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|  | **History** | | | | | |
| **Term 1** | | **Term 2** | | **Term 3** | |
| **Year 10** | **Paper 1 – Crime and Punishment in Britain, c1000-present**  Pupils to learn the changes and continuities of law enforcements, crimes and punishment from c.1000-1500 | **Paper 1 – Crime and Punishment in Britain, c1000-present**  Pupils to learn the changes and continuities of law enforcements, crimes and punishment from c.1500-1700 | **Paper 1 – Crime and Punishment in Britain, c.1000-present**  Pupils to learn the changes and continuities of law enforcements, crimes and punishment from c.1700-1900 | **Paper 1 – Crime and Punishment in Britain, c.1000-present**  Pupils to learn the changes and continuities of law enforcements, crimes and punishment from c.1900-present | **Paper 2 – Early Elizabethan England,1558-88**  Queen, government and religion, 1558-69, and challenges to Elizabeth at home and abroad, 1569-88 | **Paper 2 – Early Elizabethan England, 1558-88**  Continued challenges to Elizabeth at home and abroad, and Elizabethan society in the Age of Exploration, 1558-88. |
| **Year 11** | **Paper 2 – Superpower Relations and the Cold War, 1941-91**  The origins of the Cold War, 1941-58, and Cold War Crises, 1958-70. | **Paper 2 – Superpower Relations and the Cold War, 1941-91**  Cold War crises and the end of the Cold WAR, 1970-91. | **Paper 3 – Weimar and Nazi Germany, 1918-39**  The Weimar Republic, 1918-29 | **Paper 3 – Weimar and Nazi Germany, 1918-39**  Hitler’s rise to power, 1919-33 | **Paper 3 – Weimar and Nazi Germany, 1918-39**  Nazi control and dictatorship, 1933-39, and life in Nazi Germany, 1933-39. | **Revision**  Content and exam practice. |

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|  | **Geography** | | | | | |
| **Term 1** | | **Term 2** | | **Term 3** | |
| **Year 10** | **Coastal Landscapes in the UK.**  *Pupils will explore and investigate the various physical coastal landscapes within the UK, researching how coastal areas are formed and shaped by physical processes. Pupils will explore the various management strategies and examples used to protect coastlines.*  **Physical Fieldwork: How effective is coastal management in Cleveleys?**  *Pupils will investigate how effective coastal management in Cleveleys is by collecting and analysing data collected in the field.* | **The Living World**  *Pupils will investigate how ecosystems exist at a variety of scales and involve the interaction and interdependence between biotic and abiotic components.*  *Pupils will explore characteristics, adaptations, human activity uses and management of tropical rainforests (Borneo, Malaysia) and cold environments (Svalbard, Norway).* | **Glacial Landscapes in the UK**  *Pupils will explore and investigate the various physical glacial landscapes within the UK, researching how glacial upland areas are formed and shaped by physical processes. Pupils will explore the various economic activities associated with glaciated upland areas and the* | ***Interleaving Topic:***  ***Living with the Physical Environment***  *The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.*  *The Urban World*  *Pupils are introduced to urban trends in different parts of the world including HICs and LICs.* | **Changing Urban Areas in the UK. Named UK City: Manchester.**  *Pupils will explore how migration has changed the character of Manchester. Pupils will explore the variety of social, economic and environmental opportunities and challenges in Manchester.* | **Human Fieldwork: Has the regeneration of Salford Quays been an environmental success?**  *Pupils will investigate whether the regeneration of Salford Quays has been an environmental success by collecting and analysing data collected in the field.*  **Urban Sustainability: Freiburg.**  *Pupils will explore how Freiburg aims to achieve social, economic and environmental sustainability.* |

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|  | **Geography** | | | | | |
| **Term 1** | | **Term 2** | | **Term 3** | |
| **Year 11** | **The Urban World**  **The Changing Economic World: The Development Gap**  *Pupils will explore how we measure development. Pupils will investigate the causes and consequences of uneven development, whilst investigating how we can reduce the development gap.* | **The Changing Economic World: Nigeria**  *Pupils will explore how and why Nigeria’s economy has changed and opportunities and challenges associated with Nigeria’s changing economy.* | **The Changing Economic World: The Changing UK Economy**  *Pupils will explore how and why UK’s economy has changed and opportunities and challenges associated with UK’s changing economy.*    **The Challenge of Resource Management**  This unit will focus on the provision of resources in the UK and how this is changing.  Pupils will explore how the demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Pupils will investigate the different strategies can be used to increase food supply. | **Interleaving Topic: Challenges in the Human Environment.**  *This unit is concerned with human processes, systems and outcomes and how they change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various stages of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).* | **Paper 3: Issue Evaluation**  *This unit contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.* | **Revision**  *The aim is to give pupils an opportunity to revise for their geography GCSE. This will focus on: Living with the Physical Environment, Challenges in the Human Environment and Geographical Skills and Application* |

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| **Term 1** | | **Term 2** | | **Term 3** | |
| **Year 10** | Christianity – Beliefs  Students study unit 1 of the Christianity EDEXCEL B specification. This includes studying The Trinity, Creation, Heaven and Hell and the problem of evil | Christianity- Marriage and the family  Students study unit 2 of the Christianity EDEXCEL B specification. This includes studying Christian marriage, cohabitation, divorce and families. | Christianity – Living the religious life  Students study unit 3 of the Christianity EDEXCEL B specification. This includes studying The Church, prayer and festivals | Christianity – Matters of life and death  students study unit 4 of the Christianity EDEXCEL B specification. This includes studying the origins of the universe, the value of human life, Euthanasia and Abortion | Islam – Beliefs  Students study unit 1 of the Islam EDEXCEL B specification.  The includes studying The Nature of God, Angels, Prophets and Heaven and Hell | Islam – Crime and punishment  students study unit 2 of the Islam EDEXCEL B specification.  This includes studying  Justice, the causes of crime and evil and suffering |
| **Year 11** | Islam - Living the religious life  students study unit 3 of the Islam EDEXCEL B specification. This includes studying The Five pillars, the Mosque and festivals. | Islam – peace and conflict students study unit 4 of the Islam EDEXCEL B specification.  This includes studying peace, peace-making, the causes of conflict, pacifism and just war. | Christianity and Islam Revision  To revise the key knowledge and skills required for the GCSE exams | Christianity and Islam revision  To revise the key knowledge and skills required for the GCSE exams | Exams  RS exams take place early in May. | Exams |