

The KS3 Bengali Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

Year 7 Bengali

Expected progress in year 7

Students should write short passages using the present tense of frequently used verbs. They should also include basic connectives and opinions in their work.

More than expected progress in year 7

Students will begin to use the near future tense in their work. They will always use a wider variety of connectives and justify opinions.

Knowledge and Understanding

Topics –

Unit:-1(Autumn Term) - Myself and My Family

Unit:-2+3 (Spring Term) - Daily Routine + Sports

Unit:-4 (Summer term): My Hobbies

Grammar – there is a particular focus on writing and mastery of writing in Bengali script. Sentence structure, punctuation and orthographic features in the target language, Interrogative pronoun, How to use the verb-‘To have’, 1st person singular number, Definite article - যা, য়া etc. , Possessive pronouns, Verb endings, possessive verb – to have আছি, Pronunciation rule for ি & ি, possessive verb, How to change verbs according to the subjects, Noun & pronoun

Literacy Script

Numeracy Pupils will focus on numbers when they study the following topics: money, dates, time and simple sums.

ICT Internet research, produce and edit word documents, use PowerPoint + BanglaWord

Spiritual, Moral, Social and Cultural development – Life in Bengali speaking countries with reference to differing attitudes to pets, family, etc.

What will students learn / what skills will they develop?

Year 8 Bengali

Expected progress in year 8

Students should be able to write in two time frames, and also use common irregular verbs. They should be able to express and justify opinions. Students should be confident using dictionaries to deduce meaning of new vocabulary.

More than expected progress in year 8

Students will have an understanding of three time frames and begin to use them in all written work. They can structure work well using a range of phrases and always use connectives. Opinions will always be justified and language used will not be repetitive.

Knowledge and Understanding

Topics –

Unit:-1 Food

Unit:-2 Spare Time Activity

Unit:-3 My home and local environment

Unit:-4 Festival

Grammar – Interrogative pronoun, Verb format for 1st person singular number, Learn to formulate basic questions, How to formulate tag question, Perfect tense with ‘to have’, prepositions of place including pashe/ pasha-pashi, kache / kacha-kachi,, Demonstrative Adjective, How to extend writing using connectives, passive voice, Use of kokhon / yokhon with future tense, Imperatives (singular and plural)

Literacy Spelling of Joint letters, Use of formal/informal language, use of dictionary

Numeracy Pupils use numbers when studying “shopping”.

They can use larger numbers when dealing with taka, distance between your home and school in miles and kilometres,

ICT Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint + BanglaWord

Spiritual, Moral, Social and Cultural development – National days in India + Bangladesh.

What will students learn / what skills will they develop?

Year 9 Bengali

Expected progress in year 9

Students should be writing in three time frames with confidence on a range of topics. They should be able to express and justify opinions and understand more complex texts. Work should be well structured with a range of vocabulary and connectives.

More than expected progress in year 9

Students will use regular and irregular verbs with confidence in all three time frames. Students will have an understanding of the imperfect tense and begin to use it in their own work. They can recognise patterns and conjugate verbs and apply knowledge to grammar in new contexts.

Students will be able to manipulate the language when producing their own work. They should use context and previous knowledge to understand longer texts.

Knowledge and Understanding

Topics –

Unit:-1 Autumn Term - Weather

Unit:-2 (Spring -1) - Work & Education

Unit:-3 (Spring -2) - Work & Education

Unit:-4 (Summer) - Holidays

Grammar – Imperfect tense (including there is/are+ weather expressions), Learn to formulate basic questions, future tense, future tense perfect, past tense, combination of tenses

Numeracy Pupils study ordinal numbers, How to read temperature

ICT Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, BanglaWord, use of MP3 audio recording equipment+ editing using audio equipment.

Spiritual, Moral, Social and Cultural development – Life in Bengali speaking countries

Assessment

- Students complete vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Students in Year 9 will begin work on GCSE topic from Term 3. Work will start on controlled assessment.
- Students complete End of Unit projects.
- Self and peer assessment tasks.



- Classwork and home study tasks are marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.

Literacy

All students work is marked for literacy using school and departmental assessment symbols.

Meeting the Needs of Individual Students

- All books include criteria for higher national curriculum levels to encourage able students to extend their abilities.
- Structured writing frames are provided for those students who need more help with writing longer extended style answers.
- A range of teaching and learning activities are used in order to successfully engage students in their learning.
- Dictionaries are available in most rooms.

Home Study & VLE

- Home study consists of either a learning home study or a comprehension or written task.
- The VLE contains a number of support tasks for each unit as well as additional revision materials for students to complete independently.

Extra-Curricular Activities and Clubs

- Fast track workshops take place once a week.
- Bangladesh partnership school project
- Year 11 extension lessons take place once per two weeks

Skills Development

- Listening, Reading, Speaking and Writing skills.
- Dictionary skills. pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts.
- Personal, Learning and Thinking Skills

The KS4 Bengali Curriculum – Sir John Cass Red Coat School

What will students learn / what skills will they develop?

Year 10 Bengali

Knowledge and Understanding

Topics –

Lifestyle

Health

- Healthy and unhealthy lifestyles and their consequences

Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

Leisure

Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

Holidays

- Plans, preferences, experiences
- What to see and getting around

Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

Numeracy - Pupils will focus on numbers when they study the following topics: shopping & money, dates, time and simple sums.

Spiritual, Moral, Social and Cultural development – Life in Bengali speaking countries.

What will students learn / what skills will they develop?

Year 11 Bengali

Year 11

Knowledge and Understanding

Topics –

Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

Work and Education

School/College and Future Plans

- What school/college is like
- Pressures and problems

Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs

Numeracy - Pupils will focus on numbers when they study the following topics: times, dates, pay rates and ordinal numbers.

Spiritual, Moral, Social and Cultural development – Life in Bengali speaking countries.

Skills Development - Students will develop their listening, reading, speaking and writing skills as well as extended writing skills and pronunciation.

Grammar – GCSE students will be expected to have acquired knowledge and understanding of the Bengali grammar during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

Foundation Tier

Nouns: Cases: nominative, accusative (-ke), genitive (-r/er), locative-instrumental (-e/te), plural forms for personal nouns (-ra/era; -der)

Articles:

Definite article: ordinary and diminutive; singular and plural (-ta/ti; -gulo/guli)

Indefinite article (-ekta/ekti) + use of -jon

Adjectives:

Ordinary adjectives

Demonstrative adjectives: ordinary and diminutive; singular and plural; here, there and elsewhere (e...ta, se...ti, o...gulo, etc.)

Repetition of adjectives to express plurality

Use of ceye/sobceye; theke/sobtheke to express comparisonss

Interrogative adjectives (ki, kon, koto, kota etc.)

Indefinite adjectives (kono, kichu etc.)

Adverbs:

Higher Tier

All grammar and structures listed for Foundation Tier plus:

Articles:

Use of -khana/-khani

Adjectives:

Adjectival postpositions (tomar samner tebilta etc.)

Adjective + definite article (chotota etc.)

Certain feminine adjective forms (priya, sundori etc.)

Pronouns:

Use of very familiar pronoun tui

Indefinite pronouns (keu, karo)

Relative pronouns and co-relatives such as ye...seta, ya...ta, yini...tini etc.

Verbs:

Repetition of infinitive to express a present participle



Formation of adverbs from adjectives using *kore*, *bhabe* etc.
 Special adverbs (*tara-tari* etc.)
 Interrogative adverbs (*keno*, *kemon*, *kothay* etc.)
 Adverbs of time and place (*ekhon*, *ekhane*, *okhane* etc.)
 Quantifiers/Intensifiers: (*khub*, *beshi*, *ektu*, *onek* etc.)
 Pronouns:
 Demonstrative pronouns: ordinary and diminutive;
 singular and plural; here, there and elsewhere (*eta*, *oti*, *segulo* etc.)
 Personal pronouns: singular and plural, familiar and polite; nominative, accusative and genitive case
 Interrogative pronoun (*ki*, *ke*, *kar*, *kara* etc.) + use of *kichu*
 Reflexive pronoun (*nije*, *nijer* etc.)
 Verbs:
 Zero verb and negative of zero verb (*noi*, *noy* etc.)
 Use of *ach-* in present and past, for location, possession, well-being (*bhalo achen*), states (*bose ache* etc.)
 Use of *thaka* as a future for *ach-*
 Tenses: future, simple present, present continuous, simple past, perfect, past perfect, past habitual, past continuous; familiar and polite forms
 Use of *-na* and *-ni*
 Imperatives: present and future; use of affirmative and negative *na*
 Infinitive and verbal noun
 Use of *para*, *paoya*, *caoya*, *cesta kora* and other common verbs requiring an infinitive before them
 Participles: past (*rekhe* etc.) and conditional (*dekhle* etc.)
 Common extended (non-causative) verbs (*ghumono*, *pathano* etc.)
 Compound verbs (*phire asa*, *rag kora*, *berate yaoya* etc.)
 Common impersonal constructions expressing like/dislike (*laga*), need (*laga*, *dorkar*), convenience/ inconvenience (*subidha/osubidha*), anger, illness etc.
 Obligation constructions: must/have to (*korte hobe* etc.); ought/should (*ucit*) Verbal noun + *yaoya* construction (*dekha yay* etc.)
 Postpositions:
 Following genitive case (*kache*, *upor* etc.) + following nominative case (*poryonto*, *theke*, *diye* etc.)
 Use of *somoy* to express appointments (*tinter somoy* etc.),
 Conjunctions:
Ar, *ebong*, *kintu*, *yodi* (but not express hypothetical conditions), *tobe*, *tahole*, etc.
 Particles:
 Idiomatic uses of *-i*, *-o* (= 'also') and *to*
 Number, quantity, time:
 Numbers up to 20, plus 25, 30, 40, 50, 60, 70, 75, 80, 90 and 100
 Use of numbers with and without articles
 Use of *kota baje*, with *sooya*, *sare* and *poune*

(*korte korte*)
 Extended (causative) verbs in all tenses and forms
 Contracted extended verb participle, especially when combined with *deoya* (*jvele deoya*, *pouche asa* etc.)
 Combining verbs with *deoya*, *neoya*, *thaka*, *phela* etc.
 Use of *hooya* to express the passive
 Use of *na* before a participle or infinitive, or before the verb in *yodi*-clauses
 Use of past habitual tense to express hypothetical conditions
 Use of *katha* with a verbal noun to express 'supposed to'
 Use of verbal noun with *somoy* to express 'while' (*yaoyar somoy* etc.)
 Genitive and locative of verbal noun (*korar/korbar*, *korate/koray* etc.)
 Postpositions:
 Double postpositions (*bhitor diye*, *kach theke* etc.)
 Conjunctions:
 Pairs of conjunctions such as *yokhon...tokhon*, *yoto...toto*, *yekhane...sekhane* etc.
 Use of *yodi...tobe/tahole* to express hypothetical conditions
 Use of *yodio...tobu* to express 'although'
 Number, quantity, dates and time:
 Remaining numbers
 Ordinal numbers up to 'tenth'
 Time in minutes using *beje* and *bajte*
 Dates (English and Bengali months, year)
Note on spelling:
 Candidates should be made aware of variations in Bengali spelling, particularly in the use of – *okar*. In general, words employing difficult conjuncts will not be used at Foundation Tier; at Higher Tier, recognition (though not necessarily active use) of most conjuncts will be expected.



Assessment

Exam Board and Syllabus – AQA Bengali:

Unit 1: Listening Examination – 25% Either Foundation Tier: 30 minutes (+ 5 minutes reading time) or Higher Tier: 40 minutes (+ 5 minutes reading time)

Unit 2: Reading Examination – 25% Either Foundation Tier: 30 minutes or Higher Tier: 50 minutes

Unit 3: Speaking Examination – 25% 10–12 minutes - Two tasks

Unit 4: Writing Examination – 25% 1 hour - Three pieces of writing

- Students are assessed through mid-year and end of year exams as well as weekly vocabulary and grammar tests.
- Assessment of listening, reading, speaking and writing tasks takes place as part of home study and classwork.
- Students complete assessments every half-term and review their progress as well as set targets on a termly basis.
- Self and peer assessment tasks.
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