



You should hope that this game will be over soon



Some Y8 history to think about: What do these posters tell us about attitudes towards the social structure in France prior to the Revolution?



Humanities

Parent Information Session

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What are the Humanities?

The humanities entail the study of the human world and society from a critical perspective.

This field includes subjects like history, geography, business and economics.



What does this look like at TBS?

At KS3:

Students have two lessons of history and two lessons of geography a week.



What does this look like at TBS?

At KS4:

Students can choose to take history, geography, and business at iGCSE. If they do they will study for three lessons a week.



What does this look like at TBS?

At KS5:

Students can choose to take history, geography, sociology and economics at A-Level. If they do they will study for five lessons a week.



What does this look like at TBS?

Overall -

5 members of staff

5 subjects

78 hours of humanities a week

That's a lot of humanities! Why?

Common things I hear...

"History is just learning dates"

"They're useless subjects for getting a job!"

"Geography is just colouring in"

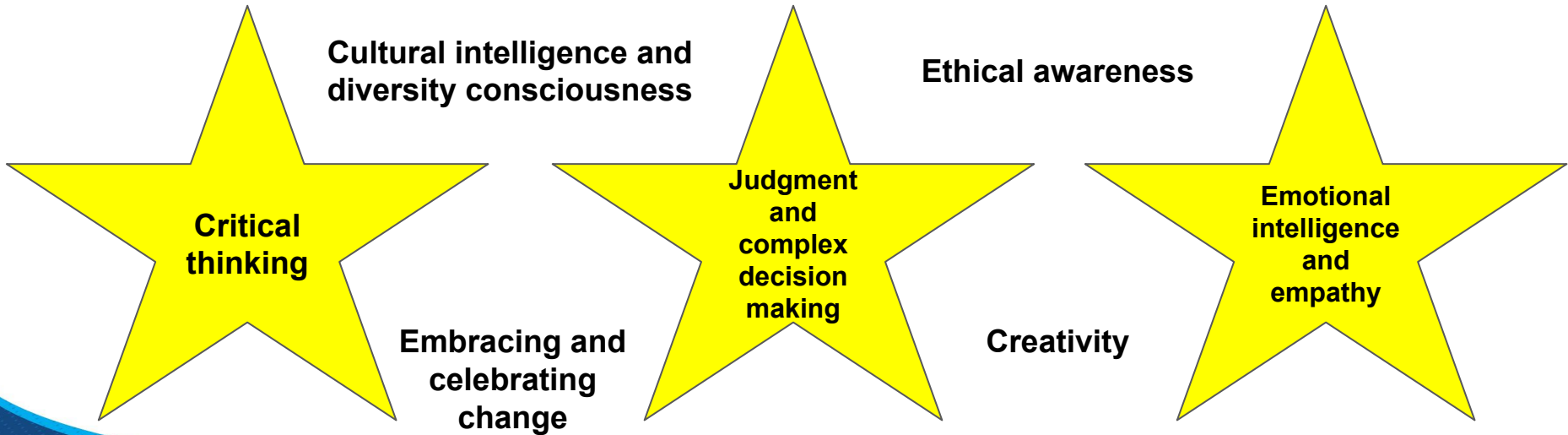
"Why does it matter compared to maths and science?"

"There's no point in humanities if you want to become a doctor or engineer"

7 skills from '20 Most Important Skills Everyone Needs To Succeed In A Digital World' [Forbes](#)

At the heart of humanities...

Transferable, vital skills for the modern world!



Top 10 skills of tomorrow



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation



Our vision...

The world is full of conflicting information. In a time when news can be 'fake' and facts are not always 'true' it is more vital than ever that young people are equipped to deal with the myriad of information coming their way. Across the faculty we focus on teaching evaluative, analytical, and most of all critical thinking skills to our learners. Our aim is to provide a holistic education which allows students to develop into conscientious, incisive, citizens of the world. A critical understanding of the past and present allow us to continue to work for the common good into the future. In order to ensure exciting and engaging learning, we are pioneering a thematic curriculum at The British School. Each year will have a theme that binds topics together. This seeks to tie the multitude of skills we wish to encourage learners to become familiar with, to a concrete set of useful topics which all have something in common at their very core. In doing this learners are able to construct a clear overall picture and slowly put together all the pieces of the puzzle.

All in all our faculty brings together myriad expertise within different departments in order to pursue the best possible progress and outcomes for students. 'What, how and why' underpins everything our faculty does.



History

A skills first curriculum that seeks to develop critical thinking, evaluative and investigative skills whilst providing an interesting window into the past.

Key Stage 3

Year 7 - Comparative medieval studies (Europe, Middle East, Mongolia, Japan)

Year 8 - Rebellion and Revolution

(The slave trade, French Revolution, Empire, Industrial Revolution, causes of WWI)

Year 9 - Battles

(WWI, struggles with totalitarianism, WWII, the atomic bomb, equality, modern Nepali history)

Key Stage 4

Year 10 - Russia from revolution to the death of Stalin.

Year 11 - The Cold War, China 1900-89

Key Stage 5

Year 12 - Russian Revolution (French Revolution from 2023), Indian independence.

Year 13 - Civil rights in the USA, Early 20th century crises.



Geography

A curriculum that draws together physical changes and processes of the Earth with the question of how humans interact with them, as well as each other.

Key Stage 3

Year 7 - Geographical skills and cartography, River processes and systems. Typical concepts include Place and Processes.

Year 8 - Geographical issues, Climate change, Ecosystems. Typical concepts include Possibility and Time

Year 9 - Development and sustainability, Geographical landscapes including coasts. Typical concepts include Sustainability and Stewardship

Key Stage 4

Population, Settlement and migration, Our Natural world (rivers, coasts, tectonics and ecosystems), Economic Geography including systems and energy

Key Stage 5

Human and Physical Geographical topics. Options include Economic Transition, Global Interdependence and Hazards.



Business and Economics

A curriculum focussed on understanding how the economy works, and the place of business within it.

Key Stage 4

Finance/ marketing/ operations/ people in business and ways to motivate a workforce. Students learn how businesses react to changes in the external economy and also learn legal controls over business activity.

Key Stage 5

Microeconomics and Macroeconomics. Microeconomics explores the concept of free markets and whether individuals and firms acting in their own self-interest achieve the most effective production and consumption decisions.



Sociology

A study of society - how people interact with the great pillars and institutions of society. How much does the culture/society we are raised in shape us? How has society changed over time?

Key Stage 5

Year 12 - The family, socialisation, identity and methods of research

Year 13 - Education, Globalisation, Media, Religion



Prospects for the future?

A common question we are asked as humanities teachers is what kind of future can GCSEs and A-Levels in humanities subjects secure?

Excellent for studying
at university!

A great fourth choice
at AS-Level!

Vital for careers in law,
international
development,
journalism etc

Develops particular
skills that other
subjects do not!

Important for gaining
understanding about
the world and current
affairs!

Develops excellent
writing style and
english skills!



Assessment Policy

Opportunities for assessment will occur during everyday classroom situations, through:

- watching pupils as they work in history
- listening to pupils as they talk about their learning in history
- questioning pupils
- discussing and reviewing pupils' work with them
- marking pupils' work
- asking pupils to assess their work or the work of their peers.



Assessment Policy

Key principles that underpin assessment and grading in the faculty are...

- Assessment will be integral to teaching and learning. It will be used to get information about pupils' strengths and weaknesses across all aspects of their learning in history; the results will inform future planning and to give meaningful feedback to pupils.
- **A wide range of evidence will be used to make judgements about pupils' progress - not just what is in their exercise books/folders or how they perform in specific tests/assessment tasks.**
- Assessment will be manageable - assessment should only happen when it is worth doing, aids pupils' progress and provides meaningful information to teachers, pupils and parents/guardians.



How can you support your child at home?

Encourage them to **read!!!!!!!!!!!!!!**

Beyond anything else, reading will support your child in excelling at humanities subjects.

It improves their writing, vocabulary and ability to articulate themselves. Reading encourages a love of learning and intellectual curiosity!



Thank you for your time!

Any questions?