

Levenshulme High School – Curriculum Map – Arabic / Urdu

		Term 1		Term 2		Term 3	
No. of Weeks		7	8	6	5	6	7
Year 8	Topic Title and NC link	Set Up & Basics GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6	Body & Health GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	School GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	Home & Local Area GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	Holidays GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	Further travel GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8
	<i>Pupils should know...</i> (Core Knowledge & Concepts to be learned)	Urdu / Arabic Alphabet Joined up Urdu / Arabic writing. Fruits & vegetables Days, Weeks, Months Family and friends. All about me. Time Numbers 1-20.	Body parts Healthy eating Sports Time Numbers to 40.	A range of school subjects Days of the week Numbers to 60 A range of simple verbs Classroom instructions A range of adjectives to describe people and school subjects A range of opinion phrases Classroom equipment	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>	Letter formation (using mini whiteboards)	Letter formation (using mini whiteboards) Writing words & sentences (using	Letter formation (using mini whiteboards) Writing words & sentences(using	Adjectives Pronouns Connectives	Adjectives Pronouns Connectives	Tenses: Past & Future Connectives Pronouns

	<i>(Skills being developed)</i>	Writing characters (using mini whiteboards). Tracing characters/words. Flash cards: for reading and worksheets, with dotted letters for tracing & vocalisation	mini whiteboards). Tracing words / sentences. Flash cards: for reading and writing Writing Urdu / Arabic Short sentences & paragraph. Tenses Adjectives Connectives	mini whiteboards). Tracing words / sentences. Flash cards: for reading and writing Writing /Urdu / Arabic Short sentences & paragraph. Pronouns Connectives	Formal and informal use of language Description Tenses Opinions & Reasons Asking questions	Verbs Time phrases Formal & Informal register	Pronouns 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>	This covers essential parts of speech (nouns, adjectives, verbs, articles), making links to what students will know from primary school in their literacy learning. How to revise vocabulary (e.g. Look, Cover, Write Check / Flashcards / Online resources) is a key skill that	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. Learn to learn skills and handwriting drilling continues to be a priority.	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. Learn to learn skills and handwriting drilling	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. The same concepts of description and opinion are applied to the wider but still familiar world of	We start to use on past tense and future tense to allow students to give description of events in two time frames. Drilling key verbs ensures students continue to build those foundations that will allow them to succeed at GCSE	This is a very transactional topic, continuing with the theme of holidays and travel – but the content allows a greater focus on developing oracy. Again this topic lends itself well to role play activities and lots of partner and group work. Introducing role plays and questioning begins to prepare pupils for essential exam elements in Y11.

		<p>will help students on their journey with us.</p> <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.</p>		continues to be a priority.	their local town or village.		
Year 9	Topic Title and NC link	T1: Me, Family & Friends GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	T2: Free Time Activity GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	T1: Music TV & Film GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8	T1: Social Media & Internet GV1, GV2, GV3, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	T: My studies GV1, GV2, GV3, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC8	T2: Customs & Traditions GV1, GV2, GV4, LC1, LC2, LC3, LC4, LC5, LC6, LC7, LC8
	<i>Pupils should know...</i> (Core Knowledge & Concepts to be learned)	<p>Relationships with family & friends</p> <p>Characteristics</p> <p>Personalities</p> <p>Personal description</p> <p>Daily Routine</p>	<p>Food & drink</p> <p>Shopping</p> <p>Eating out</p> <p>Hobbies & sports</p>	<p>Popular Music</p> <p>Film</p> <p>TV</p> <p>Reviews</p> <p>Role models / famous people</p>	<p>Social media</p> <p>Technology / internet</p> <p>Advantages of technology</p> <p>Disadvantages of social media / technology</p>	<p>Option choices</p> <p>Future pathways</p> <p>Education systems and preferences</p>	<p>Identity and culture</p> <p>Cultural life</p> <p>Celebrations and festivals</p> <p>Music, sport, film and television</p> <p>Customs and everyday life</p>
	<i>Pupils should be able to do...</i>	<p>Present Tense</p> <p>Possessive adjectives</p>	<p>Present, past & future tenses</p> <p>Adjectives</p> <p>Common verbs</p>	<p>Tenses</p> <p>Adjectives</p> <p>Verbs</p>	<p>Tenses</p> <p>Comparatives & Superlatives</p>	<p>Adverb of frequency</p> <p>Pronouns / 1st, 2nd & 3rd person</p>	<p>Comparatives & Superlatives</p> <p>Use of different tenses.</p>

	<i>(Skills being developed)</i>	Adjective agreement Reflexive Verbs Comparatives Superlatives Adverbs of frequency Pronouns	Comparatives & superlatives Pronouns Connectives Register (Formal/Informal)	Time phrases Pronouns Connectives Register (Formal/Informal)	More detailed opinion & justification Adverbs of frequency Negatives	More detailed opinion & justification Adjectives Tenses Formal & Informal register	Opinions /Justifications Pronouns Verbs 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>	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. 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	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.	Students should now be competent at remembering the rules of agreement when giving descriptions, and can now supplement this with comparatives and superlatives. 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	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. It also promotes making positive choices which	Year 9 have chosen their options now and can discuss this process in the past tense. They can refer to their programme of study in Year 10 and Year 11 using the future tense and discuss their aspirations using the conditional.	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. It's a fun topic that opens students eyes to new ideas, sometimes challenging their preconceptions.

		Arabic / Urdu in Year 8.		diverse range of songs and reviewing them – comparisons to the Eurovision Song Contest as a platform for study whilst sowing seeds of 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?	may affect them outside school and into the future.		
Year 10	Topic Title and NC link	T1: My Studies & Life at School	T: Home & Local Area	T2: Travel & Tourism	T3: School	T2: Future Aspirations, Study & Work	T5 : International Global Dimension
	<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?	Types of home Advantages & Disadvantages to local area Social issues linked to area. Dream situation.	Holidays Travel and tourist transactions Dealing with problems Countries and cities Tourist information	What school is like School type School day Subjects Rules & pressures	Work Jobs; careers and professions Ambitions Further study; volunteering; training Using languages beyond the classroom	School activities Sports in school School trips Events and exchanges

	<p>School of the future</p> <p>School teachers</p> <p>Uniform</p>					<p>Forming relationships; travel; employment</p>	
<p><i>Pupils should be able to do...</i></p> <p><i>(Skills being developed)</i></p>	<p>Comparatives</p> <p>Superlatives</p> <p>Adjectival endings</p> <p>Modal verbs</p> <p>Future Tense</p> <p>Conditional tense</p>	<p>Common verbs</p> <p>Connectives</p> <p>Future tense</p> <p>Conditional tense</p> <p>Adverbs</p> <p>Intensifiers</p> <p>Register (Formal/Informal)</p>	<p>Pronouns</p> <p>Connectives</p> <p>Opinions</p> <p>Complex structures</p> <p>Adverbs</p> <p>Register (Formal/Informal)</p>	<p>Conditional sentences</p> <p>Negatives</p> <p>Tenses</p> <p>Formal and informal register</p>	<p>Pronouns / 1st, 2nd & 3rd person</p> <p>Negative and positive opinions</p> <p>Tenses: conditional tense</p> <p>Adjectives</p> <p>Verbs</p> <p>Connectives</p> <p>Formal & Informal register</p>	<p>Opinions/Justifications</p> <p>Tenses</p> <p>Adjectives</p> <p>Verbs</p> <p>Connectives</p> <p>Formal & Informal register</p>	
<p><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>	<p>At the start of Y10, students build their confidence with a topic that is vocabulary driven, rather than grammatical, although conditional is introduced.</p> <p>Grammar used is familiar, and students embed routines such as</p>	<p>This allows students to revisit a familiar topic from Year 8 in much more depth and be able to discuss it with some life experience.</p> <p>They can talk about their aspirations and their hopes for the future, whilst keeping a critical</p>	<p>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.</p>	<p>We return back to the school topic to finish all aspects relating to this.</p> <p>Using more complex tenses we are now able to explore these themes in different ways.</p> <p>This familiar topic now allows students to</p>	<p>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.</p>	<p>We return back to the school topic to finish all aspects relating to this.</p> <p>Using more complex tenses we are now able to explore these themes in different ways.</p>	

		<p>using relevant software packages and weekly Vocabulary tests.</p> <p>An explanation of how the course works, topics to be covered and the exams to be undertaken ensures students are aware of expectations and the demands on them.</p>	<p>eye on life around them currently.</p>	<p>The imperfect tense will be seen again in Y11, when I was younger, and in the context of social issues.</p>	<p>consider the options process they went through and their route through school.</p> <p>This will be revisited again in HT5 when we look at the next steps after school.</p>	<p>In terms of describing how their experience was, this is something we can re-visit when appropriate (Y11 HT2, HT4).</p> <p>In Y11, the idea of work is re-visited when we look at social issues, including unemployment.</p>	
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
	<p><i>Pupils should know...</i></p> <p><i>(Core Knowledge & Concepts to be learned)</i></p>	<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>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>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>

		<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 responsibilities with regards to the environment such as must do/can do/should do/could do</p>		<p>Socialising with friends and family</p> <p>Role models</p>			
	<p><i>Pupils should be able to do...</i></p> <p><i>(Skills being developed)</i></p>	<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>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>

		<p>Ask and say what our responsibilities are regarding protecting the environment</p>					
	<p><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>	<p>Environment is a notoriously tricky topic area to teach, due to the 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</p>	<p>Voluntary and charity work are things many of our students will have had some 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</p>	<p>Looking at different types of families encourages the students to 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>As students get ready for the exams and the world beyond school, this is a 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>		

		they do move on to further study in MFL.	to further study in MFL.				
--	--	---	-------------------------------------	--	--	--	--