



Punjabi Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

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| 1 | Love and forgiveness vs. Enmity and Hate |
| 2 | Peace and Collaboration vs. Conflict and War |
| 3 | Trust in God |

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The MFL Curriculum provides students with the tools to learn a new language, through which they can express their own faiths and those of others. Students are introduced to the religious festivals of the Punjabi-speaking world and are provided with the linguistic tools they need to learn to speak about their own religions. By default, learning about other peoples and cultures gives our students a more profound understanding of who we are as a human collective, which deepens their sense of humility and aids them in their own quest for religious wisdom.

Learning the Punjabi language presents a valuable opportunity for students to be bilingual which manifests a myriad of benefits. These include enhanced cognitive ability, increased cultural awareness and promoting open mindedness. For many of the school's student population, it is also an opportunity to become fluent in their mother tongue thereby promoting improved familial communication and links within the wider community.

The curriculum for Punjabi is underpinned by the curriculum drivers and is planned with cross-curricular links with other subjects where applicable. In particular, we aim to improve the connection between the teaching of Punjabi and literacy throughout the school, ensuring that strategies which are pertinent to outstanding teaching and learning in the latter are employed in the former. Essential skills such as speaking, listening, reading and writing are deeply embedded within the Punjabi curriculum and it is intended that over the course of their education students will become fluent in the Punjabi language and well versed in additional communication etiquette.

The Nishkam virtues seep into every aspect of our Punjabi Curriculum. Throughout KS2, KS3 and KS4, students are presented with topics that aim to nurture the more individual/personal virtues (contemplation, for example, when learning to talk about themselves), the interpersonal (respect, for example, when learning about relationships, marriage and partnerships), and the virtues that will help set our students up for the future (self-discipline, for example, when learning about jobs and future ambitions).

Finally, this all manifests as a highly academic Punjabi Curriculum, as we encourage our students to aspire for academic excellence, leaving Year 11 with a secure linguistic, grammatical and practical understanding of the language that will enable them to continue learning. Our curriculum intent is ultimately to inspire an awe in students for the wonders of language and cultural identity across the globe.

Implementation:

In the Primary phase, the curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required. The curriculum enables students to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing.

The Punjabi Curriculum throughout KS3 & KS4 is based around four key elements: vocabulary, grammar, phonics and skills. The vocabulary taught at the beginning of KS3 is based around the individual, aiming to encourage personal contemplation in Nishkam students, as they begin learning Punjabi in the context of considering who they are, what they like doing, and what is in their immediate surroundings (their family, for example). By the end of KS4, students have acquired vocabulary to be applied in more conceptual and less tangible contexts, such as social issues like climate change, and problems in society. The acquisition of topics is ordered in a way that supports this build-up of vocabulary from personal to conceptual. The acquisition of grammar from KS3 to KS4 also supports this acquisition of vocabulary.

As the topics become more conceptual, students are provided with the more complex grammatical tools they will need to present hypothetical ideas, such as the conditional tense and the subjunctive modes, allowing them to develop their sense of creativity. However, from Year 7, students are taught tenses in the same way (that is, by being introduced to the entire list of verb forms each time a new one is introduced), to ensure the acquisition of grammatical skills becomes habitual and efficient. Phonics plays a key role in our KS3 curriculum, and over the course of KS3 and KS4, students' skills are developed from simple starting points to ensure that by the time students are talking about the more complex topics, they are confident enough to identify the steps they need to take in order to close their individual learning gaps.

Curriculum Overview

| KS2 | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---------------|--|-----------------------------------|---|---|--|---|
| Year 3 | -Greetings -Classroom instructions and items -Core vocabulary | -Introduction of Punjabi Alphabet | -Alphabet sounds and phonics 1 st & 2 nd line -Numbers 1-10 -Fruits | -Alphabet sounds and phonics 3 rd & 4 th line -Speaking using numbers and fruits | -Alphabet sounds and phonics 5 th & 6 th line -Punjabi stories And songs | -Alphabet sounds and phonics 7 th line |
| Year 4 | -Talking about the holidays (Speaking) -Re-cap on the Alphabet- completing different Alphabet sheets. | -Introduction of Mukta words. | -2 letter Mukta words -Verbs | -3 letter Mukta words - Numbers 11-20 | -4 Letter Mukta words and translation Punjabi stories and songs | Making sentences with Mukta words. Translating |

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| Year 5 | Recap 2-3 Mukta words | Intro of 4 Mukta words | Mukta sentences & Number | Vowel (aa) & Verbs | Vowel (I/ee)_ | Vowel (e/ai) |
| Year 6 | Re-cap Baseline test – Khaana | Vowels Introduction to the vowel Sihari (i) sound | Introduction to vowel Bihari (ee) it is a long sound as in (week & seen.) Numbers 1-50 Describing vegetables using numbers and colours | Listening -Punjabi stories And songs Introduction to conjunctions vocab. | Introduction to vowel Lavan(e) as in (rain & pain) Reading, writing and translating sentences What's the Time? | Introduction to vowel Dulavan(ai) as in (fat & cat) Making sentences using vowels and Translating |

Autumn 1 (Half term 1)

| <u>Year 7</u> | <u>Year 8</u> | <u>Year 9</u> | <u>Year 10</u> | <u>Year 11</u> |
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| Topics: The Gurmukhi Script and Sound System Alphabet; introductions; all about me; numbers (1- 31) my siblings; my birthday; my pets; colours | Topics: Holiday activities, holiday experiences, holiday opinions, weather | Topics: Free time activities, cinema, birthday celebrations | Topics: AQA GCSE THEME 2 Travel & tourism | Topics: AQA GCSE THEME 1 Food & eating out; customs & festivals |
| Grammar: Key verbs in the present tense (including “to be”; “to have”); adjectival agreement; indefinite articles | Grammar: Present tense + ਹੁੰਦਾ Past habitual + ਹੁੰਦਾ Verb stem + ਸਕਣਾ + justification Usage of ਸੀ as simple past of to be Present and simple past use of ਚੁਣਨਾ/ਇੰਤਖਾਬ ਕਰਨਾ Use of ਕੋਲ as to have | Grammar: Verbs like “ਮੈਨੂੰ ਪਸੰਦ ਹੈ”, regular present tense, irregular present tense, articles, regular preterit tense, more key irregular verbs. | Grammar: Complete present tense ; complete past tense | Grammar: past participle structures; complete present tense; complete future tense; reflexive verbs |
| Skills: Writing short sentences; phonics | Skills: AQA Foundation writing skills; exam-style reading & listening skills; phonics | Skills: AQA Higher writing skills; exam-style reading & listening skills; speaking | Skills: Complete listening, speaking, reading and writing skills | Skills: Complete listening, speaking, reading and writing skills |

Autumn 2 (Half term 2)

| <u>Year 7</u> | <u>Year 8</u> | <u>Year 9</u> | <u>Year 10</u> | <u>Year 11</u> |
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| <p>Topics: Free time; weather; Sikh martyrs in December</p> | <p>Topics: Mobile technology; music; TV; free time activities; Chaar Sahibzada film in Punjab</p> | <p>Topics: Jobs; future jobs; aspirations; Guru Gobind Singh ji in Punjab</p> | <p>Topics: AQA GCSE THEMES 2 & 3 Travel & tourism; my studies; life at school or college</p> | <p>Topics: AQA GCSE THEMES 1, 2 & 3 Education post-16; career choices, jobs & ambitions; marriage & partnership; global issues intro.</p> |
| <p>Grammar: Basic opinion verbs; present tense of “ਖੇਡਣ ਲਈ” verbs; “ਜਦੋਂ + present tense”</p> | <p>Grammar: Regular present tense; opinion verbs with the definite article; using the present and preterit tense together</p> | <p>Grammar: ਕਰਨ ਵਾਸਤੇ/ਲਈ + infinitive (“to have to...”); immediate future tense; useful infinitive structures from the future timeframe</p> | <p>Grammar: Complete imperfect tense; complete immediate future tense; comparative & superlative with these tenses</p> | <p>Grammar: Complete imperfect tense; complete conditional, immediate future & simple future tenses; reflexive verbs; set phrases in the present subjunctive</p> |
| <p>Skills: Writing short paragraphs; phonics</p> | <p>Skills: AQA Foundation writing skills; exam-style reading & listening skills; phonics; speaking</p> | <p>Skills: AQA Higher writing skills; exam-style reading & listening skills; speaking</p> | <p>Skills: Complete listening, speaking, reading and writing skills</p> | <p>Skills: Complete listening, speaking, reading and writing skills SPEAKING GCSE MOCKS 1</p> |

Spring 1 (Half term 3)

| <u>Year 7</u> | <u>Year 8</u> | <u>Year 9</u> | <u>Year 10</u> | <u>Year 11</u> |
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| <p>Topics: My subjects; my school; days of the week; school activities; breaktime activities</p> | <p>Topics: Food & drink; eating habits; in the restaurant; at the market; parties</p> | <p>Topics: Healthy diet; keeping fit; daily routine; ailments; healthy living</p> | <p>Topics: AQA GCSE THEME 3 My studies; life at school or college</p> | <p>Topics: AQA GCSE THEME 2 Charity and voluntary work; healthy/unhealthy living; global/social issues</p> |
| <p>Grammar: “ਮੈਂ ਪਸੰਦ ਕਰਦਾ ਹਾਂ” in the plural; complete regular present tense; both</p> | <p>Grammar: Verbs like “ਮੈਨੂੰ ਪਸੰਦ ਹੈ”; negative words; formal address; immediate future (“going to...”) tense; using</p> | <p>Grammar: Direct object pronouns; radical-changing verbs; inc. “ਦੁਖੀ” (to hurt); reflexive verbs in the</p> | <p>Grammar: “ਜਦੋਂ ਤੋਂ” + present / imperfect tense; direct object pronouns; infinitive</p> | <p>Grammar: Modal verbs; perfect tense; perfect tense; possessive adjectives & pronouns</p> |

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| definite and indefinite articles | the present, preterit and immediate future tense together | present tense "ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ" + infinitive ("one must...") | structures from all time-frames | |
| Skills: Writing short paragraphs; saying short sentences; reading short paragraphs; phonics | Skills: AQA Foundation writing skills; AQA Foundation/Higher speaking skills (Roleplay); phonics; exam-style reading & listening skills | Skills: AQA Higher writing skills; exam-style reading & listening skills; speaking | Skills: Complete listening, speaking, reading and writing skills | Skills: Complete listening, speaking, reading and writing skills |
| <u>Spring 2 (Half term 4)</u> | | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Topics: Family; appearances; friends | Topics: Making plans; Easter in Punjab | Topics: Human rights; fair trade; social injustice | Topics: AQA GCSE <i>THEME 1</i> Technology; reading; free time activities | Topics: REVISION – Relationships with family & friends; free time; holidays; jobs, career choice & ambitions |
| Grammar: Introductions to reflexive verbs; word order for adjectives and nouns | Grammar: ਮੈਂ ਚਾਹੁੰਦਾ ਹਾਂ + infinitive ("I would like to..."); radical-changing verbs; + infinitive ("to have to...") | Grammar: Regular imperfect tense; irregular imperfect tense | Grammar: ਲਈ + infinitive ("in order to..."); por + infinitive ("ਨਾਲ..."); ਠੋ ਚੰਗਾ/ਮਾੜਾ ਹੈ ("the good/bad thing is...") in all tenses | Grammar: Present continuous; infinitive structures in all tenses; all complete tenses |
| Skills: Writing short paragraphs; saying short sentences; reading short paragraphs; phonics | Skills: Exam-style reading and listening questions; phonics; conversation skills | Skills: AQA Higher writing skills; exam-style reading & listening skills; speaking | Skills: Complete listening, speaking, reading and writing skills | Skills: Complete listening, speaking, reading and writing skills SPEAKING GCSE MOCKS 2 |
| <u>Summer 1 (Half term 5)</u> | | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Topics: My home; my city; plans for the weekend | Topics: Daily routine; clothes; shopping Holiday homes; holiday activities | Topics: Environment; problems in my local area | Topics: AQA GCSE <i>THEME 1</i> Free time; sports; entertainment; music; popular culture | Topics: REVISION – Technology; customs & festivals; social/global issues; jobs, career choice & ambitions |

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| <p>Grammar: Verbs of location in the present tense; the “ਚਾਹੁਣਾ” rule; “to go” in the present tense; immediate future “going to” tense; extending sentences; giving directions</p> | <p>Grammar: Reflexive verbs in the present, preterit and future tense; demonstrative adjectives; comparative; ਹੋ ਸਕਦਾ ਹੈ (n) + infinitive (“one can...”)</p> | <p>Grammar: Para + infinitive (“in order to...”); “ਇਹ ਚਾਹੀਦਾ ਹੈ” + infinitive (“one should...”); conditional tense; using the present, imperfect & conditional tenses together</p> | <p>Grammar: ਆਮ ਤੌਰ 'ਤੇ + infinitive (“to usually...”); using the preterit and imperfect tense together; perfect tense with regular and irregular past participles</p> | <p>Grammar: No grammar focus</p> |
| <p>Skills: Extended writing; speaking; phonics; interpreting short spoken and written stimuli</p> | <p>Skills: Phonics; exam-style reading & listening questions; narrating a story; AQA Foundation/Higher writing skills</p> | <p>Skills: AQA Higher writing skills; exam-style reading & listening skills; speaking</p> | <p>Skills: Complete listening, speaking, reading and writing skills</p> | <p>Skills: Complete listening, reading and writing skills</p> |

Summer 2 (Half term 6)

| Year 7 | Year 8 | Year 9 | Year 10 | |
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| <p>Topics: In the café; ordering food; Sikh studies project through literature, film and culture.</p> | <p>Topics: Holiday activities; directions; Summer camp; Sikh studies project through literature, film and culture.</p> | <p>Topics: Sikh studies project through literature, film and culture.</p> | <p>Topics: AQA GCSE THEMES 1 & 2 Sikh studies project through literature, film and culture.</p> | |
| <p>Grammar: Common radical-changing verbs</p> | <p>Grammar: Superlative; informal imperative; using the present, preterit and immediate future tense together; using a range of infinitive structures in each time frame covered</p> | <p>Grammar: Application and interpretation of all grammar acquired so far</p> | <p>Grammar: The passive; simple future tense; conditional tense; using future tenses together</p> | |
| <p>Skills: Speaking; interpreting authentic stimuli; listening</p> | <p>Skills: Phonics, interpreting authentic stimuli; speaking; listening</p> | <p>Skills: Interpreting authentic stimuli; speaking; listening; reading; writing</p> | <p>Skills: Complete listening, speaking, reading and writing skills; interpreting authentic stimuli</p> | |

Year 6 to 7 Transition

Phonics is a predominant part of Primary teaching and learning and is one of the building blocks in the foundations of learning any language. We know our new students are accustomed to learning phonics from a young age, so we introduce listening and speaking skills in Year 7 through the inclusion of phonics as a core part of our KS3 curriculum. This eases Year 6 students into the challenges of the KS3 Punjabi curriculum, as it appropriately scaffolds listening and speaking skills into the recognition and production of separate sounds in this new language (just as they would have begun to learn English.)

The transition from Year 6 French to Year 7 Punjabi provides Nishkam students with great breadth of curriculum and thus a broader understanding of a wider range of cultures, developing their respect and awe for the world around them. This means also that students at Nishkam finish Year 11 having been exposed to more than one language, which will have provided them with the base to continue their language-learning journeys in either French, Spanish or Punjabi after they finish. It also provides them with an opportunity to practice their transferable lexical, grammatical and practical skills.

By learning French or Punjabi in the Primary phase and Spanish or Punjabi in the Secondary phase, students can apply and see the benefits of this process. When we learn one language, it becomes easier for us to learn another. Nishkam students, by switching to Punjabi in Year 7, will have already practiced these skills in French and will be more likely to go on to apply them to learning further languages. The transferring of these skills will also help to establish underlying communication skills, which will enable them to build the base of learning any language. By providing our students with the opportunity to learn about more than one culture and language as they move through the school, they will develop the passion to continue building their language resume, as their awe for learning about the different parts of the world increases.

Enrichment Opportunities:

Throughout the school, students are given opportunities to deepen their understanding of Punjabi, through the reciting of Sikh prayers and the singing of hymns, which are all written in Punjabi.

In KS2, students are given opportunities to further develop the application of language skills to everyday life, through role play and interactions with native speakers. Students have opportunities to practice their listening skills in Punjabi by engaging with songs and clips in Punjabi. Students also gain a good understanding of the Punjabi culture and the nuances that are synonymous with this for example regional dialects, informal and formal models of language and spoken language etiquette.

In the Secondary phase, at the end of every year, students are given the opportunity to enrich their cultural, historical and practical skills through the medium of film. Over the course of a few lessons, concrete and well-organised objectives are achieved through watching clips, alongside completing planned activities in the projects we design, from important movies in the Punjabi-speaking world. For example, in Year 9, students are provided with the opportunity to investigate the topic of "The Punjab under the rule of Maharaja Ranjit Singh.", through project work.

When reading in Punjabi, students in Year 9 are given the opportunity to learn about a famous Punjabi-speaking author/playwright/poet of the teacher's choice. This gives students an opportunity to build on their understanding of history and culture through use of authentic resources. Throughout the curriculum, as shown in the Scheme of Learning, the use of authentic resources is prescribed as a crucial part of developing our students' language skills.

Impact:

Evidence of work will show a range of new concepts/vocabulary explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use the progression overviews to assess student's progress, identify gaps and plan next steps.

In the Secondary phase, over the course of their study, we will use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

In the Secondary phase, students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post-assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers), and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.

Students in KS3 Punjabi are given regular "Checkpoint tests". These are quick teacher-marked tests which monitor the basic vocabulary, grammar and phonics retention in students' long-term memory. From Autumn 2 in Year 7, they also complete one piece of extended written work every half term through which teachers can assess the impact of student learning through their application of the key grammar points in their own contexts. Students in KS4 are given two extended pieces of written work every half term to monitor the same impact and alter Schemes of Learning where necessary to address learning gaps identified. Data for all the above is collected on the MFL tracker, where we can monitor individual student progress and act where necessary.