

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	The challenge of natural hazards. <ul style="list-style-type: none"> Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard. Global atmospheric circulation helps to determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	<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	The living world (ecosystems and tropical rainforests). <ul style="list-style-type: none"> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. 	<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>

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

Year 11

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

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

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

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

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

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

	<ul style="list-style-type: none"> • Progress in education • The Montgomery Bus Boycott and its impact, 1955-60 • Opposition to the civil rights movement • Progress 1960-62 • Peaceful protests and their impact, 1963-70 • Malcolm X and Black Power, 1963-70 • The civil rights movement, 1965-75 		
Spring 2	<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"> • Reasons for US involvement in the conflict in Vietnam, 1954-63 • Escalation of the conflict under Johnson • The nature of the conflict in Vietnam, 1964-68 • Changes under Nixon, 1969-73 • Opposition to the war • Support for the war • The peace process and end of the war • Reasons for the failure of the USA in Vietnam 	<ul style="list-style-type: none"> • Practice exam questions. • Key words tests • PPE's 	<ul style="list-style-type: none"> • Identifying inferences. • Explanation, Analysis and Evaluation of causes and consequences. • Source evaluation – utility, differences between interpretations.
Summer 1	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	Judaism beliefs and Teachings <ul style="list-style-type: none"> The nature of God Messiah (Mashiach) Covenant Life on earth The afterlife 	<ul style="list-style-type: none"> Key words tests Factual tests Exam questions End of topic assessments PPE 	<ul style="list-style-type: none"> Topics: Sacred places, afterlives, nature of divine, prophets, controversy Explain belief and practice of adherents in Judaism. Critical examination of the extent of impact when beliefs influences action and practices 	Link to key term Knowledge Organiser booklets and topic glossaries
Autumn 2	Judaism beliefs and teachings/ Judaism Practices	<ul style="list-style-type: none"> Key words tests Factual tests Exam questions End of topic assessments PPE 	<ul style="list-style-type: none"> See above 	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 1	Judaism Practices <ul style="list-style-type: none"> Worship The synagogue Rituals Daily life Festivals 	<ul style="list-style-type: none"> Key words tests Factual tests Exam questions End of topic assessments PPE 	<ul style="list-style-type: none"> Topics: Sacred places, afterlives, nature of divine, prophets Explain belief and practice of adherents in Judaism. Critical examination of the extent of impact when beliefs influences action and practices 	Link to key term Knowledge Organiser booklets and topic glossaries

Spring 2	Judaism Practices/ Christianity beliefs and teachings	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • See above 	Christianity module: Omnibenevolent Omnipotent Trinity Incarnation Atonement Resurrection Sacraments Evangelism
Summer 1	Christianity beliefs and teachings <ul style="list-style-type: none"> • The nature of God • Creation • Jesus Christ • Salvation • The afterlife 	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Topics: Sacred places, afterlives, nature of divine, prophets, controversy • Explain belief and practice of adherents in Christianity • Critical examination of the extent of impact when beliefs influences action and practices 	Link to key term Knowledge Organiser booklets and topic glossaries
Summer 2	Christianity practices <ul style="list-style-type: none"> • Forms of worship • The sacraments • Pilgrimage and celebrations • Christianity in Britain and the role of the church in the local community • The worldwide Church 	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Topics: Sacred places, afterlives, nature of divine, prophets, numbers • Explain belief and practice of adherents in Judaism. • Critical examination of the extent of impact when beliefs influences action and practices 	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"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	See above	Link to key term Knowledge Organiser booklets and topic glossaries
Autumn 2	Issues of relationships <ul style="list-style-type: none"> • Relationships • Sexual relationships • Issues of equality: gender prejudice and discrimination 	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics. 	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 1	Issues of life and death <ul style="list-style-type: none"> • The world • The origin and value of human life • Beliefs about death and the afterlife 	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics. 	Link to key term Knowledge Organiser booklets and topic glossaries
Spring 2	Issues of good and evil <ul style="list-style-type: none"> • Crime and punishment • Forgiveness Good, evil and suffering	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics. 	Link to key term Knowledge Organiser booklets and topic glossaries
Summer 1	Issues of human rights <ul style="list-style-type: none"> • Human rights and social justice • Prejudice and discrimination • Issues of wealth and poverty 	<ul style="list-style-type: none"> • Key words tests • Factual tests • Exam questions • End of topic assessments • PPE 	<ul style="list-style-type: none"> • Application of knowledge on religious beliefs and practices to ethical issues including previous modules on controversy, philosophy and science and ethics. 	Link to key term Knowledge Organiser booklets and topic glossaries

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