



# Maximum Classics

Latin, Romans and  
Greeks at KS2:  
The Why & The How

# Maximum Classics: background

- designed as an **easy introduction to Latin and Classical Civilization** for students aged 7 and up and their teachers
- also created to **improve English vocabulary** through etymology
- first trialed in the UK in **2016** in three London primary schools among pupils aged 8-11
- Maximum Classics Community Interest Company (CIC) set up in **2021** to provide education and publishing services
- Maximum Classics course has now been used by over **400 UK schools** with UK charity Classics For All licensing the course as one of their main content offerings
- **9,678 unique users** of maximumclassics.com in 2022



*Why Latin & Classics?*

**What benefits can the teaching of  
Latin & Classics bring to KS2 pupils?**



# About Maximum Classics

## Why Latin as a KS2 MFL

### 1. Accessibility to all pupils – ancient languages as a leveller

#### Accessibility for all

- Latin not the 'preserve of gifted & talented'
  - Useful for bridging literacy gap for pupils with SEND
  - Accessible and useful for EAL students
- (Classics in Communities research project, 2020)

#### Positive trends in development of literacy skills from low baselines

- when Latin is used as an intervention strategy, learners performing at below age-related expectation respond positively
- (Holmes-Henderson, 2020)

'I can see right away that you are putting the EAL child on the same grounding as everyone else because suddenly you're all learning a new language together.'

*Classics in the Primary Classroom*  
H. Taylor, 2020



# About Maximum Classics

## Why Latin as a KS2 MFL

### 2: Language learning without the pressure of spoken accuracy

- unlike modern foreign languages, speaking and listening component exempted for ancient languages in the National Curriculum
- No issues of spoken accent as Latin spoken widely both historically and geographically
- Latin is a phonically regular language and easy to grasp



femina



amare



ridet



laboras

‘The removal of the speaking and listening elements for the ancient languages reduces the cognitive load for pupils at KS2...’

*Ancient languages in primary schools in England*  
*Department for Education, 2022*



# About Maximum Classics

## Why Latin as a KS2 MFL

### 3: Development of English literacy

#### Vocabulary

- Latin at the root of 60% English words, many of the Tier 2 vocabulary
- Many ancient language roots frequent in science, technology and philosophy vocabulary
- US evidence shows 'significant improvements in English vocabulary among Latin learners in comparison with control groups'

(Bracke & Bradshaw, 2020)

#### Grammar

- inflected nature of language requires clear and detailed teaching of grammar, much of which matches the grammar mandated by the National Curriculum for KS2

'...accessing an ancient language has improved English Reading Comprehension, Spelling, Word Reading and Word Decoding for the pupils since they have started studying Greek. This is a demonstrable impact for these children who have accessed a Classical language'.

*UK Teacher quoted by Hewitt in Holmes-Henderson (in press)*

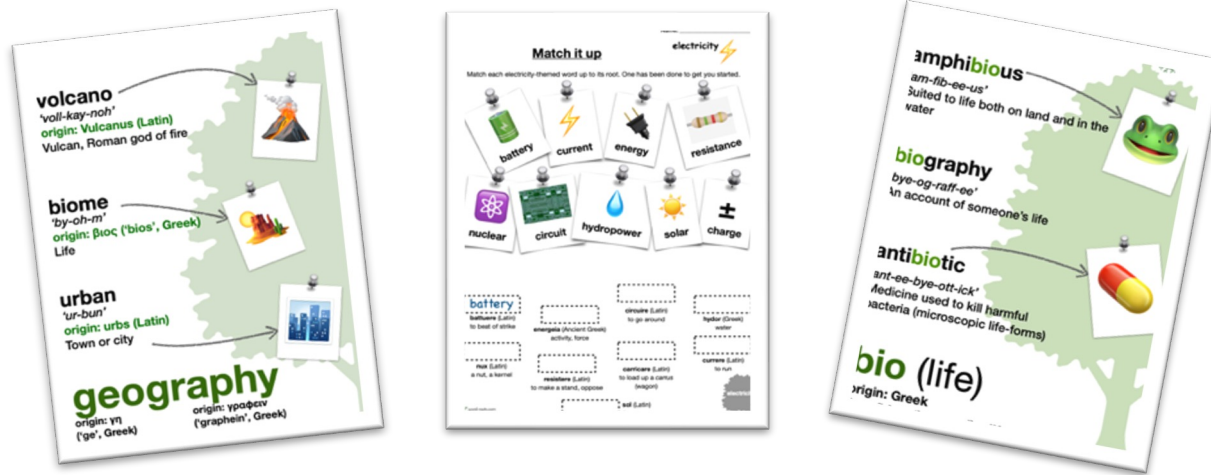


# About Maximum Classics

## Why Latin as a KS2 MFL

### 4: Cross-curricular application

1. English vocabulary links, especially in science and geography



‘Whether it is a Trojan horse, a Herculean effort, or a Sisyphean task, classical allusions are everywhere. The more “Classics-savvy” a student is, the more culturally literate they are.’

*Teacher in 43% pupil premium primary, quoted by Pinkett, in Our Mythical Education (2021)*

2. Cultural enrichment



History



PSHE



Drama



Art & Design



Cultural breadth



# About Maximum Classics

## Why Latin as a KS2 MFL

### 5: Foundational work for later MFL learning

On transition to secondary, students generally have no choice over the MFL they study.

Learning Latin or Greek at primary level can help future language learning due to:

- systematic approach to grammar and syntax necessary for the learning of ancient languages, including exposure to grammatical terminology
- etymological congruence between Latin and Romance language vocabulary

‘Latin education on all grade levels, particularly on the elementary grade levels, is related to improved general English comprehension (including reading, vocabulary, grammar and comprehension for both native and non-native speakers) and in facilitating the acquisition of a second foreign language’

*DeVane, Efficacy of Latin in the Information Age, 1996*





# About Maximum Classics

## Why Latin as a KS2 MFL

### 6: Development of analytical and cognitive skills

water	cold	happily	drink
sing, obj, fem	sing, obj, fem		1 <sup>st</sup> person plural 'we'
noun	adjective	adverb	past continuous
			verb

aquam frigidam laete bibebamus

We were happily drinking cold water

1. Word class analysis – find the 'core' verb, then nouns, adjectives
2. Endings analysis
  - verb – number, person, tense
  - noun – number, case (subject/object), gender
  - adjectives – number, case, gender (and noun they agree with)
3. Vocabulary – meaning retrieval
4. Final synthesis, including good English word order

'The application of critical and creative thinking skills, together with problem-solving skills, is at the core of learning Latin and Greek'

*Forward With Classics, 2018*



# About Maximum Classics

## Why Latin as a KS2 MFL

### Summary

1. **Accessibility to all pupils** – ancient languages as a leveller
2. Language learning **without the pressure of spoken accuracy**
3. Development of **English literacy** – grammar and vocabulary
4. **Cross-curricular application**, including the extension of cultural and historical learning
5. **Foundational work for later MFL learning**, especially Romance languages such as French and Spanish
6. Development of analytical and **cognitive skills**



*How to go about it*  
**Teaching Latin and Classics in the  
KS2 classroom**



# About Maximum Classics

## comprehensive & digital

The screenshot shows the Maximum Classics website interface. At the top, there is a logo for Maximum Classics with a cartoon character and the tagline "A new way to access the ancient worlds of Greece and Rome". Below the logo, there are navigation links: MAXIMUM CLASSICS, WORD ROOTS, MEGA GREEK, MAXIMUM CIVILISATION, ET CETERA, and ABOUT. A search bar is located on the right. The main content area is titled "Unit 4: Subject & object nouns" and features three buttons: "Unit 4 student workbook", "Unit 4 knowledge organiser", and "Unit 4 teacher guide". Below these buttons is a table with columns for "sub-unit", "teaching materials", "notes", and "resources". The table lists various sub-units and their corresponding resources.

sub-unit	teaching materials	notes	resources
4.1 Nouns in English	teaching slides	teaching notes	pupil worksheet worksheet answers
4.2 Subject & object recap	teaching slides	teaching notes	pupil worksheet worksheet answers
4.2a Roman board games	teaching slides	teaching notes	pupil worksheet
4.3 'A' nouns	teaching slides	teaching notes	pupil worksheet worksheet answers
4.3a The Roman army	teaching slides	teaching notes	pupil worksheet
4.4 'US' nouns	teaching slides	teaching notes	pupil worksheet worksheet answers
4.5 Story translation	teaching slides	teaching notes	pupil worksheet
4.6 Summary & assessment	teaching slides	teaching notes	pupil worksheet repeat assessment repeat ass' answers

- 4-year KS2 National Curriculum-compliant scheme with 130 fully-resourced lessons
- Latin language, Roman & Greek culture & history
- all materials digital and online at [www.maximumclassics.com](http://www.maximumclassics.com)
- easy to navigate through the curriculum and find resources
- colourful and engaging classroom materials

It's great fun. Interesting, very interactive lessons, a great pace and accessible for all students. I didn't know any Latin to begin with but now I feel confident to teach Latin.



A great opportunity for children to learn a new language that links so much with their other learning and understanding of language.



# About Maximum Classics

time-saving, easy-to-use resources

- lessons in downloadable Powerpoint slide decks
- student exercise sheets in pdf format
- helpful ancillary materials including unit-by-unit student knowledge organisers and workbooks

The story of... The Town Mouse & The Country Mouse

A mouse who habitavit in the city decides to visit his cousin who habitavit in the countryside. The Country Mouse laetatur salutat the Town Mouse and although the amount of food he had was neither parvum nor fancy, he curat his cousin optime.

The Town Mouse dicit, "Cousin, come home with me to the city. In the villa where habito, consumo much tastier food than this!"

So the pair set off to the city, where the Country Mouse marvels at all the villas and tabernae. The Town Mouse leads the way through a manerium.

The mice dine optime on delicious scraps of food dropped by the human inhabitants.

But - oh dear! Just as the mice laetantur lie down to sleep off their feast, in burst the villa owners' ferocious guard dogs. The mice have to run celeriter and narrowly escape with their lives. "Consumo much delicious food in your city villa," declares the Country Mouse, "but I prefer my quiet country life. Vale!" Without a backward glance, off he scampers back home.





habitare = \_\_\_\_\_  
laetare = \_\_\_\_\_  
salutare = \_\_\_\_\_  
magnus = \_\_\_\_\_  
curare = \_\_\_\_\_

optime = \_\_\_\_\_  
ridere = \_\_\_\_\_  
villa = \_\_\_\_\_  
consumere = \_\_\_\_\_

taberna = \_\_\_\_\_  
hortus = \_\_\_\_\_  
celeriter = \_\_\_\_\_  
vale = \_\_\_\_\_

3.04 The story of The Town Mouse and The Country Mouse © C.Andrew 2016 & 2020

The simple past tense endings - practice

 **audire** to hear       **amare** to love       **celare** to hide       **servare** to save

**amavi**

**i**    **isti**    **it**    **imus**    **istis**    **erunt**  
I    you    he she it    we    y'all    they

13.03 Simple past in Latin © C.Andrew 2016 & 2020

MAXIMUM CLASSICS Knowledge Organiser

Unit 8

**Key vocabulary**

**stare** to stand  
**manere** to stay  
**dea** goddess  
**ducere** to take/lead  
**insula** island  
**campus** field  
**totus/tota** all/whole  
**dicere** to say

**super** above/over  
**sub** under  
**in** in  
**e/ex** out/out of  
**trans** across  
**per** through  
**ad** to  
**ante** before  
**post** after/behind  
**circum** around

**Key language ideas and grammar**

1 Prepositions tell us where something happens in physical space or time.

2 Latin prepositions don't change their endings but they can affect the endings of the noun that follows them.

3 You can describe what the weather is doing today in Latin.

hodie...    ...pluit    ...sol lucet  
...nix adest    ...ventus efflavit

**Important terms**

**preposition**  
A word describing where something happens in physical space or in time

© C.Andrew 2016 & 2020




# About Maximum Classics

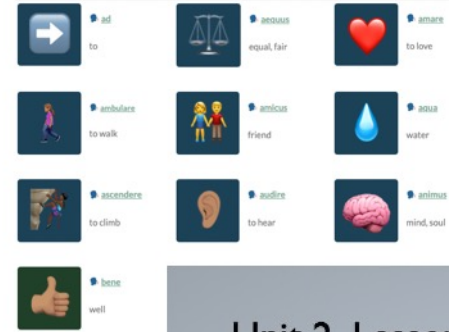
## comprehensive support materials

- unit teacher guides
- answers for every pupil worksheet for ease of marking
- whole-course progression grid plus progress tests in every unit for tracking pupil progress
- audio-visual dictionary
- video walk-throughs of unit content and subject knowledge

Audio-visual dictionary

Below are all the words used on the Maximum Classics course (Units 1-16). Click on the  icon by the Latin word to hear it spoken (sound file opens in new browser window). You can also download the dictionary as a PowerPoint file (good for printing and board work).

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x
y	z						



Search ...

SIDEBAR OF AWESOMENESS

CONSIDERING TEACHING LATIN? BOOK YOUR FREE CONSULTATION

WORD MUSIC ROOTS

SUPERMARKET LATIN word roots activities

Unit 5 Quiz (repeat) Name: \_\_\_\_\_

Can you match the picture up with the correct Latin word and say what it means in English? I've done one to show you how.



taberna consumere hortus audire salutare numerare

to greet

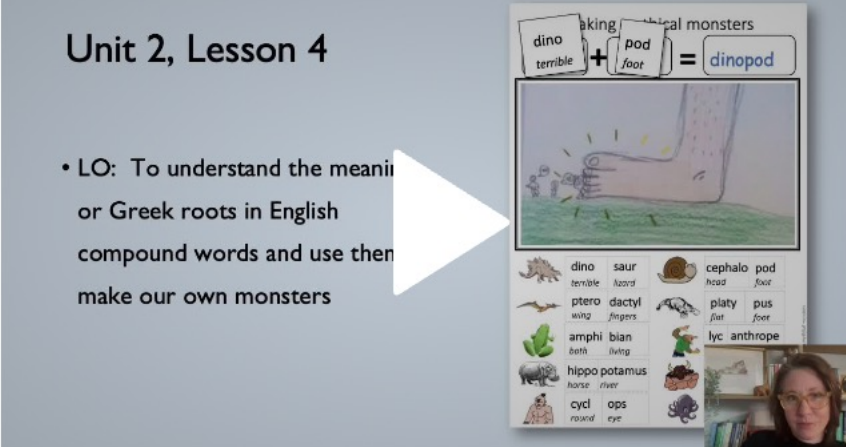
the word underlined in the sentence is a verb, a noun or an adverb? I've translated the Latin to help you.

	verb	noun	adverb
videt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ing the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comunitis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
le curant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fter the horses badly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

page 1

Unit 2, Lesson 4

• LO: To understand the meaning of Greek roots in English compound words and use them to make our own monsters



dino + pod = dinopod

dino	saur	cephalo	pod
terrible	lizard	head	foot
ptero	dactyl	platy	pus
wing	fingers	flat	foot
amphi	bian	lyc	anthrope
both	living		
hippo	potamus		
horse	river		
cycl	ops		
round	eye		



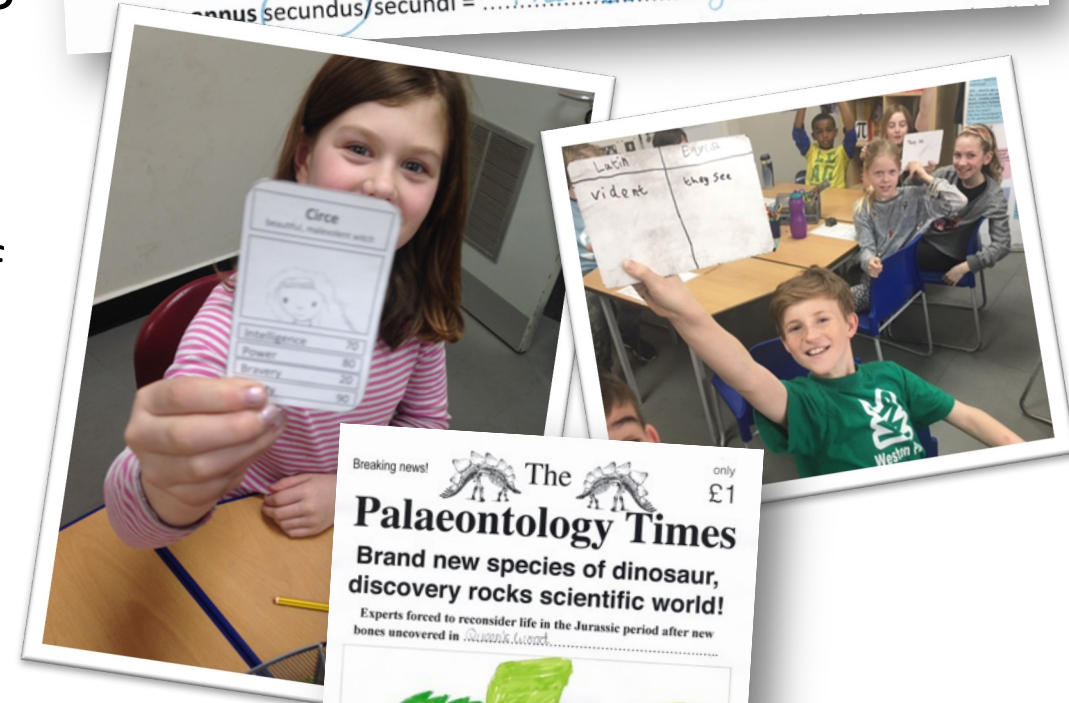
# About Maximum Classics

accessible learning for all abilities

- repetition & gradual building in language learning
  - e.g., story translations move from few words of Latin to all Latin by Unit 11
- different modes of learning
  - chants, games, puzzles, discussion, response through drawing, written exercises
- hands on learning
  - emphasis on creativity in cultural learning
- many opportunities for collaborative learning
  - pair and group activities
- built-in opportunities for differentiation

Adjectives have to be singular (ending in 'a' or 'us') or plural (ending in 'ae' or 'i') to match the noun they are describing. Circle the right adjective for the following nouns and then translate what the phrase means.

1. femina mira/mirae = The amazing woman
2. insulae frigida/frigidae = The cold Islands
3. porci laetus/laeti = The happy pigs
- annus secundus/secundi = The second year



# About Maximum Classics

building English vocabulary and language understanding

- all but 4 of 200 vocabulary words on the course have an etymological connection to English
- supporting suite of word roots materials
- covers Latin grammar useful for understanding grammatical features of the English language

Word Roots Challenge

verify  
to confirm something is true

✓  
verus

frater

militant  
likely to fight hard for a cause

compose  
to put something together, especially a piece of music

mortuus

miles

ponere

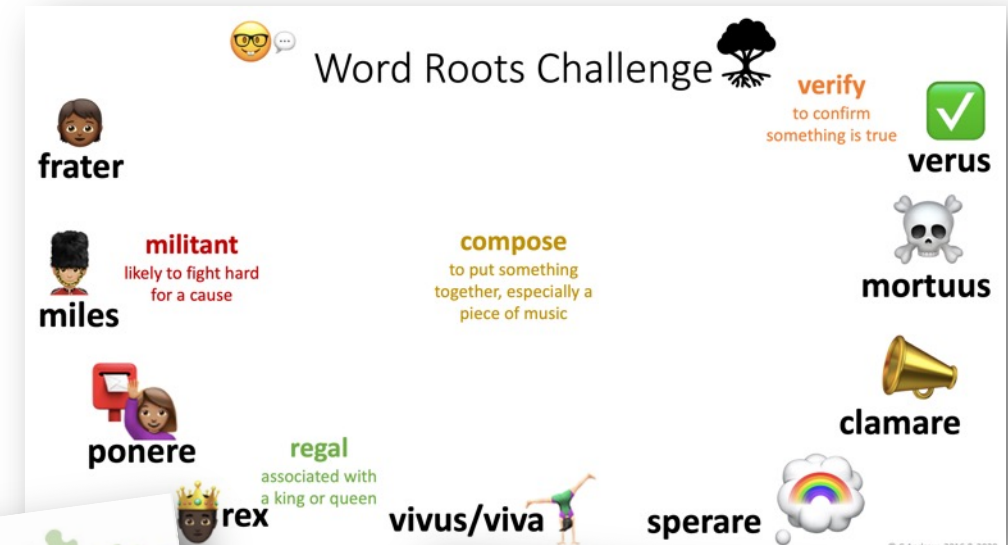
regal  
associated with a king or queen

clamare

rex

vivus/viva

sperare



**flex**  
'fle-cks'  
To bend a muscle

**deflect**  
'de-fleck-t'  
To cause an object to turn away or rebound

**flexible**  
'fleck-si-bul'  
Able to bend, either physically or mentally

**reflection**  
're-fleck-shun'  
When light is bounced off a surface to create an image

**flex/flect (bend)**  
origin: Latin  
flectere ('flek-teh-reh') = to bend



Finish the phrase

Name: \_\_\_\_\_

uni=one

uniform unison units university unicorn

If I stuck this carrot to my head, do you think I'd look like a \_\_\_\_\_?

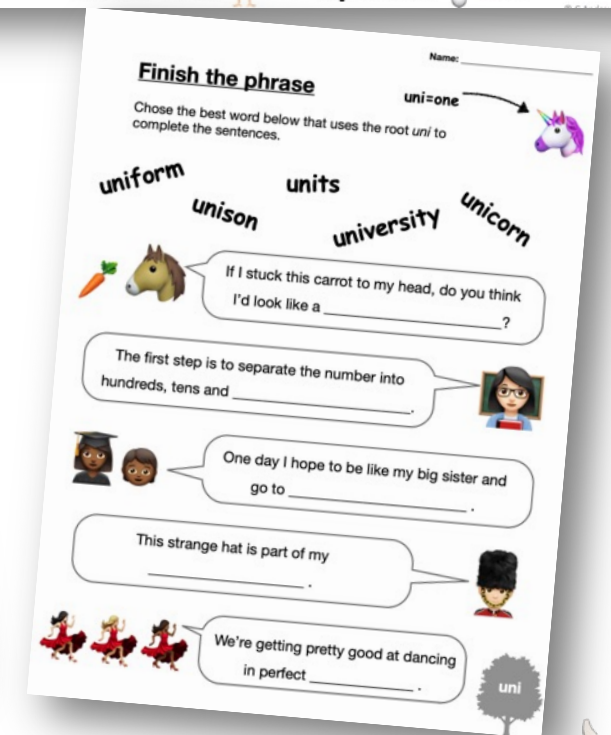
The first step is to separate the number into hundreds, tens and \_\_\_\_\_.

One day I hope to be like my big sister and go to \_\_\_\_\_.

This strange hat is part of my \_\_\_\_\_.

We're getting pretty good at dancing in perfect \_\_\_\_\_.

uni





# About Maximum Classics

## broad Classical Civilization learning

- gives insights into a wide variety of aspects of Greco-Roman culture and everyday life
- foregrounds some lesser-known stories e.g., Hypatia
- consistent, constructive comparison with modern culture e.g., the influence of classical literature on Shakespeare, links to modern scientific knowledge

### Shakespeare's ancient inspiration

#### 2. Dramatic conventions

Ancient Greek drama established many conventions (ways of doing things) that Shakespeare also used, for example:

**epilogue** a speech at the end of a play, often a comment on the themes or moral lessons of the play

**Price:** A glooming peace this morning with it brings; The sun for sorrow will not show his face. Go hence to have more talk of these sad things, Some shall be pardoned, and some punished, For never was a story of more woe Than this of Juliet and her Romeo.

*Shakespeare, Romeo & Juliet*

**soliloquy** a character speaking to themselves and in doing so letting the audience know their innermost thoughts

**Hamlet:** To be, or not to be, that is the question: Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them. To die—to sleep, No more; and by a sleep to say we end The heart-ache and the thousand natural shocks That flesh is heir to: 'tis a consummation Devoutly to be wish'd. To die, to sleep, To sleep, perchance to dream—ay, there's the rub:

*Shakespeare, Hamlet*

**Chorus:** Zeus on Olympus dispenses many things. Gods often contradict our fondest expectations. What we anticipate does not come to pass. Make it happen. So with this story.

*Euripides (5th century BCE), Medea*

**Antigone:**—Abandoned by my friends, not yet dead, I go down. I, whose Fate is dark, am now taken down into the shadowy alleys of the dead, without having trampled on any god's law. And why should I put my hope on the gods? Whom shall I call for an ally when, by doing what is just I have been judged unjustly!...

*Sophocles (5th century BCE), Antigone*

### The epic story of... THE ODYSSEY

#### Map of Odysseus' journey from Troy to Ithaca

**LEGEND:**  
 Sicily = modern day place name  
 Troy = ancient/mythological place name  
 1-10 = location of Odysseus' adventures

**PART 1**

- 1 Troy and the Wooden Horse
- 2 The Lotus Eaters
- 3 Polyphemus (Poll- ee-fee-mus) the Cyclops (Sy-klops)
- 4 The Island of Aeolia (Ee-oh-lee-ee)

**PART 2**

- 5 Circe (Ser-see)
- 6 The Gateway to the Underworld
- 7 The Sirens (Sy-rens)

**PART 3**

- 8 Scylla (Si-luh) and Charybdis (K)
- 9 Phaeacia (Fy-ay-sha)
- 10 The Return to Ithaca

### The role of animals in the ancient world

**transport & pulling vehicles (e.g. chariots, ploughs, carts)**

*Greek wine jug showing a chariot race, 400-420 BCE*

**fighting & guarding**

*bronze statue showing Emperor Marcus Aurelius on horseback, 173-176 CE*

**hunting**

*wall painting of a crocodile hunt, Pompeii, 1st century BCE*

**currency/status**

...for the winner a large tripod ... valued at the price of twelve oxen ... and for the loser he stood up a woman... skilled in many tasks, who was priced in four oxen."

**pets**

*mosaic of a guard dog 'Cave canem' 'beware of the dog', Pompeii 1st century BCE*

### Activity: Your name in different writing styles

**Step 1** Using the worksheet, practice writing your name (real or Roman) in the letter styles.

**Step 2** Write your name on different media using different tools:

**STONE INSCRIPTION**

- Use clay, polymer clay or plasticine
- Write using a clay tool or pick

*12.04a Inscriptions*

**POMPEIAN-STYLE DIPINTO (GRAFFITI)**

- Use paper, old stone or an old paving slab
- Write using a square-tipped brush and red paint

**Cursive ('everyday' writing)**

- Use paper or thin wood
- Write using a dip pen and ink

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# About Maximum Classics

## four-year Latin & Classics curriculum

= language elements

= literature/cultural elements

first year	<p><u>Unit 1</u> The origins of language Word order v endings Achilles</p>	<p><u>Unit 2</u> Present tense verbs Greco-Roman gods Orpheus</p>	<p><u>Unit 3</u> Verbs &amp; adverbs Mosaics, Midas</p>	<p><u>Unit 4</u> Subject &amp; object nouns Roman Army Boudicca</p>
second year	<p><u>Unit 5</u> Simple sentences in Latin Food Town Mouse &amp; Country Mouse</p>	<p><u>Unit 6</u> Numerals 'To be' Olympics Hercules</p>	<p><u>Unit 7</u> Adjectives &amp; agreement Homer &amp; epic The Trojan Horse</p>	<p><u>Unit 8</u> Prepositions Millefiori Hannibal</p>
third year	<p><u>Unit 9</u> Past continuous tense Aristotle Astronomy Narcissus &amp; Echo</p>	<p><u>Unit 10</u> Third group nouns Letters &amp; numbers Romulus &amp; Remus</p>	<p><u>Unit 11</u> Possessive noun endings Pythagoras Nature Myths, Persephone</p>	<p><u>Unit 12</u> Negatives, commands &amp; conjunctions Epigraphy Cleopatra</p>
fourth year	<p><u>Unit 13</u> Simple past tense Music Greek theatre</p>	<p><u>Unit 14</u> Questions &amp; answers Plato &amp; virtue</p>	<p><u>Unit 15</u> Auxiliaries – want/can The <i>Odyssey</i></p>	<p><u>Unit 16</u> Classics in the modern classroom Unsung heroes of the Ancient World</p>



# Next steps

- Trial Unit 1 of the course for free at <https://maximumclassics.com/trial/>
- Training and orientation sessions (including some free sessions for qualifying schools) are available: for details see <https://maximumclassics.com/training-consultancy/>
- If you have any further questions, contact [charlie@maximumclassics.com](mailto:charlie@maximumclassics.com)





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