



# URDU

## CURRICULUM OVERVIEW



# URDU CURRICULUM- LONG TERM PLAN

## CURRICULUM INTENT

At Nottingham Academy, our Urdu curriculum is designed to focus on topics relevant to students' lives, enabling them to understand and express language related to a wide range of subjects. Our lessons incorporate a comprehensive range of skills, including speaking, listening, reading, and writing. Students are encouraged to discuss their own experiences and opinions and to learn about how their lives compare to those of young people in Urdu-speaking communities around the world.

Our curriculum is ambitious and aims to ensure that all Key Stage 4 students can achieve success at GCSE and beyond. At the start of Year 10 we assess students' existing Urdu knowledge and skill level and adapt GCSE teaching based on this, allowing Year 11 students to excel and achieve the best possible outcomes.

We aim to inspire and motivate students to believe in their potential for success in Urdu. We emphasize the development of practical language skills and cultural understanding, preparing students to communicate effectively and appreciate the rich cultural heritage of Urdu-speaking regions.













Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We use visual aids, interactive activities, and technology to enhance understanding and engagement. Regular assessments and personalized feedback are integral to our approach, ensuring all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Urdu, gaining more knowledge, retaining it effectively, and applying it confidently.

Our ultimate goal is to inspire students to develop a lifelong appreciation for the Urdu language and culture, fostering a deep understanding and respect for the diverse world in which we live.

## KEY CONCEPTS

<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Develop conversational skills in various contexts.</li> <li>Practice fluent speech and accurate pronunciation.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Understand spoken Urdu in different accents and speeds.</li> <li>Interpret audio materials, such as conversations, announcements, and narratives.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Comprehend written texts, including articles, stories, and dialogues.</li> <li>Extract key information and analyse text structure.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write coherent sentences and paragraphs in Urdu.</li> <li>Use correct grammar, punctuation, and vocabulary.</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Master verb conjugations in various tenses (present, past, future).</li> <li>Understand and apply grammatical rules.</li> </ul>	<p><b>Cultural Understanding</b></p> <ul style="list-style-type: none"> <li>Learn about traditions, customs, and daily life in Urdu-speaking countries.</li> <li>Compare and contrast cultural aspects with students' own experiences.</li> </ul>	<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>Expand lexical knowledge across different topics.</li> <li>Use context to understand and memorize new words.</li> </ul>	<p><b>Exam Preparation</b></p> <ul style="list-style-type: none"> <li>Develop test-taking strategies for listening, speaking, reading, and writing exams.</li> <li>Practice past exam papers and mock tests.</li> </ul>

# KEY CONCEPTS MAPPING

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<b>Theme 1: Identity &amp; Culture - Me, my family, and friends</b>	<b>Theme 2: Local, National, International - Home town &amp; Neighbourhood</b>	<b>Theme 3: Current/Future Studies &amp; Employment - My studies</b>	<b>Theme 1: Identity &amp; Culture - Free-time activities</b>	<b>Theme 2: Local, National, International and Global Areas of Interest</b>	<b>Revision for Mock Exam</b>
						
Year 11	<b>Theme 2: Local, National, International - Home town &amp; Neighbourhood; Travel and tourism</b>	<b>Theme 3: Free-time activities; Food, sport, and health</b>	<b>Theme 1: Identity &amp; Culture; Customs and festivals in Urdu-speaking countries/communities</b>	<b>Theme 3: Current/Future Studies &amp; Employment - My studies; Jobs, career choices, and ambitions</b>	<b>Revision and preparing for the GCSE exam</b>	<b>Continued revision and preparation for GCSE exams</b>
						

## URDU KEY CONCEPTS

<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
<b>Grammar</b>	<b>Cultural Understanding</b>	<b>Vocabulary Development</b>	<b>Exam Preparation</b>

# DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<b>Theme 1: Identity &amp; Culture - Me, my family, and friends</b> Family, friends, marriage & partnership, plans for the future	<b>Theme 2: Local, National, International - Home, town &amp; Neighbourhood</b> Home, local area, social issues	<b>Theme 3: Current/Future Studies &amp; Employment - My studies</b> School, teachers, current studies & future plans	<b>Theme 1: Identity &amp; Culture - Free-time activities</b> Social media, TV & film, sports & hobbies	<b>Theme 2: Local, National, International and Global Areas of Interest</b> Comparing the UK to Pakistan, social & global issues	<b>Revision for Mock Exam</b> Revision of all Y10 content
Year 11	<b>Theme 2: Local, National, International - Home town &amp; Neighbourhood; Travel and tourism</b> Holidays, promoting your area, making plans & discussing past trips	<b>Theme 3: Free-time activities; Food, sport, and health</b> Healthy habits, sports, food, giving advice	<b>Theme 1: Identity &amp; Culture; Customs and festivals in Urdu-speaking countries/communities</b> Ramadan, Eid, weddings, festivals & events	<b>Theme 3: Current/Future Studies &amp; Employment - My studies; Jobs, career choices, and ambitions</b> Jobs, future plans, complex grammar	<b>Revision and preparing for the GCSE exam.</b> Revision of all Y10 & 11 content	<b>Continued revision and preparation for GCSE exams</b>

# ADAPTATIONS FOR SEND STUDENTS IN URDU LESSONS

## GENERAL URDU SEND STRATEGIES

### READING SUPPORT

- **Use of Dual-Language scaffolds:** Provide resources with both Urdu and English to support understanding.
- **Adaptations while learning Urdu script:** Resources are provided in Romanised, phonetic Urdu while students learn Urdu script to allow them to access learning.
- **Reading Aloud and Shared Reading:** Teachers and peers read aloud to model fluent reading and accurate pronunciation.
- **Reading Comprehension Strategies;** Teach summarizing, predicting, and questioning techniques.

### EXAM PREPARATION

- **Practice exams with accommodations:** Provide practice exams that include accommodations such as extra time, breaks, and a quiet environment. This helps students become familiar with the exam format and reduces anxiety.
- **Scaffolded revision sessions:** Break down revision into manageable chunks and provide clear, structured sessions focusing on specific skills and topics. Use visual aids, digital resources, and hands-on activities to reinforce learning.
- **Adapted revision materials:** Share digital and paper revision materials adapted to a range of needs & ability levels from the start of Year 10 to ensure students can study effectively outside lesson

## SEND WITHIN URDU KEY CONCEPTS

<b>Speaking</b> <ul style="list-style-type: none"> <li>• Use visual aids and prompts to support vocabulary recall.</li> <li>• Provide extra time and practice opportunities in smaller groups.</li> </ul>	<b>Listening</b> <ul style="list-style-type: none"> <li>• Use clear speech or audio recordings that only assess what students have explicitly studied.</li> <li>• Use interactive listening activities with visual supports.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Provide texts with simplified language, and Romanised script where necessary.</li> <li>• Use knowledge organisers to help with text structure and comprehension.</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Use sentence starters and writing frames.</li> <li>• Assess writing using consistent formats and mark schemes to avoid cognitive overload.</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Provide clear, step-by-step instructions and visual aids for grammar rules.</li> <li>• Use hands-on activities to reinforce grammatical concepts.</li> </ul>	<b>Cultural Understanding</b> <ul style="list-style-type: none"> <li>• Use multimedia resources (videos, images) to illustrate cultural aspects.</li> <li>• Create interactive projects that allow students to showcase their individual strengths.</li> </ul>	<b>Vocabulary Development</b> <ul style="list-style-type: none"> <li>• Use flashcards and interactive apps for vocabulary practice.</li> <li>• Revisit key vocabulary frequently to help build fluency.</li> </ul>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>• Provide practice exams with accommodations (e.g., extra time, breaks).</li> <li>• Use scaffolding techniques to build confidence and familiarity with exam formats.</li> </ul>

# LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p><b>Theme 1 - Identity &amp; Culture - Me, my family, and friends</b></p> <p>Students will describe themselves, their family, and their friends, including names of relations in Urdu, physical descriptions, and family relationships. They will practice talking about themselves using correct adjectives, describe their best friend's physical description and likes/dislikes, discuss close family members and their routines, introduce extended family members, and practice using singular/plural sentences with correct endings.</p>	<p><b>Theme 2 - Local, National, International - Home town &amp; Neighbourhood</b></p> <p>Students will describe their house, including bedroom furniture, and compare houses in Pakistan. They will also describe their local area, including shops, buildings, and regions, and compare towns and villages in Pakistan. They will learn names of rooms and floors in a house, describe furniture, introduce their town/city/area in the UK and Pakistan, explain their neighbours, describe towns/villages in Pakistan and the available transport/facilities, and apply their learning to exam-style questions.</p>	<p><b>Theme 3 - Current/Future Studies &amp; Employment - My studies</b></p> <p>Students will give opinions on school subjects and their timetable, describe the school building and uniform, discuss school rules and problems, and compare the school system in Pakistan. They will describe school subjects and reasons for their like/dislike, explain their school timetable using days of the week, use adjectives to describe their school uniform, describe their school's facilities and education, and compare schools in Pakistan to UK schools.</p>	<p><b>Theme 1 - Identity &amp; Culture - Free-time activities</b></p> <p>Students will describe their hobbies and interests, free-time activities including sports, play, cinema, TV, and music, and understand Urdu numbers 1-30. They will describe their hobbies and interests and give opinions, explain leisure activities in their area, describe evening and weekend activities, discuss going to the cinema and films, and give opinions on authentic Urdu music.</p>	<p><b>Theme 2 - Local, National, International and Global Areas of Interest</b></p> <p>Students will describe different shops in their area, who does the shopping in their family, learn Urdu names of clothes and grocery items and where to buy them, compare shopping in Pakistan and England, and apply their learning to exam-style questions. They will participate in role plays, giving opinions, and compare shopping experiences in both countries.</p>	<p><b>Revision for Mock Exam</b></p> <p>Students will discuss global issues such as poverty, pollution, global warming, and unemployment, focusing on problems and solutions. They will revise tenses, singular/plural forms, and feminine/masculine endings, and prepare for their mock exams, including speaking assessments.</p>
Year 11	<p><b>Theme 2 - Local, National, International - Home town &amp; Neighbourhood; Travel and tourism</b></p> <p>Students will learn about the main means of transport available in their cities and in the subcontinent, describe their last holidays and activities abroad, read and follow signs and written instructions in Urdu, find and reserve holiday accommodation and other activities, and describe weather conditions while traveling to Urdu-speaking countries. They will also recap and revise for assessments.</p>	<p><b>Theme 3: Free-time activities; Food, sport, and health</b></p> <p>Students will discuss different types of food and drinks used in the UK and Pakistan, activities and food to keep fit and stay healthy, unhealthy activities like drugs, alcohol, and smoking, and how to explain illnesses and diseases and their cures. They will revise and prepare for the November PPE mock exam, and engage in assessments.</p>	<p><b>Theme 1 - Identity &amp; Culture; Customs and festivals in Urdu-speaking countries/communities</b></p> <p>Students will describe birthday celebrations and what they involve, outline customs and traditions of weddings in the UK and Pakistan, describe the significance of Ramadan and Eid ul Fitr, and explain why Eid ul Adha is significant for Muslims and how it is celebrated. They will engage in recap, revision, and assessments.</p>	<p><b>Theme 3 - Current/Future Studies &amp; Employment - My studies; Jobs, career choices, and ambitions</b></p> <p>Students will explore types of jobs available in the UK and the subcontinent, describe their work experience and the jobs they did, discuss the advantages and disadvantages of part-time and full-time work, and outline their favourite job and steps to obtain it. They will also revise and prepare for the March PPE mock exam.</p>	<p><b>Revision and preparing for the GCSE exam.</b></p> <p>Students will engage in thorough recap and revision for the GCSE exam, including preparation for the GCSE speaking exam. They will focus on key areas of improvement identified in previous assessments.</p>	<p><b>Continued revision and preparation for GCSE exams</b></p> <p>Students will continue their revision and final preparations for the GCSE exams, ensuring they are well-prepared to achieve the best possible outcomes.</p>