

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 10	<p>THEMES: WJEC Learning Pathway course, Places of Worship.</p> <p>Learners must know about the main religious features found in the places of worship that they are studying. Learners must understand why the religious features in the place of worship studied are important to believers. Learners must understand what is considered appropriate behaviour in places of worship. Learners will look at the roll of places of worship to the wider community. This will be delivered through activities such as:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p>	<p>THEMES: WJEC Learning Pathway course, Religious Festivals and celebrations.</p> <p>Learners must know about the background associated with the festival. For each religious festival studied, learners must know about how each festival is celebrated. They should also be aware of the social aspects behind the festival. For each religious festival studied, learners must know why the festival is important to believers and the wider community. This is delivered through activities including:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p> <p>Class discussions/partner talk</p>	<p>THEMES: WJEC Learning Pathway course, Important Ceremonies in life a death.</p> <p>For each ceremony studied, learners must know the format, items that are used and their signs. For each ceremony studied, learners must know why the ceremony takes place and the religious significance of the features involved. For each ceremony studied, learners must know why it is important to believers. They must also be aware of reasons why non-believers choose to carry out or participate in these ceremonies in religious buildings and through religious services. This will be delivered through activities such as:</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p>Sorting and matching tasks – card games that also work on memory and social skills</p> <p>Clips – from the internet or documentaries to provide visual aids</p>	<p>Students will be able to ...</p> <p>Demonstrate that they know the LO's for each unit to at least entry 2 level within the assessment criteria.</p>
				Key Contact Name & Email
Assessment	<p>Marking of comprehension tasks.</p> <p>Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks.</p> <p>Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks.</p> <p>Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Mark McKillop</p> <p>mmckillop@glebe.bromley.sch.uk</p>