

GCSE Urdu scheme of work

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

It is provided in Word format to help you create your own teaching plan – you can edit and customise it according to your needs. This scheme of work is not exhaustive, it is important to:

* plan revision and recaps (thematic and linguistic)
* make logical and seamless links between thematic progression and linguistic progression.

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 (NCDU website) 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.

In the scheme of work below, 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 – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 1

| **Month** | **Theme** | **Topic** | **Grammar** |
| --- | --- | --- | --- |
| September | Identity and culture | Me, my family and friends  Relationships with family and friends | * Case system and terminology e.g. subject, direct object, indirect object (nominative, accusative and dative) * **ہوتا/ہوتی/ہوتے**In present tense; **پاس ہونا+** accusative; weak verbs in present tense; revision of word order for separable verbs * Possessive adjectives in nominative, accusative and dative; plural adjective endings for descriptions * Personal pronouns – nominative, accusative and dative |
| October | Local, national, international and global areas of interest | Home, town, neighborhood and region | * Definite and indefinite articles * **وہاں/یہاں+** Accusative; common prepositions and cases * Verb as second idea rule; appropriate; adjective endings rules to enhance descriptions * Expressions of quantity and endings including **نہیں.** * **کر سکتا/سکتی/کر سکتے**asmodal verb and word order rule |
| November | Current and future study and employment | My studies | **خوشی سے، پیارے/محترم/کافی دلچسپ**  **ضرورت، چاہیے،اجازت دینا،پسند کرنا،چاہنا**،word order rule   * **کیونکہ** word order rule * Comparative with **جیسا کہ.** * And superlative in expressing opinions about subjects * Use of **تم** and **آپ** in informal/formal exchanges |
| December | Identity and culture. | Free-time activities:   * music * cinema and TV * food and eating out * sport. | * Appropriate strong verbs in present tense * Review of word order with separable verbs * Perfect tense with **رکھنا/پاس ہونا** and **ہونا**for recounting past activities * Verb as 2nd idea and word order with perfect tense * Future tense introduced e.g. weekend plans * **اگر**clauses and word order rules |
| January | Local, national, international and global areas of interest. | Social issues  Healthy/ unhealthy living. | * Recap on modal verbs + word order * Modals in affirmative and negative * …**کی طرف/کو+** infinitive * Range of negative expressions * **جیسا کہ +** selected imperfects including **تھا/تھی/تھے، میں چاہتا/چاہتی ہوں** and modals * Previous health habits using selected imperfect tenses |
| February | Current and future study and employment. | Life at school/ college. | * transfer appropriate modals to school rules context * **کی طرف/کو+** infinitive construction * common conditionals such as **میں چاہتا/چاہتی ہوں** ; **میں چاہوں گا/گی**   **کیا تم کر سکتے/سکتی ہو.**  **کیا تم کرو گے/گی.**  **ہمیں چاہیے.**   * more on adjective endings to describe buildings, facilities and more |
| March | Identity and culture | Customs and festivals in Urdu-speaking countries/ communities. | * Recap on perfect tense including past participles of common strong verbs * Describing a past event/festival * Actions and opinions with appropriate selected imperfect tenses |
| April | Local, national, international and global areas of interest. | Travel and tourism. | * Consolidation of perfect tense * Imperfect tense of common strong verbs * Sequencing words, expressions and phrases * Connectives **جیسا** **کہ،پہلے،کو،وہ،بعد میں،اگر،اگرچہ،جب کہ،کیونکہ،مگر،کہاں** to develop greater complexity in spoken and written accounts of past events or experiences * Weather expressions * Time, manner, place word order rule |
| May | Current and future study and employment. | Education post-16. | * Revisiting future and conditional tenses * Adverbs such as **ہو سکتا ہے**, **شاید،** and word order |
| 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 relative pronouns to describe ideal partner and enhance descriptions * Revision of future tense to outline future plans * Pronouns in accusative and dative recap |

Year 2

| **Month** | **Theme** | **Topic** | **Grammar** |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest. | Global issues  The environment. | * Modal verbs linked to behaviours (must do/can do/should do/could do) * Past tense for effects of behaviours on environment * **اگر** sentences revised for outlining consequences of actions * Pluperfect tense perspective |
| October | Local, national, international and global areas of interest. | Social issues  Charity/ voluntary work. | * **یہ،ہر کوئی** in all cases * **اگر**clauses of type **اگر میں ہوتا، میں ہوا ہوتا** |
| November | Current and future study and employment. | Career choices and ambitions. | * Revisit subordinate clause word order rules to achieve complexity in speaking and writing |
| December, January | Identity and culture. | Technology in everyday life:   * social media * mobile technology. | * Perfect and imperfect tenses together; how life has changed * How things were before technology – imperfect tense of weak and selected strong verbs * Complexity in expressing opinions and views re life without technology |
| December, January |  | Mock examination/ assessment. |  |
| February | Local, national, international and global areas of interest. | Global issues  Poverty/ homelessness. | * Reinforcing and consolidating more complex areas of language generally |
| 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 each group of students – for example, you might need to be selective about teaching modal verbs (**میں کر سکتا/سکتی ہوں, انسان کر سکتا ہے)** if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.

For further, language specific, resources you may find the [national council for the development of Urdu website](http://www.ncdu.co.uk/) useful.