



Viewing NASA moon rocks at Henley College (September 2016)



Humanities
Mrs Brockwell
Acting Head of Humanities



WWF Wear it Wild day (May 2016)

Humanities



2 lessons a week at KS3 (with the exception of Year 9 Ethics).

Aims of the department

For all students to:

- Experience varied, engaging lessons.
- Learn by way of “Enquiry based learning”.
- Build on their skills and knowledge and to be given opportunities to challenge themselves.
- Develop literacy and numeracy skills.
- Feel able to succeed and take ownership of their work, in and out of the classroom.

ETHICS



The KS3 Ethics curriculum aims to develop understanding of key issues and the religious context to prepare students for the GCSE 9-1 curriculum.

KEY STAGE 3: Yr 7–9 ETHICS OVERVIEW 2016-17

	Year 7	Year 8	Year 9
Term 1	What makes a good community?	Human rights	War and conflict: Focus on terrorism
Term 2	Local government	Human rights case study: Myanmar	
Term 3	Identity	Buddhism	Euthanasia
Term 4	Christianity	Law and Justice	
Term 5	Environment	Church for all Christians	Existence of God and revelation
Term 6	Islam	Voting and elections	

NB: Yr 9 are taught 1 lesson a week.

GEOGRAPHY



The KS3 geography curriculum gives the students a robust, broad platform of topics & knowledge to enable them to access the GCSE 9-1 curriculum.

KEY STAGE 3: Yr 7–9 GEOGRAPHY OVERVIEW 2016-17

	Year 7	Year 8	Year 9
Term 1	Introduction to Geography Tribal Identity	Is there enough room for anymore?	Risky World : Hazards
Term 2	Tribal Identity & Map skills	Cool China	Geography of Fashion
Term 3	Extreme Survival : Ecosystems – TRF	Impossible Places	Who wants to be a Billionaire?
Term 4	Ice Age	Global Warming Mythbusters	Amazing Africa
Term 5	Raging Rivers	Weather & Climate	Water works
Term 6	Geography of Sport	Crumbling Cliffs	Real Russia

HISTORY

In Key Stage 3, students approach History chronologically, starting with the pivotal date of 1066 and the study of the Norman Conquest. They then go on to explore and analyse life during the Tudor and Stuart eras through to the impact of the World Wars.

KEY STAGE 3: Yr 7–9 HISTORY OVERVIEW 2016-17

	Year 7	Year 8	Year 9
Term 1	What is History?	The English Civil War	Why do we call it the Great War?
Term 2	1066 and all that	Why are there different interpretations of Cromwell?	
Term 3	Why were the Medieval Kings so powerful?	Why do we call it the Industrial Revolution?	How should the Holocaust be remembered?
Term 4	Was Peasant life all muck and Misery?	What was the British Empire?	What was the worst event of the Second World War?
Term 5	Black Death	The Slave Trade	What was it like on the Homefront?
Term 6	The Tudors	How did Black Americans fight for their Civil Rights?	Medicine Through Time – Start of GCSE

ASSESSMENT



Regular assessment is undertaken in the form of:

- Knowledge checks in lessons.
- End of unit assessments which can take a variety of forms some of which are in the style of 9-1 assessment.
- At least one piece of extended writing per term is assessed.
- Students are encouraged to take PRIDE in their work and regularly review and make improvements.
- A range of homework tasks are set.

How to take PRIDE in your work

✓ WWW ↑ EBI 

P RESENTATION:

- | | |
|--|--|
| 1. Use blue or blackpen | 10. Complete the effort score |
| 2. Underline title with a ruler | 11. Traffic light your understanding |
| 3. Write the date | P Need correct punctuation |
| 4. Write CW or HW in the margin | FSP Full Sentence Please |
| 5. Set classwork out neatly | // New paragraph |
| 6. Catch up on unfinished / missed work | Sp Use correct spelling (write out error 5 times) |
| 7. Use time effectively | g Use correct grammar |
| 8. Rule off after a piece of work is finished | ✓ ✓ Exceptional point or idea |
| 9. Stick in sheets (or sellotape as an extra page) | |

R ESPONSE:

WHAT DO COMMAND WORDS MEAN?

Describe: Say what you see. Give details about what a map or diagram shows or the effects of an event.

Explain: Give reasons for location/causes/effects.

Analyse: Identify main features/patterns by category.

SEEP – Social; Economic; Environment; Political; Short & long term; Primary & Secondary effects.

Rank the importance of processes / causes / effects

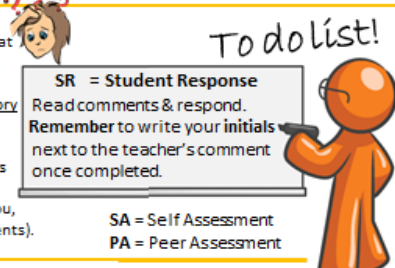
Evaluate: Explain advantages/disadvantages of a solution & compare viewpoints of stakeholders (You, organisations, environmentalists, NGOs, governments).

Remember to see both sides of the argument.

To do list!

SR = Student Response
Read comments & respond.
Remember to write your initials next to the teacher's comment once completed.

SA = Self Assessment
PA = Peer Assessment



I N DETAIL:

Make it relevant! Remember PEEL.

Have you answered the question? Can your teacher tell what the question is by **ONLY** reading your answer?

Use **Point, Evidence, Explain and Link** your answer back to the question.

Geography word power!

Use strong geographical words to improve your word power. Have you checked your key word list?

Is there a stronger word you can use to demonstrate your **knowledge and understanding** of the topic?

Where's your proof?

Use evidence or an example to make your point valid. *E.g. Figure A shows that farming in England contributes to 0.5% of the GDP, which is ¼ of Ireland's (2%) but more than double Greenland's (0.23%).*



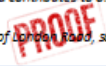


Name a specific place and locate it. *E.g. This is supported by Royal Berkshire hospital being south of London road, south east of Reading's CBD in Berkshire, which is 30 miles west of London in South East England.*

Explain your point!

WHY? This is because... This means that... Therefore... The effect of this will be...
Social / Economic / Environmental effects are... This is sustainable because...

What's the connection? Try and explain how processes, events, reasons or evidence can be linked together.
They are similar/different because... As a result... This event affected people by... In the future this will cause...

Be the judge! Evaluate the reasons or evidence, ranking causes/effects, considering a range of opinions and make a conclusion. *This is important because... However... Meanwhile... In conclusion... The main reason... Overall...*

D IRECT TIME

Direct Improvement Related to Task TIME

A?: How can you 'up' your work?

B?: What feedback would you give yourself?

C?: How will you achieve your EBI?

D?: How could you produce your work in another way?

E?: Identify **key words** & boost your 'word power' by 3.

★ or **WWW** What went well?
What is good about this work?

✦ or **EBI** Even better if?

EVIDENCE OF PROGRESS:

Taking PRIDE	Being resilient & having a positive attitude	Push yourself & take the challenge	Reflect on your progress & act on feedback
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Trips and visits

As a department we feel that the outdoor classroom is an invaluable way for students to learn. We offer several trips as part of our curriculum:

- Year 8 and 9 Creativity days (including in recent years Warwick Castle, Imperial War Museum, Hurst Castle Spit, Gunwharf Quays and Portsmouth Historic dockyard)

KS4

- Past trips to Italy (Rome, the Vatican, Sorrento, Vesuvius, Pompeii); Poland (Krakow & Auschwitz concentration camp) & the WW1 battlefields (Ypres and the Somme).
- Geography trips to South Wales & Dorset.

EXTRA-CURRICULAR



We are always keen to make the most of opportunities for students to experience the Humanities subjects in a different way and to see the relevance of the subjects and the links with their everyday lives.



Langtree lectures 2016



GA World Wise Quiz at Reading School



WWF Wear it Wild day (May 2016)



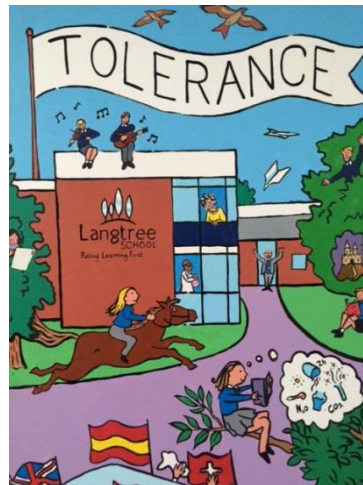
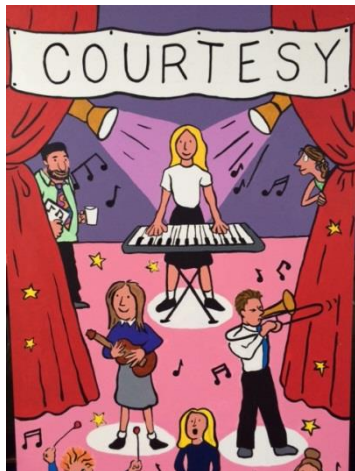
Viewing NASA moon rocks at Henley College
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Climate Change lecture with Professor Brian Cox
(October 2016)

Humanities expectations

- All students should arrive ready to learn and contribute in the lessons.
- Class and homework should be completed to the best of their ability.
- Students take responsibility for their own learning in and outside of the classroom.



Langtree Code of Conduct

Be prepared for learning. *This means always have your books and the correct equipment for the lesson – and be on time!*

Be prepared to make an effort. *This means stay on task, keep your focus and maintain your concentration*

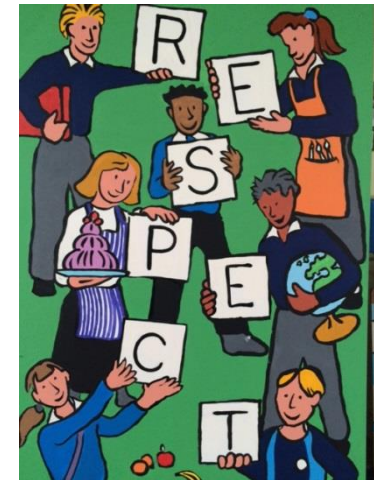
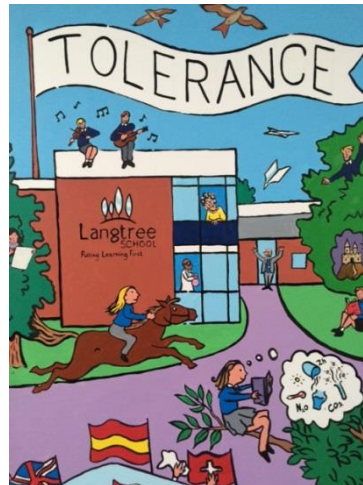
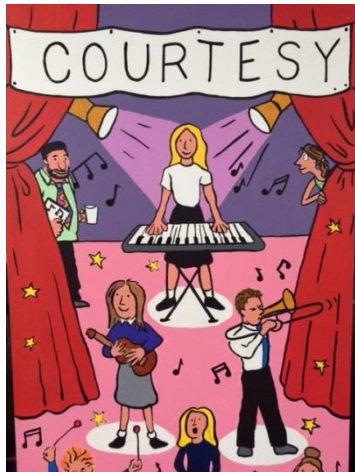
Be respectful of ALL staff. *This means don't answer back, challenge or argue with **any** teacher or Cover Supervisor about expectations*

Be respectful of other learners. *This means avoid shouting out or making unnecessary noise and waiting for your turn to have your say*

Be tolerant of other learners. *This means be prepared to listen to the views of others with consideration, even when you hold a different view*

Be proud of yourself and your work. *This means make the very best effort you can, make a positive contribution, and produce work which you can be proud of*

Be responsible for your learning outside the lesson. *This means handing completed homework in on time and using SMH to catch up yourself if you are absent*



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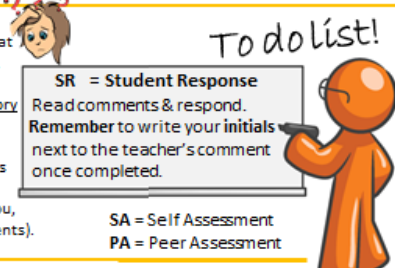
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Humanities overview



- We aim to teach varied, engaging lessons which develop students' knowledge and skills.
- We encourage all students to keep track of current affairs to support their studies.
- Please look out for events such as the Langtree Lectures which all students and parents are welcome to attend.