

Levenshulme High School – Curriculum Map – Arabic / Urdu

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Year 8	Topic Title and NC link	Set Up & Basics	School	Body & Health	Home & Local Area	Holidays	Further travel
	<i>Pupils should know...</i> <i>(Core Knowledge & Concepts to be learned)</i>	Urdu / Arabic Alphabet Joined up Urdu / Arabic writing. Fruits & vegetables Days, Weeks, Months Family and friends. All about me. Time Numbers 1-20.	A range of school subjects Days of the week Numbers to 40 A range of simple verbs Classroom instructions A range of adjectives to describe people and school subjects A range of opinion phrases Classroom equipment	Body parts Healthy eating Sports Time Numbers to 60.	Home Different types Parts of houses Dream house Local area Things to do in my local area / places to visit Complaints	Holidays Weather Directions Preferences Experiences Destinations	Travel & accommodation Asking for help & dealing with problems Eating out Shopping
	<i>Pupils should be able to do...</i> <i>(Skills being developed)</i>	Letter formation (using mini whiteboards) Writing characters (using mini whiteboards).	Letter formation (using mini whiteboards) Writing words & sentences (using mini whiteboards).	Letter formation (using mini whiteboards) Writing words & sentences(using mini whiteboards).	Adjectives Pronouns Connectives Formal and informal use of language	Tenses: Past & Future Connectives Pronouns Verbs	Simple opinions Tenses Imperative words /phrases Pronouns

		Tracing characters/words. Flash cards: for reading and worksheets, with dotted letters for tracing & vocalisation	Tracing words / sentences. Flash cards: for reading and writing Writing Urdu / Arabic Short sentences & paragraph. Pronouns Connectives	Tracing words / sentences. Flash cards: for reading and writing Writing /Urdu / Arabic Short sentences & paragraph. Tenses Adjectives Connectives	Description Tenses Opinions & Reasons Asking questions	Time phrases Formal & Informal register	Adverb of frequency Formal & Informal register
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>This covers essential parts of speech (nouns, adjectives, verbs, articles), making links to what students will know from primary school in their literacy learning.</p> <p>How to revise vocabulary (e.g. Look, Cover, Write Check / Flashcards / Online resources) is a key skill that will help students on their journey with us.</p>	<p>Topics covered in this half term are something the students are VERY familiar with, having been at our school for a year, and reinforces what they know about their own school environment at LHS.</p> <p>Learn to learn skills and handwriting drilling continues to be a priority.</p>	<p>The subject content allows for some real kinaesthetic learning, and is a great topic to role play – sowing the seeds of the speaking assessments students will do at GCSE level.</p> <p>Learn to learn skills and handwriting drilling continues to be a priority.</p>	<p>Using verbs for description e.g. it is / there is / it has builds on half term 3's grammar work, as we look at where else they spend much time, at home.</p> <p>The same concepts of description and opinion are applied to the wider but still familiar world of their local town or village.</p>	<p>We start to use on past tense and future tense to allow students to give description of events in two time frames.</p> <p>Drilling key verbs ensures students continue to build those foundations that will allow them to succeed at GCSE</p>	<p>This is a very transactional topic, continuing with the theme of holidays and travel – but the content allows a greater focus on developing oracy.</p> <p>Again this topic lends itself well to role play activities and lots of partner and group work.</p> <p>Introducing role plays and questioning begins to prepare pupils for essential exam elements in Y11.</p>	

		Handwriting is an immediate priority since many of our Urdu / Arabic speakers speak the language at home with family but are not proficient at writing.					
Year 9	Topic Title and NC link	T1: Me, Family & Friends	T2: Identity & Culture	T3: Daily Life	T1: Music TV & Film	T1: Daily Life	T1: Social Media & Internet
	<i>Pupils should know...</i> (Core Knowledge & Concepts to be learned)	Relationships with family & friends Characteristics Personalities Personal description Daily Routine	Identity and culture Cultural life Celebrations and festivals Music, sport, film and television Role models / famous people	Customs and everyday life Food and drink Shopping Social media and technology (use of, advantages and disadvantages)	Popular Music Film TV Reviews	Food & drink Shopping Eating out Hobbies & sports	Social media Technology / internet Advantages of technology Disadvantages of social media / technology
	<i>Pupils should be able to do...</i> (Skills being developed)	Present Tense Possessive adjectives Adjective agreement Reflexive Verbs Comparatives Superlatives	Present, past & future tenses Adjectives Common verbs Comparatives & superlatives Pronouns Connectives	Tenses Adjectives Verbs Time phrases Pronouns Connectives Register (Formal/Informal)	Tenses Comparatives & Superlatives More detailed opinion & justification Adverbs of frequency Negatives	Adverb of frequency Pronouns / 1st, 2nd & 3rd person More detailed opinion & justification Adjectives Tenses	Comparatives & Superlatives Use of different tenses. Opinions /Justifications Pronouns Verbs Formal & Informal register

		Adverbs of frequency	Register (Formal/Informal)			Formal & Informal register	
		Pronouns					
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>We now begin to revisit some of our Year 8 content in much greater detail, appropriate to the rigours of GCSE, allowing students and teachers to push the limits and expand on what they have learned already.</p> <p>Looking at different types of families encourages the students to accept difference and understand the concepts of tolerance, equality and diversity, seen both in European language study in Year 7 but also in Arabic / Urdu in Year 8.</p>	<p>The topic content here allows a range of grammatical concepts to be brought together including opinions, reasons, and past and future tenses, under the guise of a really cultural topic, opening students eyes to the world around them – allowing them to compare and contrast their own celebrations and festivals to those living in other countries.</p> <p>It's a fun topic that opens students eyes to new ideas, sometimes challenging their preconceptions.</p>	<p>This is another very transactional topic that allows for much discussion and oral work.</p> <p>Clothes will also be revisited in Y10 as part of the school topic in HT3.</p>	<p>Students should now be competent at remembering the rules of agreement when giving descriptions, and can now supplement this with comparatives and superlatives.</p> <p>Having already touched on different types of media and saying whether we like them or not, students now have the opportunity for immersion. Watching a film, a full episode of a TV show, listening to a diverse range of songs and reviewing them – comparisons to the Eurovision Song Contest as a platform for study whilst sowing seeds of</p>	<p>Although students have seen food and drink, and considered healthy diets already, this topic is much more conversational, focusing around real life restaurant dialogues, and being able to complain when something isn't right. Links are made between diet and sport, promoting good lifestyle choices.</p>	<p>Year 9 students have been made aware of the dangers of social media and technology through Focus Days and form time activities. This allows them to now broach this topic in a foreign language, where they previously may not have had the ideas or thought processes to be able to communicate in depth how they feel about these things.</p> <p>It also promotes making positive choices which may affect them outside school and into the future.</p>

					curiosity and looking into the real songs chosen for this year's contest (which takes place in HT5) can also be made. What music contests are there in the Arabic / Urdu speaking world?		
Year 10	Topic Title and NC link	T1: My Studies & Life at School	T2: Future Aspirations, Study & Work	T3: Further School Life	T2: Travel & Tourism	T3: School	T3 : School experiences
	<i>Pupils should know...</i> (Core Knowledge & Concepts to be learned)	School Rules Problems at school Comparing your primary and secondary schools How would you improve your school? School of the future	Work Jobs; careers and professions Ambitions Further study; volunteering; training Using languages beyond the classroom Forming relationships; travel; employment	What school is like? School types School day Subjects School teachers Uniform School rules and pressures Comparing schools Celebrating success	Holidays Travel and tourist transactions Dealing with problems Countries and cities Tourist information	What school is like School type School day Subjects Rules & pressures	School activities Sports in school School trips Events and exchanges School Uniform
	<i>Pupils should be able to do...</i>	Comparatives Superlatives	Common verbs Connectives	Pronouns Connectives	Pronouns Connectives	Conditional sentences Negatives	Pronouns / 1st, 2nd & 3rd person

	<i>(Skills being developed)</i>	Adjectival endings Modal verbs Future Tense Conditional tense	Future tense Conditional tense Adverbs Intensifiers Register (Formal/Informal)	Opinions Complex structures Adverbs Register (Formal/Informal)	Tenses Formal and informal register	Negative and positive opinions Tenses: conditional tense Adjectives Verbs Connectives Formal & Informal register	Adjectives Verbs Connectives Formal & Informal register
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	At the start of Y10, students build their confidence with a topic that is vocabulary driven, rather than grammatical, although conditional is introduced. Grammar used is familiar, and students embed routines such as using relevant software packages and weekly Vocabulary tests. An explanation of how the course works, topics to be covered and the exams to be	The major tenses are used in the topic which focuses on jobs and work. It ties in very conveniently with the idea of work experience, as students are now being made aware that their work experience will take place in the Spring term. In terms of describing how their experience was, this is something we can re-visit when appropriate (Y11 HT2, HT4). In Y11, the idea of work is re-visited	This familiar topic now allows students to consider the options process they went through and their route through school. This will be revisited again in HT5 when we look at the workings of school and the idea of rules and problems in greater depth.	Students revisit content from Year 8 and with the use of conditional tense can talk about ideal holidays plans. Future and Conditional tense as seen in HT1 and HT2 are revised and repeated as part of this topic. The imperfect tense will be seen again in Y11, when I was younger, and in the context of social issues.	We return back to the school topic to finish all aspects relating to this. Using more complex tenses we are now able to explore these themes in different ways.	We return back to the school topic to finish all aspects relating to this. Using more complex tenses we are now able to explore these themes in different ways.

		undertaken ensures students are aware of expectations and the demands on them.	when we look at social issues, including unemployment.				
Year 11	Topic Title and NC link	T2: Global issues – the environment	T2: Social issues – voluntary and charity work	T1: Identity & Culture	T3: Career Choices	END OF COURSE EXAM FOCUS	END OF COURSE EXAM FOCUS
	<i>Pupils should know...</i> (Core Knowledge & Concepts to be learned)	<p>A range of vocabulary to describe environmental problems</p> <p>A range of geographical vocabulary including sea, air, land, rivers, trees, forests, etc.</p> <p>A range of ways that people can harm the environment</p> <p>How to form if sentences with consequences e.g. If we use cars every day, carbon emissions will rise.</p> <p>A range of modal verb phrases useful for discussing our</p>	<p>Charity & Voluntary work</p> <p>Bringing the world together</p> <p>Sports events; music events</p> <p>Campaigns and good causes</p> <p>Charity & Voluntary work</p> <p>Social issues</p>	<p>Who am I?</p> <p>Relationships</p> <p>When I was younger</p> <p>What my friends and family are like</p> <p>What makes a good friend</p> <p>Interests</p> <p>Socialising with friends and family</p> <p>Role models</p>	<p>Work</p> <p>Ambitions</p> <p>Using languages beyond the classroom</p> <p>Revision</p> <p>Exam Technique</p>	<p>Revision</p> <p>Exam Technique</p>	<p>Revision</p> <p>Exam Technique</p>

		responsibilities with regards to the environment such as must do/can do/should do/could do					
<i>Pupils should be able to do...</i> <i>(Skills being developed)</i>	<p>Ask about and describe the environmental issues relevant to today's world.</p> <p>Say what is affected by environmental issues.</p> <p>Say some actions that people do to harm the environment</p> <p>Use the future tense to state the consequences of the above actions</p> <p>Ask and say what our responsibilities are regarding protecting the environment</p>	<p>Modal verbs</p> <p>Present, past & future tenses</p> <p>Opinions</p> <p>Justifications</p> <p>Connectives</p> <p>Question words</p> <p>Register (Formal/Informal)</p>	<p>Adjectives</p> <p>Present, past & future tenses</p> <p>Opinions</p> <p>Justifications</p> <p>Connectives</p> <p>Pronouns</p> <p>Register (Formal/Informal)</p>	<p>"If I were..." sentences with infinitives</p> <p>Possibility and wishes</p>	<p>Revision</p> <p>Exam Technique</p>	<p>Revision</p> <p>Exam Technique</p>	
<i>Why are we doing this now?</i> <i>How does it build on</i>	Environment is a notoriously tricky topic area to teach, due to the	Voluntary and charity work are things many of our students will have had some	Looking at different types of families encourages the students to	As students get ready for the exams and the world beyond school, this is a			

	<p><i>prior learning and prepare for knowledge and learning still to come?</i></p>	<p>technical nature of the vocabulary and the ideas we are discussing. Students at this stage have covered the vast majority of grammar they would need to be able to work with such vocabulary here, and are consequently able to express themselves better.</p> <p>Post 16 studies are often even more topical than GCSE and so Environment and Social Issues in Y11 makes sure these things are at the front of students minds if they do move on to further study in MFL.</p>	<p>experience of, being at LHS. They have a wider awareness of the world and can make links between society and opportunities. This is also a good time to revisit their work experience to describe it in the past.</p> <p>Post 16 studies are often even more topical than GCSE and so Environment and Social Issues in Y11 makes sure these things are at the front of students minds if they do move on to further study in MFL.</p>	<p>accept difference and understand the concepts of tolerance, equality and diversity, already touched on in Year 8 and Year 9.</p> <p>Marriage and Partnership allows our students to consider the qualities and characteristics they would look for in a life partner, and frequently splits opinion in the class leading to some healthy discussion around religions, beliefs, attitudes and equality.</p>	<p>perfect chance to think about career progression and jobs they may be interested in.</p> <p>It's also a great time to review the work experience they did in Year 10.</p>		
--	--	---	--	---	--	--	--