


Unit of Work Overview: *Refer to lesson plans for full lesson itineraries*

| | | | |
|--|---|---|---|
|  | | Year Group: Year 10 | |
| | | Title of Unit: Lifestyle: Social Issues | |
| Unit Objectives (from the <i>KS4 Exam Board Specification or KS3 National Curriculum</i>) | | | |
| 1 | Understand and provide information and opinion about these contexts relating to the student's own lifestyle and that of other people, including people in countries/communities where Panjabi is spoken | 2 | Deal with great deal of widening range of potential problems such as Riots, Drugs, female infanticide bullying, racism, dowry |
| 3 | Understand and use more accurately a widening range of vocabulary and structure including unfamiliar language | 4 | Discuss issues and give opinion |
| 5 | Give full description and account | 6 | Cope with greater degree of unpredictability within the context of the unit |
| Common Student Misconceptions: | | Out of Classroom Learning Experience: | |
| | | Possible visit by the Sikh Awareness society Slough | |
| Cross –Curricular Links | | SMSC Opportunities | |
| Geography: cross country and cross cultural comparisons History: Background of these issues English: SPAG PSHE: Talking about ethics and values vis-à-vis social issues | | Developing world citizenship and encouraging to change general mind set within the society in context | |
| AFL/ Extended writing Tasks | | Literacy | |
| Essays on issues such as mentioned in objective 2 | | SPAG | |
| Numeracy | | Practical Work : | |
| Numbers in Panjabi, years in Panjabi, stats of social issues where required | | Engaging with Sikh Awareness society Slough on some of the issues | |