines. Evaluate connections between Latin and other languages in different contexts.

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<table>
<tr><td>Strand</td><td colspan="4">Understanding Latin Stories and Information

This strand develops learners' understanding of how narratives, information and ideas are understood in Latin texts. It explores how vocabulary, grammar and context work together to interpret events, characters and ideas and to build understanding across a text.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Latin stories and texts communicate meaning through characters, events and information.</td><td colspan="2">Understand: Events and information are organised to develop meaning across a text.</td></tr>
<tr><td>Know:
Latin stories communicate meaning through key words, names and actions.

Characters, actions and events work together to create understanding.

Understanding develops by connecting information across a text.</td><td>Do:
Identify key words, names and actions in a Latin story.

Link actions to understand what is happening.

Identify the main idea in a short text.</td><td>Know:
Events follow a sequence.

Details contribute to overall understanding.

Different parts of a text work together to communicate meaning.</td><td>Do:
Follow the sequence of events.

Connect different parts of a text to build understanding.

Use information from across a text to establish meaning.</td></tr>
<tr><td colspan="2">Notes
The main idea is the most important message or information in a text.</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Latin stories and texts communicate meaning through events, relationships and ideas.</td><td colspan="2">Understand: Understanding a text depends on connecting information within and across sentences.</td></tr>
<tr><td>Know:
Latin stories can explore ideas such as bravery, challenge, heroism and morality.</td><td>Do:
Track how events, characters and ideas connect across a text.

Discuss key themes in Latin stories.</td><td>Know:
Different parts of a text contribute to overall meaning.

Information can be developed, clarified or extended across a passage.</td><td>Do:
Link different parts of a text to build overall understanding.

Identify main ideas and supporting detail.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Notes
Supporting details are specific pieces of information or facts that support the main idea.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Latin stories and texts develop meaning across events, ideas and information.</td><td colspan="2">Understand: Careful reading allows increasingly detailed understanding of a text.</td></tr>
<tr><td>Know:
Details contribute to overall understanding.

Information may develop understanding in different ways.

Authors organise information to shape understanding.</td><td>Do:
Analyse how understanding develops across a text.

Interpret how details contribute to overall meaning.

Find clues in a Latin text to support deeper understanding.</td><td>Know:
Small details can influence overall understanding.

Relevant evidence supports understanding.

Meaning develops through the interaction of information across a text.</td><td>Do:
Identify significant details.

Explain how details contribute to understanding.

Use evidence from across the text to justify understanding.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Appreciating How Latin Authors Use Language

This strand develops learners' understanding of how Latin authors use language to shape meaning and influence the reader. It considers how language choices, style and literary features contribute to the interpretation of Latin texts.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Authors choose words and phrases to help people understand people, places and events.</td></tr>
<tr><td>Know:
Words and phrases can describe people, places and events.

Different words can create different impressions.

Some words and phrases stand out because they are important to the meaning of a text.</td><td>Do:
Identify words and phrases that add description or detail.

Recognise words that help build a picture of what is happening.

Explain how a word or phrase helps them to understand a text.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Authors choose language to shape how people understand people, events and ideas.</td></tr>
<tr><td>Know:
Language can create different impressions of people, events and ideas.

Words and phrases can suggest feelings, attitudes and viewpoints.

Authors choose language to draw attention to important ideas.</td><td>Do:
Explain how language shapes understanding of people, events or ideas.

Identify language that suggests particular feelings or attitudes.

Support explanations using evidence from the text.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Authors use language to influence how people understand and interpret a text.</td></tr>
<tr><td>Know:
Language choices work together to develop meaning across a text.

Authors use a range of language choices to create emphasis and shape understanding.

Different language choices can influence people in different ways.</td><td>Do:
Explain how language choices contribute to meaning across a text.

Explore how different language choices influence understanding.

Use evidence from the text to support explanations about language.</td></tr>
<tr><td colspan="2">Notes
Emphasis is the way an author draws attention to particular words, ideas or events.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="2">Exploring Characters, Relationships and Viewpoints

This strand develops learners' understanding of how people, relationships and perspectives are represented in Latin texts. It examines how characters, events and viewpoints reveal ideas, values and experiences of the Roman World.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: Latin texts present people, relationships and ideas in different ways.</td></tr>
<tr><td>Know:
Characters have different roles in a story.

Characters can think, feel and behave differently.

Stories can present different ideas through characters and events.</td><td>Do:
Identify the main characters in a text.

Describe how a character is presented.

Recognise different ideas shown through characters and events.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: Latin authors present characters, relationships and ideas in ways that shape people's understanding.</td></tr>
<tr><td>Know:
Characters may have different viewpoints and motivations.

Relationships between characters help develop meaning.

Ideas can be presented through characters, dialogue and events.</td><td>Do:
Explain how characters are presented.

Compare different viewpoints within a text.

Explain how relationships or events contribute to understanding of ideas.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Authors present characters, viewpoints and ideas in ways that influence how people understand a text.</td></tr>
<tr><td>Know:
Different viewpoints can shape understanding of events and ideas.

Characters may present contrasting perspectives.

Authors use characters and events to develop ideas across a text.</td><td>Do:
Explore how different viewpoints influence understanding.

Explain how characters and relationships contribute to the development of ideas.

Support explanations with evidence from across the text.</td></tr>
<tr><td colspan="2">Notes
Viewpoint is the way a character thinks about or experiences events and ideas.

Motivation is the reason why a character acts or behaves in a particular way.</td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Developing Responses to Latin Texts

This strand develops learners' understanding of how responses are formed and supported through evidence from Latin texts. It considers how language, context and wider knowledge contribute to explaining and justifying responses.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: People can respond to stories and explain their ideas about a text.</td><td colspan="2">Understand: Ideas about a text can be supported by evidence from the story.</td></tr>
<tr><td>Know:
Different people may notice different things.

Stories can create different responses.

Ideas about a story should relate to what happens in the text.</td><td>Do:
Share ideas about a story through talking, writing or creative responses.

Explain why they liked or disliked parts of a text.

Link responses to characters or events using examples from the text.</td><td>Know:
Characters, events and descriptions provide evidence.

People can refer to the text to explain their thinking.</td><td>Do:
Find information in the text to support an idea.

Explain how the text supports a response.

Share ideas using examples from the story.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: People develop responses by considering the text as a whole.</td><td colspan="2">Understand: Responses are stronger when they are supported by relevant evidence.</td></tr>
<tr><td>Know:
Different people may respond to ideas in different ways.

Responses are shaped by evidence within the text.</td><td>Do:
Present a response to a text through discussion, writing or creative responses.

Compare different responses.

Consider how evidence supports different viewpoints.</td><td>Know:
Evidence can support different responses.

Strong responses are based on the text.</td><td>Do:
Select relevant evidence.

Explain how evidence supports a response.

Consider different responses using evidence.</td></tr>
<tr><td colspan="2">Notes
A response is an explanation of what a text means, supported by evidence from the text.</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Texts can support more than one well-evidenced interpretation.</td><td colspan="2">Understand: Responses should be evaluated using evidence from the text.</td></tr>
<tr><td>Know:
Different responses may be equally valid.

Responses develop through reading and discussion.</td><td>Do:
Explore different responses to a text through discussion, writing or creative responses.

Compare evidence supporting different viewpoints.

Refine responses through discussion.</td><td>Know:
Relevant evidence strengthens responses.

Evidence can be weighed when comparing responses.</td><td>Do:
Justify responses using evidence from across a text.

Evaluate the strength of different responses.

Refine responses in light of additional evidence.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
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Strand	**Exploring Everyday Life and Communities through Texts** This strand develops learners' understanding of how Latin texts and other sources provide insight into life in the Roman World. It investigates how people lived, worked and interacted within their communities and how social structures shaped everyday experiences.	
Second Level	**Understand:** People in the Roman World experienced everyday life in different ways.	
	Know: Daily life included home, family, work and leisure. People had different roles and responsibilities. Communities brought people together in different ways.	**Do:** Identify features of everyday life in the Roman World. Compare different aspects of daily life. Use evidence from Latin texts to describe how people lived.
	Notes A community is a group of people who live, work or share common experiences.	
Third Level	**Understand:** Everyday life was shaped by people's roles, relationships and communities.	
	Know: People's experiences varied according to their role within society. Communities influenced how people lived and interacted. Daily life reflected different responsibilities and opportunities.	**Do:** Explain how different people experienced everyday life. Compare experiences across different communities. Use evidence from Latin texts to explain aspects of Roman life.
Fourth Level	**Understand:** People's experiences in the Roman World reflected the communities and societies in which they lived.	
	Know: People's lives were influenced by social roles and responsibilities. Communities changed across time and place. Evidence provides different insights into everyday life.	**Do:** Explore how everyday life differed across the Roman World. Use evidence from Latin texts to explain different experiences. Compare evidence from different sources to deepen understanding.

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Strand	**Investigating Beliefs, Traditions and Cultural Practices through Texts** This strand develops learners' understanding of the beliefs, customs and traditions that shaped the Roman World. It explores how religion, mythology, cultural practices and shared values are reflected in Latin texts and how they influenced Roman society.	
Second Level	**Understand:** Beliefs and traditions influenced how people lived and understood the Roman World.	
	Know: People shared beliefs, customs and traditions. Beliefs influenced everyday life. Traditions reflected what people valued.	**Do:** Identify examples of Roman beliefs and traditions. Describe how beliefs influenced people's lives. Use evidence from Latin texts to recognise Roman customs and traditions.
Third Level	**Understand:** Beliefs, values and traditions influenced how Roman people lived and understood their world.	
	Know: Beliefs influenced behaviour and decision-making. Traditions reflected shared values within communities. Different beliefs could shape people's experiences in different ways.	**Do:** Explain how beliefs influenced people's lives. Explore how traditions reflected Roman values. Use evidence from Latin texts to explain beliefs and customs.
	Notes Values are the ideas and beliefs that people think are important.	
Fourth Level	**Understand:** Beliefs, values and traditions shaped Roman society and continue to provide insight into the Roman World.	
	Know: Beliefs influenced different aspects of Roman society. Traditions reflected changing values over time. Different sources provide evidence of Roman beliefs and traditions.	**Do:** Explore how beliefs and traditions shaped Roman society. Compare evidence from Latin texts. Explain how beliefs and values provide insight into Roman civilisation.

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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released