

2019/ 2020	AUTUMN		SPRING		SUMMER	
	HT1	HT2	HT3	HT4	HT5	HT6
Y7	<p><b>Area of study</b> Introduction to Arabic, introduce yourself</p> <p><b>Key concepts</b> The Arabic alphabet, handwriting - practice with joining letters, greetings, introducing yourself, nationalities, days of the week, months, cultural capsule - the Arab world</p> <p><b>Grammar</b> Short and long vowels, nunation, sun and moon letters, introduction to masculine and feminine nouns (basic feminine marker), masculine and feminine in singular suffixed pronouns, the relative <math>\mathcal{C}</math>, numbers, definite and indefinite, adjectives, some interrogatives, singular pronouns</p> <p><b>Assessment method</b> Baseline Assessment, reading</p>	<p><b>Area of study</b> My family</p> <p><b>Key concepts</b> Identifying family members, family trees, colours and shapes, parts of the body, professions, animals</p> <p><b>Grammar</b> Demonstrative pronouns, interrogatives, suffixed pronouns, nominal sentences, detached pronouns, number</p> <p><b>Assessment method</b> Listening, reading, speaking</p>	<p><b>Area of study</b> My home, daily routine</p> <p><b>Key concepts</b> Identify and describe the various rooms of the house including objects/furniture/items found in these, explain daily routine</p> <p><b>Grammar</b> Nominal sentences including case endings, interrogatives, prepositions, present tense verbs, verbal sentences, adverbial phrases</p> <p><b>Assessment method</b> Listening, reading, writing</p>	<p><b>Area of study</b> My School, transport</p> <p><b>Key concepts</b> School timetables, school uniform, express opinions on preferred subjects with some reasoning, transport to school</p> <p><b>Grammar</b> Time (o'clock, half past, quarter past and quarter to, twenty past and twenty to), interrogatives, present tense verbs, connectives/conjunctions</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>		
Y8	<p><b>Area of study</b> Food and drink</p> <p><b>Key concepts</b> Recognise food items of own and Arab culture including fruits and vegetables, read and order from menus, cultural capsule – explore Arab cuisines, discuss and explain the importance of healthy eating, measurements in relation to food and drink</p> <p><b>Grammar</b> All present tense (in relation to all 14 pronouns), cardinal numbers, structure of verbal sentence, the accusative case</p> <p><b>Assessment method</b> Listening, reading</p>	<p><b>Area of study</b> Family and friends</p> <p><b>Key concepts</b> Talk about relationships with friends and family, describe physical appearance and characteristics</p> <p><b>Grammar</b> Adjectives, grammar rules in relation to dual body parts, forming the comparative/superlative, all attached and detached pronouns</p> <p><b>Assessment method</b> Speaking and writing</p>	<p><b>Area of study</b> Hobbies and jobs</p> <p><b>Key concepts</b> Identify and discuss hobbies, explore various jobs, professions and work places, discuss and justify opinions as well as future aspirations</p> <p><b>Grammar</b> Future tense, verbal nouns, adjectives, days and time, adverbs of frequency, the negative form</p> <p><b>Assessment method</b> Listening, reading, speaking</p>	<p><b>Area of study</b> Town, transport, and weather</p> <p><b>Key concepts</b> Identify places/buildings found in town, give and understand directions, describe the weather, recognise and give opinions on different modes of transport, cultural capital – explore various famous Arab cities</p> <p><b>Grammar</b> Imperatives, introducing the past tense, prepositions, possessive pronouns and the structure of idhafah, adverbs, grammar rule in relation to describing plurals</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>		
Y9	<p><b>Area of study</b> Shopping and services</p> <p><b>Key concepts</b> Identify services available in town, implement the use of verbs in all tenses in relation to shopping and the use of various services</p> <p><b>Grammar</b> Past, present and future tense, prepositions, days and time, numbers</p> <p><b>Assessment method</b> Reading, writing, speaking</p>	<p><b>Area of study</b> Clothes</p> <p><b>Key concepts</b> Name and describe further items of clothing, talk about opinions and preferences in fashion, cultural capsule – explore clothing of Arab culture</p> <p><b>Grammar</b> Demonstratives, exclamation, plural, adjectives</p> <p><b>Assessment method</b> Speaking, Listening</p>	<p><b>Area of study</b> Events</p> <p><b>Key concepts</b> Explore various celebrations and religious festivals as well as the other aspects in relation to them including food and dress, sporting events and their importance, campaigns</p> <p><b>Grammar</b> Past, present and future tense, prepositions, days months and time</p> <p><b>Assessment method</b> Reading, writing</p>	<p><b>Area of study</b> Travel</p> <p><b>Key concepts</b> Explore the possible activities and places to visit in relation to holidays, discuss past and future holidays, explore positive and negative aspects of tourism and experiences abroad, cultural capsule – religious pilgrimage: Hajj</p> <p><b>Grammar</b> Past and future tense</p> <p><b>Assessment method</b> Reading, writing, speaking</p>	<p><b>Area of study</b> Environmental issues</p> <p><b>Key concepts</b> Discuss issues in relation to: addictions, equality, racism, bullying; explore ways to tackle societal issues</p> <p><b>Grammar</b> Interrogatives, rules in relation to gender</p> <p><b>Assessment method</b> Reading, writing, listening</p>	<p><b>Area of study</b> Technology</p> <p><b>Key concepts</b> Describe old and new technology, discuss the use of technology for leisure activities, identify the risks of social networking sites, recognise the pros and cons of new technologies, give opinions on preferred technology and gadgets</p> <p><b>Grammar</b> Interrogatives, rules in relation to expressing and justifying opinions</p> <p><b>Assessment method</b> Reading, writing, listening</p>

<p><b>Area of study</b> Theme 1: Identity and culture</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Who am I?: 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</li> <li>Daily life: customs and everyday life</li> </ul> <p><b>Grammar</b> Adjective endings, possessive endings, connectives, to have, dual forms, grammatical cases, relative pronouns, plural, verbal nouns, future tense, negation, adverbs of frequency</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 1: Identity and culture</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Daily life: food and drink; shopping; social media and technology (use of, advantages and disadvantages)</li> <li>Cultural life: celebrations and festivals; reading; music; sport; film and television</li> </ul> <p><b>Grammar</b> The present perfect, personal pronouns, the comparative, preference, the plural</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 2: Local area, holiday and travel</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Holidays: preferences; experiences; destinations</li> <li>Town, region and country: weather; places to see; things to do</li> </ul> <p><b>Grammar</b> Past tense, 'lots of', weak verbs, time expressions, participles</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 2: Local area, holiday and travel</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</li> </ul> <p><b>Grammar</b> Imperative, exam rubrics in Arabic, 'because', using 'bi', expressing wish</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 3: School</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>What school is like: school types; school day; subjects; rules and pressures; celebrating success</li> <li>School activities: school trips; events and exchanges</li> </ul> <p><b>Grammar</b> Express likes and dislikes, conditional statements</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 4: Future aspirations, study and work</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Using languages beyond the classroom: forming relationships; travel; employment</li> </ul> <p><b>Grammar</b> 'Work as', use of 'every', conditional statements, negation, demonstratives, plurals – numbers</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>
<p><b>Area of study</b> Theme 4: Future aspirations, study and work</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Ambitions: further study; volunteering; training</li> <li>Work: jobs; careers and professions</li> </ul> <p><b>Grammar</b> Future tense, adjectives, participles</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 5: International and global dimension</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Bringing the world together: sports events; music events; campaigns and good causes</li> </ul> <p><b>Grammar</b> Reading and writing skills</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Theme 5: International and global dimension</p> <p><b>Key concepts</b></p> <ul style="list-style-type: none"> <li>Environmental issues: being 'green'; access to natural resources</li> </ul> <p><b>Grammar</b> Speaking and listening skills, imperatives</p> <p><b>Assessment method</b> Listening, reading, writing, speaking</p>	<p><b>Area of study</b> Revision</p> <p><b>Key concepts</b> Revision</p> <p><b>Assessment method</b> All</p>	<p><b>Area of study</b> Revision</p> <p><b>Key concepts</b> Revision</p> <p><b>Assessment method</b> All</p>	<p><b>Area of study</b> Revision</p> <p><b>Key concepts</b> Revision</p> <p><b>Assessment method</b> All</p>

NOTES	AREAS OF STUDY	KEY CONCEPTS	ASSESSMENT METHOD
	<p><b>Theme 1:</b> Identity and culture</p> <p><b>Theme 2:</b> Local area, holiday and travel</p> <p><b>Theme 3:</b> School</p> <p><b>Theme 4:</b> Future aspirations, study and work</p> <p><b>Theme 5:</b> International and global dimension</p>	<p><u>1: Identity and culture</u></p> <ul style="list-style-type: none"> <li>Who am I?: 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</li> <li>Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)</li> </ul> <p><u>2: Local area, holiday and travel</u></p> <ul style="list-style-type: none"> <li>Holidays: preferences; experiences; destinations</li> <li>Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</li> <li>Town, region and country: weather; places to see; things to do</li> </ul> <p><u>3: School</u></p> <ul style="list-style-type: none"> <li>What school is like: school types; school day; subjects; rules and pressures; celebrating success</li> <li>School activities: school trips; events and exchanges</li> </ul> <p><u>4: Future aspirations, study and work</u></p> <ul style="list-style-type: none"> <li>Using languages beyond the classroom: forming relationships; travel; employment</li> <li>Ambitions: further study; volunteering; training</li> <li>Work: jobs; careers and professions</li> </ul> <p><u>5: International and global dimension</u></p> <ul style="list-style-type: none"> <li>Bringing the world together: sports events; music events; campaigns and good causes</li> <li>Environmental issues: being 'green'; access to natural resources</li> </ul>	