

Scheme of work

This scheme of work is designed to be a flexible plan for teaching the new GCSE Panjabi specification in a linear two-year course. It covers the themes and topics that will be assessed.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment.

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

* a sequence of lessons
* a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation and stretch and challenge)
* the appropriate lexical and grammatical content.

The themes (column two) and the topics within them (column three) straddle both years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills.

Year 1

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Identity and culture | Me, my family and friends  Relationships with family and friends | * Possessive pronouns ਮੇਰਾ / ਮੇਰੀ / ਮੇਰੇ / ਮੇਰੀਆਂ / ਉਸਦਾ / ਉਸਦੀ / ਉਸਦੇ / ਉਸਦੀਆਂ / ਉਨ੍ਹਾਂ ਦਾ / ਉਨ੍ਹਾਂ ਦੀ / ਉਨ੍ਹਾਂ ਦੇ / ਉਨ੍ਹਾਂ ਦੀਆਂ । * verb modifications in present tense according to the number and gender of subject ਦਾ / ਦੇ / ਦੀ / ਦੀਆਂ । * sentence ending according singular or plural subject in present tense ਹਾਂ / ਹੈ / ਹਨ । * possessive adjectives. * adjective agreement rules. * reflexive verbs. * ਬਹਿਸ ਕਰ ਰਿਹਾ / ਗੁੱਸੇ / ਸਹਿਮਤ । * ਉਸ ਨਾਲੋਂ ਜ਼ਿਆਦਾ / ਉਸ ਨਾਲੋਂ ਘੱਟ । * adverbs of frequency ਆਮ ਤੌਰ ਤੇ / ਜ਼ਿਆਦਾ ਕਰਕੇ / ਅਕਸਰ / ਕਦੇ ਕਦੇ / ਹਰ ਰੋਜ਼ । * regular verbs in present tense. * direct object pronouns. |
| October | Local, national, international and global areas of interest | Home, town, neighbourhood and region | * ਉੱਥੇ ... ਹੈ । * ਉੱਥੇ ... ਹਨ । * ਸਾਡੇ ਸ਼ਹਿਰ ਵਿੱਚ ...ਹੈ । * ਇਹ ਬਹੁਤ ਸੁਹਣਾ ਹੈ । * postpositions (prepositions) ਉੱਤੇ / ਥੱਲੇ / ਅੱਗੇ / ਪਿੱਛੇ / ਨੇੜੇ । * plural partitive article and de after negative ਕੁਝ ਦੇਖਣ ਲਈ / ਘੁੰਮਣ ਫਿਰਨ ਲਈ and ਨਹੀਂ, ਕੁੱਝ ਵੀ ਦੇਖਣ ਲਈ ਨਹੀਂ / ਕੁਝ ਵੀ ਘੁੰਮਣ ਫਿਰਨ ਲਈ ਨਹੀਂ । * Can + infinitive ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਦੱਸ ਸਕਦੇ ਹੋ, ਡਾਕਖਾਨਾ ਕਿੱਥੇ ਹੈ ? / ਕੀ ਤੂੰ ਮੈਨੂੰ ਕਸਬੇ ਬਾਰੇ ਦੱਸ ਸਕਦਾ ਹੈਂ ? * expressions of quantity ਥੋੜ੍ਹਾ/ ਜ਼ਿਆਦਾ / ਬਹੁਤ / ਘੱਟ । * irregular verbs ਖਾਣਾ / ਕੀਤਾ । * those who + verb ਉਹ ਜਿਹੜੇ + ਕਰਦੇ ਹਨ । * *interested in* ਕਿਸੇ ਚੀਜ਼ ਵਿੱਚ ਦਿਲਚਸਪੀ ਹੋਣਾ । * enhancing descriptions using *who/that/which* ਜਿਹੜਾ / ਉਹ / ਕਿਹੜੇ । * demonstrative adjectives ਇਹ, ਉਹ, ਇਨ੍ਹਾਂ, ਉਨ੍ਹਾਂ । |
| November | Current and future study and employment | My studies | * *must* + infinitive ਜ਼ਰੂਰ + ਪੜ੍ਹਨਾ । * need + infinitive ਜਾਣਾ ਪੈਣਾ / ਕਰਨਾ ਪੈਣਾ । * *Because to* express reasons ਕਿਉਂਕਿ / ਇਸ ਲਈ / ਇਸ ਕਰਕੇ । * perfect tense ਚੁੱਕਾ ਹੈ / ਚੁੱਕੀ ਹੈ / ਚੁੱਕੇ ਹਨ / ਚੁੱਕੀਆਂ ਹਨ । * two verbs together eg ਪਸੰਦ ਕਰਨਾ/ ਜਾਗਦੇ ਰਹਿਣਾ । * verb modifications in future tense according to the number and gender of subject ਗਾ / ਗੇ / ਗੀ / ਗੀਆਂ । * comparative and superlative in expressing opinions about subjects. * use of you in informal/formal exchanges ਤੂੰ / ਤੁਸੀਂ । |
| December | Identity and culture | Free-time activities:   * music * cinema and TV * food and eating out * sport. | * consolidation of present tense ਬਾਹਰ ਜਾਂਦਾ / ਖਾਂਦਾ / ਰੱਖਦਾ / ਵੇਖਦਾ / ਚਾਹੁੰਦਾ । * extend range of two verbs together. * future tense introduced for eg weekend plans. * adverbs such as ਆਮ ਕਰਕੇ / ਆਮ ਤੌਰ ਤੇ / ਜ਼ਿਆਦਾਤਰ । * clauses introduced by ਜਦ / ਜਦੋਂ and ਜੇ । |
| January | Local, national, international and global areas of interest | Social issues  Healthy/unhealthy living | * partitive articles with food items. * recap on ਸਾਨੂੰ ਜਾਣਾ ਪੈਂਦਾ / ਅਸੀਂ ਜ਼ਰੂਰ ਜਾਂਦੇ । * and introduce conditional forms – affirmative and negative. * it is better/ it would be better ਇਹ ਚੰਗਾ ਹੈ / ਇਹ ਚੰਗਾ ਹੋਵੇਗਾ । * negative (*never)* ਕਦੇ ਨਹੀਂ । * previous health habits using imperfect tense. |
| February | Current and future study and employment | Life at school/college | * use ਜ਼ਰੂਰ ਕਰਨਾ ਚਾਹੀਦਾ / ਕਰ ਸਕਦਾ / ਜ਼ਰੂਰ ਕਰਨਾ ਚਾਹੁੰਦਾ । * to school rules context. * ਜੇ clauses using imperfect and conditional. * quantity words ਕਾਫ਼ੀ / ਥੋੜ੍ਹਾ / ਘੱਟ । * perfect tense with sentence ending ਹਾਂ / ਹੈ / ਹਨ । |
| March | Identity and culture | Customs and festivals in Panjabi-speaking countries/ communities | * perfect of verbs with ਚੁੱਕਾ + agreement rules ਉਹ ਜਾ ਚੁੱਕਾ / ਉਹ ਜਾ ਚੁੱਕੀ / ਉਹ ਜਾ ਚੁੱਕੇ / ਉਹ ਜਾ ਚੁੱਕੀਆਂ । * reflexive verbs in perfect; perfect and imperfect tenses together. * modification of verb ending according to the number and gender of subject in past tense eg ਗਿ +ਆ, ਗ + ਏ, ਗ + ਈ and ਗ + ਈਆਂ । * the sentence with singular noun and plural noun in past tense ਸੀ / ਸਨ । * describing a past event/festival; actions and opinions. |
| April | Local, national, international and global areas of interest |  | * consolidation of perfect and imperfect tenses. * sequencing words, expressions and phrases   ਪਹਿਲਾਂ / ਬਾਅਦ ਵਿੱਚ / ਜਦੋਂ / ਫਿਰ ।   * developing greater complexity in spoken and written accounts of past events or experiences. |
| May | Current and future study and employment |  | * ਇਹ ਕੌਣ ਹੈ ?/ ਇਹ ਕੀ ਹੈ ? building on ਜੇ clauses with present and future ਜੇ ਤੁਸੀਂ ਸਖ਼ਤ ਮਿਹਨਤ ਕਰੋਗੇ ਤਾਂ ਪਾਸ ਹੋ ਜਾਵੋਗੇ । * more complex two verb structures ਕਰਨਾ ਚਾਹੁੰਦਾ / ਹੱਕ ਰੱਖਦਾ । |
| June |  | Year-end assessments |  |
| June, July | Identity and culture | Transition to Year 2:  Me, my family and friends  Marriage/partnership | * revisiting adjectives to describe and use of ਕਿਹੜਾ / ਇਨ੍ਹਾਂ ਵਿੱਚੋਂ ਕਿਹੜਾ ? * to describe ideal partner and enhance descriptions. * present continuous tense ਰਿਹਾ / ਰਹੀ / ਰਹੇ / ਰਹੀਆਂ । * sentence ending in present continuous ਹਾਂ/ ਹੈ/ ਹਨ । * revision of future tense to outline future plans. * direct and indirect object pronouns. |

Year 2

| Month | Theme | Topic | Grammar |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest | Global issues  The environment | * modal verbs linked to behaviours ਜ਼ਰੂਰ ਕਰਨਾ ਚਾਹੀਦਾ/ ਕਰ ਸਕਦਾ/ ਕਰਨਾ ਚਾਹੀਦਾ/ ਸ਼ਾਇਦ ਕਰ ਸਕਦਾ ਆਦਿ । * past tense for effects of behaviours on environment. * ਜੇ sentences revised for outlining consequences of actions. * pluperfect tense perspective ਤਦ ਤੱਕ ਵਾਤਾਵਰਨ ਨੂੰ ਨੁਕਸਾਨ ਹੋ ਚੁੱਕਾ ਸੀ । |
| October | Local, national, international and global areas of interest | Social issues  Charity/voluntary work | * infinitive + want   ਮੈਂ ਦਾਨ ਕਰਨਾ + ਚਾਹੁੰਦਾ ਹਾਂ ।   * want that + subjunctive.   ਮੈਂ ਚਾਹੁੰਦਾ ਹਾਂ ਕਿ + ਤੂੰ ਕੰਮ ਦਾ ਤਜ਼ਰਬਾ ਹਾਸਲ ਕਰੇ ।   * it is possible that + subjunctive ਹੋ ਸਕਦਾ ਹੈ ਕਿ + ਤੈਨੂੰ ਇਹ ਪਸੰਦ ਨਾ ਆਵੇ । |
| November | Current and future study and employment | Jobs, career choices and ambitions | * Enhanced statements of possibility including ਆਗਿਆ ਦੇਣਾ । |
| December, January | Identity and culture | Technology in everyday life:   * social media * mobile technology. | * Revision of past tenses to recount how social media have been used; or life before technology. * ਧੰਨਵਾਦ ਸਹਿਤ / ਨਾਲ । * enhanced statements of possibility including ਆਗਿਆ ਦੇਣਾ । * it is possible that+ subjunctive ਹੋ ਸਕਦਾ ਹੈ ਕਿ + ਤੈਨੂੰ ਇਹ ਪਸੰਦ ਨਾ ਆਵੇ । |
| December, January |  | Mock examination/ assessment |  |
| February | Local, national, international and global areas of interest | Global issues  Poverty/homelessness | * If I were... ਜੇ ਮੈਂ ਪ੍ਰਧਾਨ ਮੰਤਰੀ ਹੋਵਾਂ ਤਾਂ ਗਰੀਬਾਂ ਦੀ ਭਲਾਈ ਲਈ ਕੰਮ ਕਰਾਂ । * instead of... with conditional completions ਵਿਹਲੇ ਰਹਿਣ ਦੀ ਬਜਾਏ ਜੇ ਕੰਮ ਕਰੋ । * ਗਰੀਬਾਂ ਦੀ ਮਦਦ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ । * ਤੁਹਾਨੂੰ ਹਰ ਰੋਜ਼ ਨੌਂ ਵਜੇ ਦਫਤਰ ਜਾਣਾ ਪਵੇਗਾ । |
| March, April, May |  | Revision and preparation for assessment |  |
| May, June |  | Assessment |  |

Differentiation

The grammar progression above might be too demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for your students.