
GLOBAL STUDIES FACULTY

Aims

The Global Studies faculty seeks to engage our students with the wider world. We aim to broaden minds and encourage students to:

- Understand the communities they belong to, their local, national and global communities.
- Learn how communities have developed, their current needs and beliefs and to be able to effectively communicate in other languages
- Be aware that Fundamental British Values are shared across the continent and fought for across the world.
- Appreciate diversity – people, culture, language and environment.
- Be aware of their rights and their responsibilities to others and their environment

Subjects

Global Studies is a wide ranging department covering the subjects of history, geography, ethics and philosophy, psychology, French, German and Spanish. Students undertake a learning journey that begins in Year 7 and can (depending on options) lead to a GCSE in all subjects.

History

Students of History develop their analytical, research and literacy skills to discover and understand the past. A popular GCSE and 'A' level (one of eight facilitating subjects according to the Russell Group of leading universities), history is an important foundation in careers ranging from law to business and tourism.

Key stage 3 history looks at the development of popular rights and freedoms in Britain from the Feudal System to the campaign for female suffrage in the early twentieth century.

YEAR 7

- NORMAN CONQUEST (THE BATTLE FOR THE THRONE AND THE ESTABLISHMENT OF NEW SOCIAL AND LEGAL SYSTEMS)
- KING'S NIGHTMARE (CHARTING ROYAL AUTHORITY THROUGH THE CHALLENGES OF CHURCH AND BARONS)
- BLACK DEATH (THE DISEASE AND THE HUGE SOCIAL UPHEAVAL CAUSED LEADING THE PEASANT'S REVOLT 1381)
- TUDORS (THE ZENITH OF ROYAL AUTHORITY, THE REFORMATION AND THE ELIZABETHAN SETTLEMENT)

YEAR 8

- CROMWELL (AN INVESTIGATION INTO NEW AUTHORITY AND NEW IDEAS THROUGH A SIGNIFICANT INDIVIDUAL)
- SLAVERY (HOW AND WHY THE ATLANTIC SLAVE TRADE DEVELOPED, EXPANDED THEN WAS ABOLISHED)
- INDUSTRIAL REVOLUTION (THE CREATION OF MODERN BRITAIN, WITH A FOCUS ON MANCHESTER)
- SUFFRAGE (FROM PETERLOO TO THE FACTORIES OF WWI, HOW THE VOTE WAS WON)

Year 9 history is part of an option process, less students choose to stay in the subject but students enjoy more time to study and develop their skills.

YEAR 9

- 20TH CENTURY (AN OVERVIEW OF THE SIGNIFICANT EVENTS OF THE CENTURY)
- ANCIENT HISTORY (GOING BACK TO THE ROOTS OF EUROPEAN CULTURE, PERSIAN INVASIONS AND POMPEII)
- MEDICINE (A THEMATIC INVESTIGATION COVERING 2000 YEARS)

Students have the opportunity to study GCSE History as a one year or two year option. We study the AQA History (8145) syllabus, current options are as follows but they are under constant review:

GCSE

- GERMANY 1890-1945 DEMOCRACY AND DICTATORSHIP
- CONFLICT AND TENSION BETWEEN EAST AND WEST 1945-1972
- BRITAIN: MIGRATION, EMPIRES AND THE PEOPLE C.790 – PRESENT DAY
- ELIZABETHAN ENGLAND C.1568 - 1603

The subject also leads a number of enrichment activities including 'self-study' GCSE Classical Civilisation and visits to sites of local, national and international significance; recent examples include Castleton, the National Memorial Arboretum and Berlin/Auschwitz.

Geography

Students of geography will develop and apply a range of skills in order to better understand how the world around them is changing. Students will understand the causes and effects of natural and human-led events. Students will analyse the responses to these events and ultimately justify decisions about the best course of action. Students will also plan, prepare and undertake fieldwork, analysing data and presenting their results. Geography is a popular GCSE and A-level (one of eight facilitating subjects according to the Russel Group of leading universities).

Key stage 3

YEAR 7

- Our world (big picture of the universe and how our world has changed over time to become what it is today)
- Map skills (full range of skills to read and create maps)
- United Kingdom (mixture of physical and human geography of the current status of the United Kingdom)
- Rivers (looking at the processes of river change and considering the management of flood risk in different parts of the world)

YEAR 8

- Coasts (looking at the processes of coastal change and considering the management of coasts for tourism and in response to erosion. A case study of a tsunami in Japan analyses the effectiveness of coastal defence against earthquakes)
- Africa (a broad view of the continent of Africa, including physical features such as the Great Rift Valley and human issues such as shanty towns)
- Global climate change (investigating the claims and evidence of climate change, current use of energy sources, the effects on the planet and ultimately how people might respond)

- Geographical Information Systems – GIS (local investigation utilising GIS to see geographical patterns. Broader look at how GIS is used in our modern society including analysis of criminal activity)
- Glaciation (looking at the processes of glacial change and considering the impact of hazards such as avalanches)
- Tourism (analysing the positive and negative impact of tourism on different parts of the world. Includes an opportunity for local fieldwork)

Year 9 geography is part of an option process, less students choose to stay in the subject but students enjoy more time to study and develop their skills. Choosing geography or history in year 9 does not mean the student cannot take the other subject at GCSE.

YEAR 9

- Population (How is population changing in the world and how is that change affecting different countries in different ways, including the UK. Includes a case study of China's changing population policy)
- Development (investigating why there is a development gap between different countries and how this affects people's lives)
- Plate tectonics (looking at tectonic processes and the hazards and opportunities they create)
- The Middle East (A broad look at climate and politics)
- Weather (looking at the processes of weather and climate and considering the impact and management of weather hazards)
- Decision making (analysing data and opinions to make a balanced decision about real life issues. Great preparation for a key part of the geography GCSE specification)
- Fieldwork (practising all aspects of fieldwork from planning to data collection and presentation)

Students have the opportunity to study GCSE geography as a one year or two year option. We study the Eduqas B specification.

GCSE

- Component 1 investigates: changing places – changing economies, changing environments and environmental challenges. This is assessed in a 1 hour 45 minute final exam. Worth 40% of the GCSE.
- Component 2 deals with a problem solving issue and is assessed in a 1 hour 30 minute final exam. Worth 30% of the GCSE.
- Component 3 deals with an applied fieldwork enquiry and is assessed in a 1 hour 30 minute final exam. In order to prepare for this component, students undertake fieldwork trips to the Holderness coast and to Sheffield. Locally, students may also visit Castleton and our local river. Worth 30% of the GCSE.

EP

Hope Valley College combines elements of Religious Studies, Citizenship Education and Philosophy to support students to become fully rounded global citizens. The subject does much to support fundamental British values and SMSC education.

Year 7

In Y7 students have study introductory units on the 6 major world religions and understand the basics of faith and culture in our society and the societies of other nations.

Year 8

Students explore Human Rights and look at how these impact on everyday life and the choices that people make.

Year 9

Students explore a range of moral and ethical questions. They will also focus on the Holocaust looking at the Human Rights issues within this context.

MFL

The learning journey an MFL student takes helps them to develop language skills in speaking, writing, reading and listening, both in and outside of the classroom. The challenging nature of the subject also encourages students to become more confident in communicating with others, as well as increase their resilience in new environments. A chance to learn at least two languages is given at college and this study involves an increasing amount of cultural knowledge. Studying the culture gives students the opportunity to reflect on other lifestyles and can often be a motivating factor. There is currently a high demand for language learners in the UK, which means that choosing to study a language GCSE can put students in an excellent position for their future employment and study options. Languages act as facilitating subjects according to the Russell Group of leading universities and may also allow for future study abroad.

Key stage 3 MFL looks at the development from basic language and topic vocabulary to a more complex knowledge of grammar concepts and cultural aspects.

Content of our courses

French

* KS3

* Y7: Gives a grounding in basic sentence structure, vocabulary, present and some tenses of other verb tenses, simple adjectives, connectives, opinions and negatives.

* greetings, basics and vocabulary about the self/student's life.

* I-languages: Art

* family, describing people

* house and home, routine, hobbies, places in town

* Y8: Builds on Year 7 by extending sentences, giving reasons for opinions, past tense verbs, near-future tense, adjectives, adverbs, time phrases and expressions of quantity.

* holidays, last weekend, talking about the past

* I-languages: Spooky tales – Hallowe'en, Harry Potter, Haunted House

* food and healthy living

* I-languages: Chocolate

* going out and shopping for clothes

* I-languages: Fashion

* Y9: Builds on Year 7 and 8 by adding the imperfect tense, comparisons and superlatives, the future simple tense, more complex sentence structures and opinions with justification. Some idioms are introduced and more complex vocabulary.

* La Technologie: technology, opinions, use and dangers.

* Rendez-vous: Festivals, parties, invitations, dates and traditions.

* Un métier, une rêve: Jobs and qualities, ambitions, part-time jobs and details, success and failures and overcoming problems.

* En Pleine Forme: Healthy lifestyles, diet, future changes and resolutions.

* Etre ado, c'est quoi? Relations with family, pocket money, pressures on teenagers, life in the past, social issues.

* Autour du monde: Holidays, travel and transport, past holidays.

GCSE

Students tend to study GCSE French as a two year option, as long as numbers are sufficient. We study the AQA syllabus which is equally weighted between skills and is assessed between May and June at the end of Y11.

Y10

The course covers 3 Themes: Identity and culture; Local, national, global areas of interest; Current and future study and employment.

Identite et Famille Friends, relationships and Family. Role models and going out

Le temps libre Sport. Music, TV, films, books and technology

Région et Villes Regions, towns and villages, weather, tourism and community projects

Au Collège School, English and French education, school rules, school exchanges, health and healthy lifestyles

Au Boulot Jobs and work preferences, Career choices, applying for jobs and understanding case studies

Chez Moi Daily life, food, special occasions, family celebrations and traditions, festivals.

Le Grand Large Holidays, accommodation, restaurants, travelling and souvenir shopping

Les Vacances 2 Holiday disasters and complaints, revision.

L'environnement et d'autres problèmes World issues, the environment, ethical shopping, volunteering, events and festivals

Exam preparation: Preparation for speaking exam, revision Themes 1-3, past papers etc

German

Y8

Die Ferien – Holidays, countries, weather and past tense

Spooky tales – description and use of imperfect tense, cultural links with festivals/traditions

Gesundheit – Healthy habits and at the doctors

Wir gehen aus/ Kleidung – going out and what to wear, future tense

Cultural unit – German inventions, regional features, tourism and football

Y9

Die Medien – media, TV, music, film

Film: Nordwand

Die Zukunft – future plans, jobs and aspirations, conditional tense

Meine Welt, deine Welt – life in other countries, being an adult, teenage issues, the environment, social issues

The language of young people and manipulating language

Projekt Deutschland – Deepen knowledge of German speaking countries and develop reading skills, using adapted texts.

KS4

Y10

Grammar Revision

Youth Culture – Self and Relationships: family, friends, peer pressure, physical appearance, self-image, beliefs, fashion and trends.

Technology and social media: different devices, advantages/disadvantages, impact of social media, future of technology.

Home and Locality: local areas of interest, local amenities, geographical features, weather, advantages and disadvantages, tourist attractions.

Transport: journey types, comparing transport and infrastructure.

Current study: school, college life, comparison with German school system, facilities, clubs, trips, school rules.

Lifestyle: healthy eating, unhealthy lifestyle e.g. drugs, smoking, alcohol, sport and exercise, benefits of healthy lifestyle.

Entertainment and leisure: music, cinema, TV, shopping, eating out, social activities, hobbies, work-life balance.

Germany and German speaking countries: Places of interest, geographical features, monuments, regional characteristics.

Holidays and tourism: holiday locations, popular resorts, different types of holiday, accommodation, activities.

Y11

World of work: work experience and part-time jobs, advantages and disadvantages, money (saving/minimum wage/budgeting/pocket money), voluntary work.

Customs and traditions: food and drink, regional specialities, comparison of eating habits, cultural traditions, annual festivals and holidays, birthdays, national and regional events e.g. music festivals.

Global Sustainability: Environment, recycling, climate change, flooding, pollution, types of energy.

Social issues: poverty, famine, water, immigration, other world-wide issues

Jobs and future plans: job applications, formal letters and CVs, interviews for work, college and university, job adverts, career plans, training and study options, job opportunities, working abroad, future plans.

Spanish

In Spanish, we aim to inspire and motivate students to discover the language and culture of Spain and other Spanish-speaking countries. Students not only develop their linguistic skills but also their memory, listening skills and they become better at problem solving. They will also learn key grammar skills which will improve their English skills through the passing awareness of how languages work.

In KS3 students will develop skill as well as confidence and creativity in the four key areas; Speaking, Listening, Reading and Writing (including translation), through the teaching of a range of themes and grammar topics.

Year 7

- Introductions (greetings, alphabet, numbers, birthdays, classroom)
- Family (siblings, physical descriptions, pets and other animals)
- Art and colours (paintings, artists, reviewing colours)
- Geography (countries, nationalities, where you live)
- School (subjects, teachers, opinions, time and routines)
- Leisure (sports, hobbies, future tense, Olympic Games)
- Weather (weather, season, climate change)
- Chocolate (rainforests, history of chocolate, recipes)

Year 8

- Latin (grammar, links to other languages, using a dictionary)
- Holidays (past holidays, descriptions of past activities)
- Spooky tale (Halloween, Harry Potter, Day of the Dead)
- Going out (places in town, making plans, making excuses)
- Fashion (clothes, uniform, fancy dress)
- Food (meals, types of food and eating out)

Year 9

- Sport (extreme sports, Spanish sports and events)
- Dragon's Den/ Ganarse la vida (Spanish in the workplace, jobs, money)
- Media (technology, social media, music and TV, advantages and dangers)
- Film '*Voces Inocentes*' (study a Spanish language film)
- Health (body, diet, healthy lifestyles)

GCSE

- Theme 1: Identity and culture
 - § Relationships
 - § Social media and technologies
 - § Music, cinema, sport, food and eating out
- Theme 2: Local, national, international and global areas of interest
 - § Charity/voluntary work
 - § Healthy/unhealthy living
 - § The environment
 - § Poverty/homelessness
 - § Travel and tourism
- Theme 3: Current and future study and employment
 - § Life at school and my studies
 - § Post-16 education ambitions
 - § Career choices and desires

