

Curriculum Map: Year 11 Urdu

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---------------------------------|---|--|---|--|---|-------------|
| Topic | Theme 4: Future aspirations, study and work | Theme 4: Future aspirations, study and work | Theme 5-International and global dimensions | Exam preparation and speaking assessments | Exam preparation | |
| Intent | To learn about Jobs and future aspirations | To learn about jobs, further study and training. | To learn about global and environmental issues. | To prepare for the speaking exam by improving vocabulary and grammar knowledge and applying when speaking spontaneously. | To prepare for the listening, reading and writing exam by improving vocabulary and grammar knowledge. | |
| Key Knowledge | Understanding the world of work and future aspirations | Understanding the world of work and future aspirations | Understanding global and environmental issues. Bringing the world together | Vocabulary and grammar from theme 1-5 | Vocabulary and grammar from theme 1-5 | |
| Key Skills | Using the present, past and future tense. Writing longer texts Giving opinions in various context, understanding higher/complex vocabulary, Identifying negative a positive opinions. Use of comparisons | Using comparisons Asking and responding to questions Using the future tense Using exclamations Solving problems Extending spoken answers | Adjective agreement Negatives , Present and imperfect tense, Phrases followed by the infinitive Further challenging listening exercises, Asking and answering questions, Object pronouns Using three tenses together | Understanding question words and tenses Responding spontaneously using a variety of vocabulary and grammar | Listening. Reading How to look out for distractors How to use your time well in the exam. How to tackle different question types Writing Using a variety of vocabulary and grammar to give extended responses. | |
| Key Vocabulary | Future plans (college/university) -Different education systems -Different career options -Describing what happens in a job | Using languages beyond the classroom: forming relationships; travel; employment Ambitions: further study; volunteering; training Work: jobs; careers; professions Forming relationships, travel; employment | Charity work Comparing old and new health habits Describing health resolutions Environmental issues Talking about what you can do to help the environment poverty and homelessness | Vocabulary and grammar from theme 1-5 | Vocabulary and grammar from theme 1-5 | |
| Revisiting | Present, past and future tenses, jobs, personality, negative and positive opinions, high frequency words | Present, past and future tenses, jobs, personality, negative and positive opinions, questions, high frequency words | Present, past and future tenses, countries, environment, imperfect tense, questions, high frequency words | Main Grammar structures High Frequency vocabulary Past Papers | Main Grammar structures High Frequency vocabulary Past Papers | |
| End Point | I can understand, read, write and talk about future plans (college/university), different education systems, and career options | I can understand, read, write and talk about using languages beyond the classroom and express opinions and views about various occupations and studies | I can understand, read, write and talk about the importance of charities, compare old and new health habits, and give advice on how you can help the environment | I can answer a variety of questions in different tenses on different themes confidently | I can answer a variety of questions in different tenses on different themes confidently | |
| Form of Assessment | Reading, listening, speaking and writing end of unit tasks | Reading, listening, speaking and writing end of unit tasks | Reading, listening, speaking and writing end of unit tasks | Speaking assessment GCSE speaking exam. | GCSE exam. | |
| Enrichment Opportunities | 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. | | | | | |
| Leadership Opportunities | Student ambassadors, leading class and group discussions and findings of projects, support during Open Evenings. | | | | | |