

Please could you list below the key thinking skills demanded by your subject of study. We will use these on Thursday (10OCT2013) to consider whether the proposed FIS Humanities Standards appropriately address the thinking skills demanded in our subject specialisms.

Geography

- To be able to identify, describe, and explain geographic relationships, spatial and temporal patterns and trends through written and graphical sources
- To identify and examine cause / effect relationships based on empirical evidence
- To critique the interpretations/ arguments/ judgments of others
- To review / evaluate / organize information in a logical sequence, focused on academic interpretations of geographical issues. E.g. Impacts of aging populations in Japan
- To infer conclusions based on empirical evidence
- To differentiate and organize reading material / visual evidence / class discussions (auditory) / and other presented evidence
- To generate geographic interpretations and hypotheses based on geographic concepts and models / systems / past evaluations
- To generate written responses based on recalled relevant case study knowledge
- To select appropriate data collecting and interpretation methods
- Recognise spatial patterns
- Link human behaviour with physical processes
- Appreciate range of scales
- Project future trends based on historical and current data
- To hypothesise
- To synthesise data from a range of sources
- To identify a geographical issue and then develop a route to enquiry to investigate it

History

- evaluating the importance of factors in bringing about an event
- sequencing of information (timelines, cause & effect)
- identifying with others/developing empathy -- being able to place yourself in the shoes of a past historical actors
- identifying and isolating major vs. minor details-- in reading historical texts, examining political cartoons & written historical sources, notetaking
- inferencing
- reviewing/evaluating/organizing information-- notetaking, reading historical texts, viewing documentaries
- observing details in source analysis-- political cartoons, word choice
- composing arguments/judgments based on evidence (analysis of evidence and synthesis of that evidence)
- critiquing the interpretations/arguments/judgments of others

- Critically evaluating sources to predict an author's response before reading it
- Contextualising - using understanding of the period to predict, infer & evaluate sources

- Corroborating sources by comparing & contrasting them
- Critically evaluating sources from different perspectives with self-awareness of the limitations derived from your own perspectives

Business & Management

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