

	Term 1: Sept –Dec Content	Term 2: Jan-April Content	Term 3: April - July Content	Desired end of year outcomes
Year 11	<p>THEME: WJEC Learning Pathway course, Important Ceremonies’ in Life and 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 also 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.</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. Sorting and matching tasks – card games that also work on memory and social skills Clips – from the internet or documentaries to provide visual aids</p>	<p>THEME: WJEC Learning Pathway course, People and Protest</p> <p>Learners must know why people decide to protest. Learners must know about protest methods used by protestors. Learners must know about the results of protests. To do this they should consider whether the protests achieved their aims or what impact the protest had.</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. Sorting and matching tasks – card games that also work on memory and social skills Clips – from the internet or documentaries to provide visual aids</p>	<p>THEME: WJEC Learning Pathway course, Prejudice and Discrimination against people</p> <p>Learners must have knowledge of the background and events surrounding at least two examples of prejudice and discrimination. This can be of either individuals and / or groups. Learners must learn what can happen as a result of prejudice and discrimination against people. Learners must be able to outline the ways in which people’s lives have been affected by prejudice and discrimination. Learners must also learn how prejudice and discrimination against people can be prevented.</p> <p>Comprehension tasks – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks. Sorting and matching tasks – card games that also work on memory and social skills 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 with the assessment criteria.</p>
Assessment	<p>LO1 Know how religious ceremonies are performed. LO2 Understand why religious ceremonies are practised and the religious significance of the features involved LO3 Understand the importance of religious ceremonies to believers and non-believers</p>	<p>LO1 Know why people decide to protest LO2 Know protest methods used by protestors. LO3 Know about the results of protests.</p>	<p>LO1 Know causes of prejudice and discrimination against people LO2 Know what happens during prejudice and discrimination against people. LO3 Know how experience of prejudice and discrimination has affected people and how it might be prevented.</p>	<p>Key Contact Name & Email</p> <p>Mark McKillop mmckillop@glebe.bromley.sch.uk</p>