

	<b>Term 1: Sept –Dec Content</b>	<b>Term 2: Jan-April Content</b>	<b>Term 3: April - July Content</b>	<b>Desired end of year outcomes</b>
<b>Year 11</b>	<p><b>THEMES: WJEC Learning Pathway course</b></p> <p>To go through the three previous units, completing any gaps in coursework, adding detail and evidence to coursework folders. Learners are assessed by the department for consideration to be entered for the AQA Short course GCSE, with mock planned before Christmas. Greater depth in content is added to prepare for the mock/GCSE. This will be delivered through activities such as:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>THEMES: WJEC Humanities Pathway Award, AQA Short Course GCSE</b></p> <p>Coursework folders to be completed by April. Work towards the AQA Short course GCSE, looking at Christianity and Islam in more depth, religious views towards sex and relationships, and religion peace and conflict. This is delivered through activities including:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p> <p><b>Class discussions/partner talk</b></p>	<p><b>THEMES: GCSE Short course revision</b></p> <p>GCSE revision and exam. This will be delivered through activities such as:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>Students will be able to ...</b></p> <p>Pupils use a developing religious vocabulary to describe key features of religions, recognising similarities and differences. They begin to identify the impact religion has on believers' lives. They start to identify what influences them, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p>
<b>Assessment</b>	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p>Marking of comprehension tasks. Tests.</p> <p>Questioning and answering and class discussion sessions.</p> <p>Plickers.</p>	<p><b>Key Contact Name &amp; Email</b></p> <p>Mark McKillop mmckillop@glebe.bromley.sch.uk</p>