

CSCP 60th Birthday Conference

Timings

9:30 onwards	Registration opens
10 – 10:15	Conference opening
10:15 – 10:45	Opening lecture
10:50 – 11:25	Session 1
11:25 – 11:45	Break
11:45 – 12:20	Session 2
12:20 – 13:20	Lunch
13:20 – 14:00	Roundtable
14:15 – 14:50	Session 3
15:00 – 1600	Closing lecture

Session speakers and abstracts

Caroline Bristow - Paper 1 Title: Re-writing History: interrogating our construction of the Romans

The CLC was one of the first Latin textbooks to give prominence to cultural learning, but the presentation of this material barely changed over the decades. It continued to be presented as short, authoritative lectures, in the voice of the books' authors. History teachers however, no longer conceive of their role as "telling students what happened in the past". Instead, they promote historical thinking which questions the past and those who attempt to reconstruct it.

Teaching materials are one such attempt, and as such should also be subject to that critical lens. This session will explore the influence of modern pedagogical and historical thinking on the CLC's cultural material alongside the reactions of students, teachers and the wider community to this 're-writing of history'. In doing so, it will reflect not only how we help our students to construct an image of the ancient world, but also how we as educators build (and often try to protect) our own.

Becky Coe and Dr. Mair Lloyd - *Enhancing CLC Explorers: bringing together development, research and practice*

For several years, Becky and Mair have been working separately to enhance the use of Cambridge Latin Course digital vocabulary and parsing tools, affectionately known as 'Explorers' – Becky as a teacher and researcher, Mair as an *Explorer* developer at CSCP. Their paths collided at the Classical Association Conference of 2026 in Manchester, where Mair gatecrashed a presentation that included Becky's research into *Explorer* use

with her classes at Hitchin Girls' School. In this new joint presentation, they will summarise the work they have been doing and explain how each of them has been influenced by understanding the other's work. They will then invite wider discussion of how their discoveries can feed into future *Explorer* development and approaches to guiding their use.

Lisa Hay - *vita est plēna rērum difficilium*: but Latin doesn't have to be

One of the great and enduring strengths of the *Cambridge Latin Course* is the overarching narrative, a sprawling tale of travels, travails and sitting in gardens. Narratives make powerful teaching tools for many reasons, not least because they have the potential to create memorable- and memeable- moments in the classroom. In this session we will look in detail at individual stories to investigate their rich learning opportunities, including embedding language learning in meaningful contexts and how we can deploy desirable difficulty at key moments to challenge students without demotivating them.

Steven Hunt - *Cognitive Science and the CLC*

This paper demonstrates how teaching the *Cambridge Latin Course* aligns naturally with current interests in the Science of Learning. Using a single stage as a case study, it shows how effective Latin instruction using the CLC incorporates key principles from cognitive science: building and strengthening schemata, supporting both short- and long-term memory, managing cognitive load, and naturally building in retrieval practice. It also highlights where explicit instruction is most beneficial – and where it is not. Together, these practices reveal that well-structured CLC teaching not only reflects contemporary research on how students learn but provides a robust model for evidence-informed language pedagogy.

Dr Aimee Schofield - *Multisensory and multifunctional: how the CLC can be used to support students with dyslexia and other literacy difficulties*

Latin is often perceived as a difficult and challenging subject, and it is assumed that learners with dyslexia have too many existing barriers to be able to thrive in the subject. However, this is an inaccurate, and potentially harmful, preconception. When taught using pedagogical techniques drawn from the field of specialist teaching, dyslexic students have as much potential to enjoy and succeed in Latin as their peers. Moreover, these techniques engage the whole class, providing a strong foundation for adaptive teaching.

The CLC is a course which is very well suited to this approach. By design it encourages key components of specialist teaching practice. It is multi-sensory, encouraging the use of spoken Latin within the classroom. It is structured and cumulative, allows for overlearning, and teaches discrete skills explicitly. In this session, we will look at how to make the most of this excellent resource to support these students effectively.

Dr. James Watson - *Around Britain in Twelve Stages: the CLC's story of Quintus in Britannia*

In all editions of the Cambridge Latin Course, Roman Britain serves as the setting for a significant proportion of the narrative, and that remains true of the new fifth edition, with York now added to the story locations familiar from earlier editions, notably Sussex (Angmering and Fishbourne), Bath and Chester. This presentation will consider how those places might have been perceived by Quintus, the CLC's "guide" to Britannia, and will also reflect upon a modern attempt to follow in his imagined footsteps around the province. The hope is not just to celebrate what an excellent guidebook the CLC is to Roman Britain in the AD 80s, but also to suggest that trying to see Britannia through Quintus' eyes might be a helpful strategy for engaging students.