

	<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 10</b>	<p><b>THEME: WJEC Learning Pathway course, Places of worship</b> 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 places of worship studied are important to believers. Learners must understand why the buildings themselves are important as places of worship. Learners must understand what is considered appropriate behaviour in places of worship. This will apply to both followers of the religious tradition and to the wider community.</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. <b>Sorting and matching tasks</b> – card games that also work on memory and social skills <b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>THEME: WJEC Learning Pathway course, Religious Festivals and Celebrations</b> 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 each festival is important for believers and the wider community.</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. <b>Sorting and matching tasks</b> – card games that also work on memory and social skills <b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>THEME: WJEC Learning Pathway course, Contentious Issues in the Modern World</b> Learners must study at least two contentious issues. Learners must know the background and general context regarding the chosen contentious issues. For each contentious issue studied, the learner must be aware of the religious responses to the debate over the contentious issues. This will include knowing specific religious teaching related to the contentious issues and also why different religious and non-religious groups or individuals hold different views about the issue. This will include understanding of how issues such as age, race, religion, political views and wealth can influence views.</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. <b>Sorting and matching tasks</b> – card games that also work on memory and social skills <b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>Students will be able to ...</b></p> <p>Demonstrate that they know the LO's for each unit to at least entry 2 level with the assessment criteria.</p>
				<b>Key Contact Name &amp; Email</b>
<b>Assessment</b>	<p>LO1 Know what religious features are found in places of worship. LO2 Understand why places of worship are important to believers and the wider community LO3 Understand what is considered appropriate behaviour in places of worship</p>	<p>LO1 Know the background to religious festivals. LO2 Know how religious festivals are celebrated. LO3 Know the importance of religious festivals.</p>	<p>LO1 Know what makes an issue contentious. LO2 Know religious arguments relating to contentious issues LO3 Know different non-religious arguments on these contentious issues and give their own response</p>	<p>Mark McKillop mmckillop@glebe.bromley.sch.uk</p>