

# Curriculum Map: Year 10 Urdu

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	<b>Theme 1: Identity and culture – who am I?</b>	<b>Theme 1: Identity and culture – who am I?</b>	<b>Theme 2: Local area, holiday and travel – holidays</b>	<b>Theme 2: Local area, holiday and travel – Cities</b>	<b>Theme 3 :School - My life in school</b>	<b>Theme 3 :School - School activities</b>
<b>Intent</b>	Consolidating vocabulary and learning to discuss family and relationships Understanding media and technology.	Consolidating vocabulary and learning linked to family and relationships. Expressing opinions and views about various celebrations and customs	Consolidating holiday vocabulary and understanding how to book accommodation and make complaints.	Consolidating town and city vocabulary and learning about different types of cities and places to live.	Consolidating school vocabulary and learning how to express views on school rules, exchanges and extracurricular activities.	Consolidating vocabulary linked to school life and events.
<b>Key Knowledge</b>	Use of social media and describing different types of relationships.	Describing different types of relationships. Festivals, traditions and religion.	Different types of accommodation, using the correct register.	Advantages and disadvantages of living in different areas.	School life and school rules.	Exchange visits and extracurricular activities.
<b>Key Skills</b>	Using the present, and past tense and the polite form and referring to different people. Writing longer texts Giving opinions in the past Understanding higher numbers Identifying negative a positive opinions.	Using comparisons Asking and responding to questions Using the future tense Using exclamations Problems in towns Introduction of the imperfect tense. Extending spoken answers	Adjective agreement Negatives Present and imperfect tense Phrases followed by the infinitive Harder listening exercises Asking and answering questions Object pronouns Using three tense together	Present tense Adjectival agreement Extended responses referring to others Improvising dialogues Using a range of connectives Understanding more detailed description	Looking at context to identify missing words Imperfect tense Listening for different tenses Using the perfect Listening for clues Agreeing and disagreeing Translating into English	Use of pronouns correctly Working out the meaning of new words Inferring meaning in a literary text Understanding adjectives Use of 1 <sup>st</sup> and 2 <sup>nd</sup> person Research/revision project: To produce a presentation
<b>Key Vocabulary</b>	Relationships; when I was younger; what my friends and family are like; What makes a good friend; interests; socialising with friends and family; role models Social media and technology (use of, advantages and disadvantages)	Customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Celebrations and festivals; reading; music; sport; film and television	Holiday destinations past/future/ideal holidays Booking accommodation Talking about the weather Advantages and disadvantages of different types of holidays	Home Ideal homes Places in a town features of a region problems	Subjects Teachers Opinions Rules	Extracurricular activities Exchanges Opinions
<b>Revisiting</b>	Present, past, and future tenses, opinions, higher numbers, technology and relationships, high frequency words	Present, past, and future tenses, comparative, question words, technology and social media, high frequency words	Present, past, and future tenses, adjectives, infinitives, free time, weather, negatives, high frequency words	Present, past, and future tenses, in a town, adjectives, opinions, connectives, high frequency words	Present, past, and future tenses, school, subjects, opinions, imperfect tense, high frequency words	Present, past, and future tenses, free time, holidays, opinions, adjectives, high frequency words
<b>End Point</b>	I can understand, read, write and talk about family and relationships.	I can understand, read, write and talk about family, relationships, and express opinions about various celebrations and customs.	I can understand, read, write and talk about different types of holidays and I can book accommodation.	I can understand, read, write and talk about the different features of towns and the advantages and disadvantages of living in different places.	I can understand, read, write and talk about school and give opinions about school rules and exchanges.	I can understand, read, write and talk about school and give opinions about school life and extra-curricular activities.
<b>Form of Assessment</b>	Reading, listening, speaking and writing end of unit tasks.	Data collection using past listening reading and writing exams. Speaking assessment 1	Reading, listening, and writing end of unit tasks. Speaking assessment 2	Data collection using past listening reading and writing exams.	Mock exams using past listening reading and writing exams.	Speaking assessment 3
<b>Enrichment Opportunities</b>	Local University trips: Language awareness visits, Languages in business event days at local universities, and in school visits from local university student ambassadors promoting the importance of languages in future life. Culture and language clubs, relevant TL plays and cinema, trips outside of the UK, European Day of Languages competitions and activities, in school and international writing competitions; Mother Tongue, Other Tongue, and independent cultural projects.					
<b>Leadership Opportunities</b>	Student ambassadors, leading class and group discussions and findings of projects, support during Open Evenings.					

