

## TCS KS4 Humanities Curriculum

### Geography

**KS4:**

### GCSE Geography

Exam Board: Course Title:	AQA GCSE Geography (8035)
QAN:	601/8410/3
Examination dates:	End of course
Controlled Assessment Dates:	None

Year 10

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p><b>The challenge of natural hazards.</b></p> <ul style="list-style-type: none"> <li>Natural hazards pose major risks to people and property.</li> <li>Earthquakes and volcanic eruptions are the result of physical processes.</li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</li> <li>Management can reduce the effects of a tectonic hazard.</li> <li>Global atmospheric circulation helps to determine patterns of weather and climate.</li> <li>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</li> <li>Tropical storms have significant effects on people and the environment.</li> <li>The UK is affected by a number of weather hazards.</li> <li>Extreme weather events in the UK have impacts on human activity.</li> <li>Climate change is the result of natural and human factors, and has a range of effects.</li> <li>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</li> </ul>	<p>Tectonic Hazards (mid-topic assessment)</p> <p>Hazards (end of topic assessment)</p>	<p>Topic 11 – What do we know about earthquakes and volcanoes? (Year 9).</p> <p>Topic 4 – What is weather and climate? (Year 8)</p> <p>Topic 16 – What is the future for our planet? (Year 9).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
Autumn 2	<p><b>The living world (ecosystems and tropical rainforests).</b></p> <ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> <li>Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>Deforestation has economic and environmental impacts.</li> <li>Tropical rainforests need to be managed to be sustainable.</li> </ul>	<p>Ecosystems and tropical rainforests (mid-topic assessment)</p>	<p>Topic 2 – What are the different elements that make up our planet? (Year 7).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>

<b>Spring 1</b>	<p>The living world (Cold environments).</p> <ul style="list-style-type: none"> <li>• Cold environments (polar and tundra) have a range of distinctive characteristics.</li> <li>• Development of cold environments creates opportunities and challenges.</li> <li>• Cold environments are at risk from economic development.</li> </ul>	<p>The living world (end of topic assessment)</p>	<p>Topic 5 – Is the geography of Russia a curse or a benefit? (Year 7)</p> <p>Topic 13 – How does ice change the world? (Year 9).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
<b>Spring 2</b>	<p>Physical landscapes in the UK – Coasts (including fieldwork/trip)</p> <ul style="list-style-type: none"> <li>• The UK has a range of diverse landscapes.</li> <li>• The coast is shaped by a number of physical processes.</li> <li>• Distinctive coastal landforms are the result of rock type, structure and physical processes.</li> <li>• Different management strategies can be used to protect coastlines from the effects of physical processes.</li> </ul>	<p>Coasts assessment.</p> <p>Review of fieldwork.</p>	<p>Topic 9 – What happens where the land meets the sea? (Year 8).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
<b>Summer 1</b>	<p>Physical landscapes in the UK – Rivers.</p> <ul style="list-style-type: none"> <li>• The shape of river valleys changes as rivers flow downstream.</li> <li>• Distinctive fluvial landforms result from different physical processes.</li> <li>• Different management strategies can be used to protect river landscapes from the effects of flooding.</li> </ul>	<p>Rivers assessment.</p> <p>Year 10 Pre-Public Examination.</p>	<p>Topic 6 – Why are rivers important? (Year 8).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
<b>Summer 2</b>	<p>Urban issues and challenges.</p> <ul style="list-style-type: none"> <li>• A growing percentage of the world's population lives in urban areas.</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> </ul>		<p>Topic 8 – One planet, many people (Year 8).</p> <p>Topic 10 – How is Asia being transformed? (Year 8).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>

## Year 11

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<p><b>Urban issues and challenges (including fieldwork/trip).</b></p> <ul style="list-style-type: none"> <li>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>Fieldtrip to Bristol or Exeter.</li> <li>Urban sustainability requires management of resources and transport.</li> </ul>	<p>Urban issues and challenges (end of topic assessment).</p> <p>Fieldwork review.</p>	<p>Topic 12 – What are the opportunities and challenges facing Africa? (Year 9).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
Autumn 2	<p><b>The changing economic world.</b></p> <ul style="list-style-type: none"> <li>There are global variations in economic development and quality of life.</li> <li>Various strategies exist for reducing the global development gap.</li> <li>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</li> <li>Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</li> </ul>	<p>The changing economic world (end of topic assessment).</p> <p>Autumn PPE</p>	<p>Topic 7 – What is development? (Year 8). Topic 3 – What is an economy? (Year 7).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>
Spring 1	<p><b>The challenge of resource management.</b></p> <ul style="list-style-type: none"> <li>Food, water and energy are fundamental to human development.</li> <li>The changing demand and provision of resources in the UK create opportunities and challenges.</li> <li>Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</li> <li>Different strategies can be used to increase food supply.</li> </ul>	<p>Challenges of natural resources (end of topic assessment).</p>	<p>Topic 2 – What are the different elements that make up our planet? (Year 7).</p>	<p>Link to key term Knowledge Organiser booklets and topic glossaries.</p>

<b>Spring 2</b>	Pre-release Preparation.	N/A	<ul style="list-style-type: none"> <li>• Development of critical thinking and problem-solving skills.</li> <li>• Opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries.
<b>Summer 1</b>	Revision.		<p>Implementation of revision skills used throughout the course including:</p> <ul style="list-style-type: none"> <li>• Dual coding</li> <li>• Concept mapping</li> <li>• Low-stakes testing</li> </ul>	N/A
<b>Summer</b>	Exams	Public Examinations		N/A

# History

KS4:

Subject and qualification title in full: Edexcel GCSE (9-1) History

Exam Board: Course Title:	Edexcel GCSE (9-1) History
QAN:	601/8092/4
Examination dates:  Paper 1: Thematic study and historic environment Paper 2: Period study and British Depth Study Paper 3: Modern depth study	End of course
Controlled Assessment Dates:	None

## Year 10

	<b>Outline of Course/SOW delivery</b>	<b>Key Assessments (End point task)</b>	<b>Skill Development (How does this unit build on prior knowledge?)</b>
<b>Autumn 1</b>	Anglo-Saxons and Normans: Why were the Normans successful in their invasion of England? <ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• The last years of Edward the Confessor and the Succession Crisis</li> <li>• The rival claimants to the throne</li> <li>• The Norman Invasion</li> <li>• Establishing control</li> <li>• The causes and outcomes of Anglo-Saxon resistance 1068-71</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation.</li> <li>• Identifying key features</li> <li>• Causes, Consequences.</li> </ul>

Autumn 2	<p>Anglo-Saxons and Normans: Why were the Normans successful in their invasion of England?</p> <ul style="list-style-type: none"> <li>• The legacy of resistance to 1087</li> <li>• Revolt of the Earls, 1075</li> <li>• The feudal system and the Church</li> <li>• Norman Government</li> <li>• The Norman Aristocracy</li> <li>• William I and his sons</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Explanation, Analysis and Evaluation.</li> <li>• Identifying key features</li> <li>• Causes, Consequences.</li> </ul>
Spring 1	<p>American West: The US Government had a clear plan to destroy the Plains Indians and their way of life. How far do you agree?</p>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Chronological understanding.</li> <li>• Explanation, Analysis and Evaluation of importance and consequences.</li> </ul>
Spring 2	<p>American West</p>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Chronological understanding.</li> <li>• Explanation, Analysis and Evaluation of importance and consequences.</li> </ul>
Summer 1	<p>American West: The US Government had a clear plan to destroy the Plains Indians and their way of life. How far do you agree?</p> <ul style="list-style-type: none"> <li>• Changes in the way of life of the Plains Indians</li> <li>• Changes in farming, the cattle industry and settlement</li> <li>• Conflict and tension</li> <li>• The Plains Indians: the destruction of their way of life</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence.</li> <li>• Chronological understanding.</li> <li>• Explanation, Analysis and Evaluation of importance and consequences.</li> </ul>

<b>Summer 2</b>	<p>Crime and Punishment: Crime and Punishment has changed unrecognisably over time. How far do you agree?</p> <ul style="list-style-type: none"> <li>• C1000-c1500 Medieval England</li> <li>• C1500-c1700 Early Modern England</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and explaining similarity and difference across time periods.</li> <li>• Chronological understanding.</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> <li>• Source evaluation – utility and investigation of sources.</li> </ul>
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### Year 11

	Outline of Course/SOW delivery	Key Assessments	Skill Development
<b>Autumn 1</b>	<p>Crime and Punishment: Crime and Punishment has changed unrecognisably over time. How far do you agree?</p> <ul style="list-style-type: none"> <li>• c1700-c1900: Eighteenth and Nineteenth century Britain</li> <li>• Historic Environment: Whitechapel</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and explaining similarity and difference across time periods.</li> <li>• Chronological understanding.</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> <li>• Source evaluation – utility and investigation of sources.</li> </ul>
<b>Autumn 2</b>	<p>Crime and Punishment: Crime and Punishment has changed unrecognisably over time. How far do you agree?</p> <ul style="list-style-type: none"> <li>• Historic Environment: Whitechapel</li> <li>• C1900-present: Modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and explaining similarity and difference across time periods.</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> <li>• Source evaluation – utility and investigation of sources.</li> </ul>
<b>Spring 1</b>	<p>Conflict at home and abroad: It was in the government's interest to resist the civil rights movement. How far do you agree?</p> <ul style="list-style-type: none"> <li>• The position of black Americans in the early 1950's</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying inferences.</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> <li>• Source evaluation – utility, differences between interpretations.</li> </ul>



	<ul style="list-style-type: none"> <li>• Progress in education</li> <li>• The Montgomery Bus Boycott and its impact, 1955-60</li> <li>• Opposition to the civil rights movement</li> <li>• Progress 1960-62</li> <li>• Peaceful protests and their impact, 1963-70</li> <li>• Malcolm X and Black Power, 1963-70</li> <li>• The civil rights movement, 1965-75</li> </ul>		
<b>Spring 2</b>	<p>Conflict at home and abroad: The Vietnam war was a pointless war. How far do you agree?</p> <ul style="list-style-type: none"> <li>• Reasons for US involvement in the conflict in Vietnam, 1954-63</li> <li>• Escalation of the conflict under Johnson</li> <li>• The nature of the conflict in Vietnam, 1964-68</li> <li>• Changes under Nixon, 1969-73</li> <li>• Opposition to the war</li> <li>• Support for the war</li> <li>• The peace process and end of the war</li> <li>• Reasons for the failure of the USA in Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions.</li> <li>• Key words tests</li> <li>• PPE's</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying inferences.</li> <li>• Explanation, Analysis and Evaluation of causes and consequences.</li> <li>• Source evaluation – utility, differences between interpretations.</li> </ul>
<b>Summer 1</b>	Revision		

## Religious Studies

KS4:

Subject and qualification title in full: **GCSE Religious Studies (ROUTE A) FULL COURSE**

Exam Board: Course Title:	WJEC EDUQAS Religious Studies Route A1
QAN:	601/8879/0
Examination dates:	End of course
Controlled Assessment Dates:	None

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	<b>Judaism beliefs and Teachings</b> <ul style="list-style-type: none"> <li>The nature of God</li> <li>Messiah (Mashiach)</li> <li>Covenant</li> <li>Life on earth</li> <li>The afterlife</li> </ul>	<ul style="list-style-type: none"> <li>Key words tests</li> <li>Factual tests</li> <li>Exam questions</li> <li>End of topic assessments</li> <li>PPE</li> </ul>	<ul style="list-style-type: none"> <li>Topics: Sacred places, afterlives, nature of divine, prophets, controversy</li> <li>Explain belief and practice of adherents in Judaism.</li> <li>Critical examination of the extent of impact when beliefs influences action and practices</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
Autumn 2	Judaism beliefs and teachings/ Judaism Practices	<ul style="list-style-type: none"> <li>Key words tests</li> <li>Factual tests</li> <li>Exam questions</li> <li>End of topic assessments</li> <li>PPE</li> </ul>	<ul style="list-style-type: none"> <li>See above</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 1	Judaism Practices <ul style="list-style-type: none"> <li>Worship</li> <li>The synagogue</li> <li>Rituals</li> <li>Daily life</li> <li>Festivals</li> </ul>	<ul style="list-style-type: none"> <li>Key words tests</li> <li>Factual tests</li> <li>Exam questions</li> <li>End of topic assessments</li> <li>PPE</li> </ul>	<ul style="list-style-type: none"> <li>Topics: Sacred places, afterlives, nature of divine, prophets</li> <li>Explain belief and practice of adherents in Judaism.</li> <li>Critical examination of the extent of impact when beliefs influences action and practices</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries

<b>Spring 2</b>	Judaism Practices/ Christianity beliefs and teachings	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• See above</li> </ul>	Christianity module: Omnibenevolent Omnipotent Trinity Incarnation Atonement Resurrection Sacraments Evangelism
<b>Summer 1</b>	Christianity beliefs and teachings <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• Creation</li> <li>• Jesus Christ</li> <li>• Salvation</li> <li>• The afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Topics: Sacred places, afterlives, nature of divine, prophets, controversy</li> <li>• Explain belief and practice of adherents in Christianity</li> <li>• Critical examination of the extent of impact when beliefs influences action and practices</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
<b>Summer 2</b>	Christianity practices <ul style="list-style-type: none"> <li>• Forms of worship</li> <li>• The sacraments</li> <li>• Pilgrimage and celebrations</li> <li>• Christianity in Britain and the role of the church in the local community</li> <li>• The worldwide Church</li> </ul>	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Topics: Sacred places, afterlives, nature of divine, prophets, numbers</li> <li>• Explain belief and practice of adherents in Judaism.</li> <li>• Critical examination of the extent of impact when beliefs influences action and practices</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries

	Outline of Course	Key Assessments	Skill Development	Key Vocabulary
Autumn 1	Christian practices	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	See above	Link to key term Knowledge Organiser booklets and topic glossaries
Autumn 2	Issues of relationships <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Sexual relationships</li> <li>• Issues of equality: gender prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics.</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 1	Issues of life and death <ul style="list-style-type: none"> <li>• The world</li> <li>• The origin and value of human life</li> <li>• Beliefs about death and the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics.</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 2	Issues of good and evil <ul style="list-style-type: none"> <li>• Crime and punishment</li> <li>• Forgiveness</li> </ul> Good, evil and suffering	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics.</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries
Summer 1	Issues of human rights <ul style="list-style-type: none"> <li>• Human rights and social justice</li> <li>• Prejudice and discrimination</li> <li>• Issues of wealth and poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Key words tests</li> <li>• Factual tests</li> <li>• Exam questions</li> <li>• End of topic assessments</li> <li>• PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics.</li> </ul>	Link to key term Knowledge Organiser booklets and topic glossaries

Summer 2	Revision	<ul style="list-style-type: none"> <li>• Revision methods</li> <li>• PLC</li> <li>• Factual tests</li> <li>• Exam technique</li> </ul>	<p>Focused revision in preparation for exam</p> <ul style="list-style-type: none"> <li>• Filling in knowledge gaps via concept mapping</li> <li>• Answering exam questions</li> <li>• Refining exam technique</li> <li>• Low stakes knowledge tests</li> </ul>	<p>Link to key term Knowledge Organiser booklets and topic glossaries</p>
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