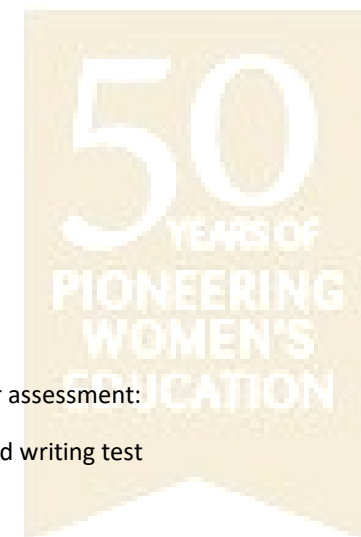


	Intent for the year	Units	Duration	Assessment
Year 9	<p>Year 9 provides students with the opportunity to utilise the Bengali language to express their identity and to push for change, both in their own lives and in their local community. Skills for Year 8 on expressing opinions are developed in more challenging linguistic contexts. Students discuss their identity as British Bengalis, the history of their community, the role and importance of religion, their aspirations for the future and how they can make positive changes to their lives using the language of self-evaluation. They will also be challenged to discuss their lives in London, not only discussing their opinions using language from Year 8 of likes and dislikes, but also how their community and everyday surroundings could be improved.</p>	<p><i>Family relationships</i> Members of family, relationship with family members and why, explain this</p> <p><i>Home and Local area</i> Describe this, provide examples. Improvements and compare to old London</p> <p><i>Identity and Culture</i> Your British Bengali/British identity, discussion. Role of immigration in this.</p> <p><i>Jobs</i> Aspirations after studies, qualities needed for these jobs. Self-evaluation – skills.</p> <p><i>Food</i> Types of food, opinions on nutrition, healthy living,</p> <p><i>Festival</i> Types – birthday, weddings. Society celebrations</p>	<p>Autumn term 1</p> <p>Autumn term 2</p> <p>Spring term 1</p> <p>Spring term 2</p> <p>Summer term 1</p> <p>Summer term 2</p>	<p>End of year assessment: Reading and writing test</p> <p>AFL/MFA 40/90 Word task/Spelling test</p>
Year 10	<p>In Year 10 students focus on utilising the Bengali language for everyday interactions so students can discuss a range of subjects with native speakers.</p>	<p>Life at school/college <i>School rules, changes, plans, future study plans</i></p>	<p>Autumn term 1</p>	



	<p>Students will be challenged to justify the decisions they are making in their lives from what university they plan to attend, where they would like to visit in the future through to fundamental questions for young women today around careers, family life, pressures attached to social media use and an online presence. Topics such as school life, health and family life are all revisited, however now the focus is on discussion of these issues, rather than solely description.</p>	<p>Education post-16 <i>University, plans after study, what job do you want, pressures and priorities</i></p> <p>Travel and tourism <i>Where do you want to go and why? Activities, future travel aspirations.</i></p> <p>Health How do you stay healthy, exercise, eating healthy food, justify this. Smoking drinks drugs.</p> <p>Marriage/partnership <i>Pressure of choosing career or marriage, who do you want to marry, what qualities are important</i></p> <p>Social media Mobile technology <i>Pros and cons of its use, personal risks, ease of access</i></p>	<p>Autumn term 2</p> <p>Spring term 1</p> <p>Spring term 2</p> <p>Summer term 1</p> <p>Summer term 2</p>	<p>End of year Assessment</p> <p>June Mock exam Past papers Listening/Reading/Writing</p> <p><u>Other opportunities:</u> AFL/MFA 40/90/150 Word task/Spelling test</p>
Year 11	<p>Year 11 students are challenged to utilise their Bengali language skills to engage in discussion on an ambitious range of issues and topics. Global issues are a central focus; the environment, the impact of humans on the world, sustainability, poverty and inequality, how those in need</p>	<p>The environment <i>Impact of human activity, how can we be better, what are we doing, recycling.</i></p> <p>Career choices and ambitions</p>	<p>Autumn term 1</p> <p>Autumn term 2</p>	<p>November Mock three paper Listening, Reading and writing</p> <p>Class test: Listening and Writing test</p> <p>January Speaking mock Speaking booklet.</p>

	<p>receive support. Case studies related to these are used to teach ambitious language targets such as the impact of yearly floods in Bangladesh. Much new vocabulary is learnt by students, and they are challenged to apply this to justify their opinions on how and why these issues are important, not just to themselves but also to their communities and the world.</p>	<p><i>What jobs, why, priorities and importance of money V work life balance. Different environments for work</i></p> <p>Global issues: homelessness/ poverty</p> <p>Causes of this, responses to this</p> <p>Social issues: charity/voluntary work</p> <p>What issues are important to you and how do you get involved eg. Islamic Relief</p> <p>Exam Season</p> <p>Exam Season</p>	<p>Spring term 1</p> <p>Spring term 2</p> <p>Summer term 1</p> <p>Summer term 2</p>	<p>February Mock</p> <p>Class test: Reading and Writing</p> <p>March Mock</p> <p>Class test : Reading and Speaking</p> <p>Class test: Listening and Writing</p> <p>Mid Term MFA Task (90 words) & November Mock Exam 1 (3 skills- Listening/ Reading & Writing)</p> <p>Mid Term MFA Task (90/150 words) & End of unit Assessment Autumn 2 (Add Bengali skills to be assessed)</p> <p>Mid Term MFA Task (90/ 150 words task) & January Mock Exam 2 Spring 1 (3 skills- Listening/ Reading & Writing)</p> <p>Mid Term MFA Task (90 /150words task) & February mock exam speaking Spring 2 +February Mock Exams (listening/ Reading and Writing)</p> <p>Exam season</p> <p>Other opportunities:</p> <p>Self- Assessment, Peer Assessment, Weekly vocabulary test</p>
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