

Humanities at SUA

Humanities at Staffordshire University Academy aims to equip students with an ability to understand and question the world around them. We believe that an understanding of how people of different cultures and societies relate to each other and the world in which we live, or in which people have lived in the past, provides a means by which students can apply their direct experience of the world around them. As a faculty we aspire to ensure that every student embraces these experiences, achieves their potential and is equipped with the skills to prepare them to be a positive influence on the world around them.

Geography at SUA

In the geography department we aim to give students the skills to explore and participate in their world. We want to challenge students, and develop their abilities to investigate and to question the world around them. Our curriculum seeks to inspire and engage students, promote a love of learning and an ability to enquire and analyse the interactions between people and the Earth. Our vision is that students will grow as independent learners with a geographical toolkit that will ensure they are inquisitive, literate, technologically astute, numeracy confident, and active global citizens.

Year 7

During Year 7, students study 3 units; geography skills, rivers and globalisation. Geography skills focuses on basic map and location skills. Rivers examines how water has shaped the land and the impact of flooding on people's lives. Globalisation looks at the 'shrinking world' and our connectivity to other countries. Students are given the opportunity to visit Cadbury world during the globalisation unit.

Year 8

During Year 8, students study a further 3 units; weather and climate, coasts and population. Weather and climate examines the causes and effect of extreme weather around the world. Coasts focuses on the impact of the seas in shaping the British Isles. Population looks at the impact of 7.5 billion people in the world and how they can be sustainably managed.

Year 9

During Year 9 students further their understanding of geographical skills and begin to apply them to a range of geographical topics. Students also study levels of development in different countries and how we can have an impact on these.

GCSE

GCSE geography at SUA is an extremely popular subject due to its variety of content. At GCSE we follow Edexcel Spec A. Units of study include; the physical environment, the human environment and geographical skills and fieldwork. Students have to complete three examination papers at the end of the course.

Students will undertake two field visits during their GCSE studies to Carding Mill Valley in the Shropshire hills as part of their changing UK landscape unit and to Wolverhampton as part of their changing cities unit.

We recommend the following websites to help with revision:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html>

www.gcsepod.com

<https://www.bbc.co.uk/bitesize/examspecs/zsytxsg>

<https://www.senecalearning.com/>

History at SUA

Here at SUA, our young historians are able to explore and investigate a vast array of time periods; taking in the sight, sounds and smells from the Normans to the Victorians. We also delve in and empathise with the frontline soldiers of World War One. We offer some exciting educational visits to places such as Quarry Bank Mill, Imperial War Museum and Thackeray Medical Museum. After school clubs are also catered for by the History department focusing on exciting topics which change termly.

Year 7

Year 7 students join us and immediately learn about the most famous of historical families, the Tudors, investigating the reputations of the monarchs that involved beheadings, a religious rollercoaster, and establishing a Golden Age of discovery that put England on the international map. After also studying the role the Stuarts played in changing the way the country was governed which has shaped us to this day, they will look at how Britain made a significant income through the industrial revolution, and the consequences as a result of gaining an empire, including negative aspects of it such as the slave trade.

Year 8

During Year 8, students focus on the Great War 1914-1918, its causes, events and consequences. This allows students to investigate the collective responsibility, why it was so far reaching and empathise with the personal accounts of soldiers and their experiences. They will also study the rights of people and the need for protest to change lives for the better through various historical time periods.

Year 9

During Year 9 students continue to develop the skills of source analysis by focussing on key moments of the twentieth century beginning with end of the First World War and the Treaty of Versailles. Investigations over its impact, fairness and significance are established by looking at the relationship of countries in the period between the wars.

GCSE

Students begin the GCSE history course with a thematic study of Medicine through time allowing students to study the change and continuity of medicine and/or illness and disease from c.500AD to the present day. They will then look at both British and American history in depth with the reign of Elizabeth and Elizabethan society, and also all aspects of American life from the Great Depression through to the year 2000.

A Level

Our Post-16 studies offers students the ability to develop their historical skills to an Advanced Level ensuring they leave SUA with the tools necessary to undertake undergraduate degree courses in disciplines not restricted to history, such as international relations, law, politics, global studies, global citizenship and international political economy. Topics helping to establish those credentials include the Cold War, Germany and West Germany, Italian Fascism and Poverty and Public Health in Britain c.1780 to 1939.

We recommend the following websites to help with revision:

<https://eduqas.co.uk/qualifications/history/>

<https://revisionworld.com/a2-level-level-revision/history-gcse-level/history-gcse-past-papers/eduqas-gcse-history-past-papers>

<https://www.bbc.co.uk/bitesize/examspecs/z8rvfrd>

Languages at SUA

Year 7

In Year 7 students have an introduction to both French and Spanish. They learn the basics such as greetings, describing themselves, numbers, the alphabet, colours and opinions. There are lots of opportunities for students to speak the language and listen to native speakers, including songs and videos. There are also lots of games in lessons so that students enjoy learning a language and their confidence grows in this first year.

Year 8

In Year 8 students continue to learn both French and Spanish and cover topics such as hobbies, where you live, holidays and food. They also start to look more closely at the grammar of the languages and become able to produce more language themselves, both in speaking and writing.

Year 9

In Year 9 students start to focus on just one language which they would like to continue with at GCSE. They cover topics such as towns, food and carnivals as well as relationships, free-time and technology. They learn to use the past, present and future tense in Year 9 and start to take part in longer conversations and produce extended writing pieces in French/Spanish.

GCSE

At SUA there are opportunities for students to learn French and Spanish. They start with the basics such as numbers and colours and learn to talk about themselves and their friends and families. They then go on to cover topics such as school, hobbies, where they live and their opinions. At GCSE level we follow the AQA course which tests students on their listening, speaking, reading and writing skills on topics such as holidays, future plans and the environment.

Our lessons always include a variety of activities including games, songs and role-plays. Students soon develop the confidence to communicate in the target language and enjoy participating in conversations.

We offer a lunchtime languages club on a Monday for all students who can come along and play games, listen to French/Spanish music and sample some different foods. They can also get help with homework or revision.

The MFL department also runs international visits. The last 3 years we have been to Paris and this visit has been extremely popular. This year we are planning visits to both Paris and Madrid, where students will visit museums and tourist attractions and have the opportunity to speak French/Spanish and experience the food and culture of these countries first hand.

We recommend the following websites to help with revision:

<https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

<https://www.duolingo.com/>

<https://www.memrise.com/>

<https://www.busuu.com/>

Social Sciences at SUA

Year 9 Social Sciences

In Year 9 students are given the opportunity to study Social Sciences. This course includes many ethical and philosophical themes with links to both Psychology and Sociology. Students will study medical ethics, freewill and determinism and a range of unique topics designed to allow students to question and understand the world around them and the people they live with.

GCSE Sociology

GCSE Sociology is a growing subject at SUA where we look at society, relationships and how institutions can have an impact upon people. At GCSE we follow the EDUQAS specification. Units of study include key concepts, introducing sociology to students followed by family, education, crime and deviance, social stratification and research methods. Sociology provides the opportunity for students to delve into a field of study that explores aspects of our personal lives, our communities and will help to prepare students to see how the world works.

Students will be given the opportunity to develop their knowledge and analytical skills as well as take part in debates and develop their skills whilst discussing areas such as is the nuclear family in decline? Why are there more men in prison than women? Which group of people have more power in society? Who does well in school and why? How do sociologists complete their research? How does your upbringing affect your adult life?

We recommend the following websites to help with revision:

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1062>

<http://www.gojimo.com/gcse-sociology-revision/>

https://www.shortcutstv.com/blog/wp-content/uploads/2018/03/Sociology-Revision_guide.pdf

www.getrevising.co.uk

GCSE Psychology

GCSE Psychology is a growing subject at SUA where we explore human behaviour. At GCSE we follow the EDEXCEL specification. Units of study include social influence, memory, psychological problems, neuropsychology, development, crime and sleep and dreaming. Psychology provides the opportunity to investigate areas of human behaviour and allows students to relate to their own experiences. The course uses contemporary studies that are relevant to today's generations of students.

Students will be given the opportunity to develop their knowledge and analytical skills as well as take part in debates and develop their skills whilst discussing areas such as is the why do people break the law? How do we remember somethings yet forget others? What happens to you when you have a mental health problem? What are the different parts of the brain and what do they control? How do psychologists complete their research? Why do some people stand by and watch while others choose to help?

We recommend the following websites to help with revision:

<https://kahoot.com/>

A Level Sociology

A Level sociology offers the opportunity to delve deeper into key concepts about society and aids in the understanding of the world in which we live. At A Level we follow the AQA specification. Units of study include education with theory and methods, families and households, beliefs in society and crime and deviance. Students who have not taken GCSE sociology are more than welcome to take A Level Sociology as we develop your knowledge and skills throughout the course.

Students will be given the opportunity to develop knowledge in key areas of study; extend their written communication, take part in group activities and initiate debate, vocalising their opinions and counter-arguing with sociologists and perspectives. Key questions that we will look at include what is the role of education? How can sociological research methods be applied to education? How has the government had an impact on families? Why are family structures changing? What is the cause of crime? How is globalisation impacting crime? How is the relationship between religion and society changing?

We recommend the following websites to help with revision:

www.getrevising.co.uk

<https://hecticteachersalevelsociologysite.wordpress.com/>

<https://revisesociology.com/>

<https://www.s-cool.co.uk/a-level/sociology>

<https://thesociologyguy.com/revisionmaterials/>

A Level Psychology

A Level Psychology offers the opportunity to delve deeper into key concepts about how psychology affects everyday life and what psychological research can tell us about our own behaviours. At A Level we follow the EDUQAS specification. Units of study include looking at psychological approaches, therapies, classic evidence a contemporary debate and how psychologists explain criminal behaviour, schizophrenia, addictive behaviour. Students who have not taken GCSE Psychology are more than welcome to take A Level Psychology as we develop your knowledge and skills throughout the course.

Students will be given the opportunity to develop knowledge in key areas of study; extend their written communication, take part in group activities and initiate debate, vocalising their opinions and comparing and evaluating the psychological approaches. Key questions that we will look at include what ethics surround the use of neuroscience? Should the mother be the primary care-giver of an infant? Should we use conditioning techniques to control the behaviour of children? How reliable are eye-witness testimonies? What is the relevance of positive psychology in today's society? Why do some people commit crime? Why do some people become addicted to substances whilst other don't?

We recommend the following websites to help with revision:

<https://kahoot.com/>

www.getrevising.co.uk

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=25&lvlId=1>

<https://www.s-cool.co.uk/a-level/psychology>

<https://www.simplypsychology.org/a-level-psychology.html>

Level 3 Criminology

WJEC (EDUQAS) Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities. This is an Applied General qualification. Units of study include looking at the changing awareness of crime, criminological theories, crime scene to courtroom and crime and punishment. Students who have not taken GCSE Psychology or GCSE Sociology are more than welcome to take Level 3 Criminology as we develop your knowledge and skills throughout the course.

Students will be given the opportunity to develop knowledge in key areas of study; extend their written communication, take part in group activities and initiate debate, vocalising their opinions and valuating explanations for crime. Key questions that we will look at include what different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we decide what behaviour is criminal? How do we explain why people commit crime? What investigative techniques are available to investigators to help to identify the culprit? What happens to a suspect once charged by the police and the Crown Prosecution Service? Why do most of us tend to obey the law even when to do so is against our own interests?

We recommend the following websites to help with revision:

<https://www.wjec.co.uk/qualifications/criminology/>

R.E. at SUA

At SUA the study of Religious Education is broad and is designed to challenge the perspectives of our learners whilst encouraging them to build their own opinions, beliefs and identity. Students will study a thematic curriculum which includes the study of key questions such as 'Can we Google God?' an ethical based unit focused around ethical theories that might determine behaviours and actions and 'Who am I?' a unit focused around the visible identities of many religious groups. Within each unit students also study cultural beliefs with the study of tribal cultures a reoccurring theme in most units. The study of non-religious groups and scientific beliefs is also encouraged.

Religious Education also forms a fundamental part of form time CHARACTER activities. Within these sessions, students study a range a relevant religious festivals and experiences in order to develop a knowledge and understanding of how different beliefs are celebrated, in order, for them to be tolerant and respectful to the

people of the world around them. Students will develop opinions on matters of life and death, questions on faith and the fundamental values of religion.

Students can access up to date revision material, exam tips and information at the following;

<https://new.edmodo.com/?go2url=/home>