



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S1
Subject: Ethics
Teacher: Veronica Pinches
No. Students: 23

Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
3 Weeks 3 rd -18 th September, 2020	<p><u>Transition</u> <i>Transition from Primary to Secondary School.</i></p> <p>To be able to express our feelings both oral and in written form. (Hopes and fears of starting new school)</p> <p>To be able to listen to other points of view To be able to respect differences To be able show respect towards others To be able to be aware of their own responsibilities towards themselves and others.</p>	<p><u>Transition</u></p> <p><i>Activities will be differentiated in class through questioning, seating, and tasks</i></p> <p>Class discussions and activities based on transition.</p> <p>Getting to know the school, routines, expectations and each other through discussion, activities and games. Web of connection Time Capsule - To review at the end of the year! Our hopes and fears for S1.</p>	<p>Powerpoint Paper A3 Wool camera Files, pens and pencils</p>	<p>Personal, Social and Learning to Learn Citizenship</p>	<p><i>Formative assessment</i></p> <p><i>Students will self and peer evaluate their work during class. Formative assessment will be used continuously</i></p> <p>To express our feelings both orally and in writing.)</p> <p>To listen to other points of view To respect differences To show respect towards others To be aware of their own responsibilities towards themselves and others.</p> <p>To understand that their actions have</p>

<p><u>The Family</u></p> <p>4 Weeks (21st- 16th October, 2020)</p>	<p>To be able to understand that their actions have consequences.</p> <p><u>The Family</u></p> <p>(Cross Curricular link to History)</p> <p>To be able to define and demonstrate what we mean by values.</p> <p>To be able to define and demonstrate what we mean by respect.</p> <p>To be able to understand and know that there are different types of families.</p> <p>To be able to listen to other points of view To be able to respect differences To be able show respect towards</p>	<p><u>The Family</u></p> <p>Class discussions and activities based on values, the core values of family life The different types of families. Respecting our families, how we show respect to them in our daily lives. Family awards ceremony. Students to write a paragraph about who they would like to thank in their family for what they do for them. Holiday</p>	<p>Powerpoint Paper Files, pens and pencils Worksheets</p>	<p>Personal, Social and Learning to Learn Citizenship</p>	<p>consequences.</p> <p>To define and demonstrate what we mean by values.</p> <p>To define and demonstrate what we mean by respect.</p> <p>To understand and know that there are different types of families.</p> <p>To listen to other points of view To respect differences To show respect towards others</p>
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<p><u>Respect and Friendship</u> <u>(2nd-November 18th December)</u></p>	<p>others To be able to be aware of their own responsibilities towards themselves and others. To be able to understand that their actions have consequences.</p> <p><u>Friendship and Respect</u> <i>Cross curricular link to English and Preparation for Christmas Market.</i></p> <p>To be able to design a poster about showing respect in different areas of our lives.</p> <p>To be able to know and write an acrostic poem about respect. To be able to listen to</p>	<p>Homework: Students to help families at home during the holidays. Then to discuss what chores that they have done to show their respect and appreciation.</p> <p><u>Friendship and Respect</u></p> <p>How we show respect in our daily lives: in the classroom, in the playground, at lunch time, at home and in the wider community.</p> <p><u>Poster</u></p>	<p>Powerpoints Paper Video clips Files, pens and pencils Worksheets</p>	<p>Personal, Social and Learning to Learn Citizenship</p>	<p>To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences. Summative assessment – written task</p> <p>To design a poster about showing respect in different areas of our lives.</p> <p>To write an acrostic poem about respect.</p>
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	<p>other points of view To be able to respect differences To be able show respect towards others To be able to be aware of their own responsibilities towards themselves and others. To be able to understand that their actions have consequences.</p>	<p>In groups, to brainstorm one of the topic areas given about how to show respect (classroom, playground, lunch time, at home and in the wider community). For students to each take one key point and design a poster, write a definition of what respect means to them and to explain how their poster illustrates showing respect in the topic area given. Mme Fayet (CPE) to judge them and for them to be displayed around the school. Preparing a stall for the Christmas Market</p>			<p>To listen to other points of view To respect differences To show respect towards others To be aware of their own responsibilities towards themselves and others. Summative assessment: written task about values.</p>
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<p><u>Friendship and Bullying</u> 7 weeks <i>(4th January – 19th February).</i></p>	<p><u>Friendship and Bullying</u> To be able to define friendship To be able to identify friendship from acquaintances. To be able to identify and discuss the values and qualities in others To be able to respect</p>	<p>Acrostic Poem: <i>(Cross curricular link to English)</i> What is an acrostic poem? To look at examples of acrostic poems . To write a class acrostic poem. Students to write their own acrostic poem about respect.</p> <p><u>Friendship and Bullying</u> Class discussion and activities based on Friendship and bullying. You tube clip about "Friends" and bullying . Written tasks a poem about the values of friendship. “Friendship Soup” students to write their own recipe</p>	<p>Powerpoints Paper Video clips Files, pens and pencils Worksheets Video recorder Props for drama</p>	<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Digital</p>	<p>To define friendship To identify friendship from acquaintances and acknowledge different levels of friendship To identify and discuss the values and qualities in others To respect differences</p>
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	<p>differences To be able show respect towards others To be able to be aware of their own responsibilities towards themselves and others. To be able to understand that their actions have consequences.</p>	<p>about friendship.</p> <p><u>Bullying – Cross curricular all subjects</u> To define bullying Class discussions and activities based on the different types of bullying.</p> <p>Small group work: Drama: Students to act out short scenarios about bullying and perform to the 6eme classes of the International Section. To record them during art and Ethics lessons.</p>			<p>To show respect towards others To be aware of their own responsibilities towards themselves and others.</p> <p><i>Formative assessment.</i> Peer reviews of drama sketches and posters produced about bullying.</p>
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<p>Human and Children's Rights (8th March -2nd April, 2021)</p>	<p><u>Human and Children's Rights</u></p> <p><i>Links to whole school Unicef club</i></p> <p>To be able to understand what we mean by rights? To be able to know and understand about our human rights?</p> <p>To be able to make sound and reasonable moral judgments based on democratic and humanistic values.</p>	<p><u>Human and Children's Rights</u></p> <p>Class discussions and activities based on Human and children's rights.</p> <p>In groups to look at articles and decide on the category. To choose an article, explain its meaning and make a poster to present to the class.</p> <p>Other activities in conjunction with the unicef club.</p>	<p>Powerpoints Photographs Paper Video clips Files, pens and pencils Worksheets Ict room UN Human Rights book and articles</p>	<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Cultural Awareness and Expression</p>	<p>To understand and define what we mean by rights To know and understand about our human rights</p> <p>To make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>Formative assessment based on individual work and contributions to class and group discussions</p>
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<p><u>Endangered Species Project</u></p> <p>4 weeks</p> <p><i>(5th April- 21st May, 2021).</i></p>	<p><u>Endangered Species Project</u></p> <p>What do we mean by endangered species?</p> <p>To be able to learn and use the relevant vocabulary.</p> <p>What are continents?</p> <p>To be able to organise, research and contribute actively to the group's presentation.</p> <p>To be able to identify</p>	<p><u>Endangered Species Project</u></p> <p>Cross curricular links to geography and Stem project on recycling</p> <p>Class discussion and activities caring for our pets.</p> <p><u>Group Project and Presentation</u></p> <p>Students to choose a continent and to work in continental groups to explore animals and plants that are endangered. Project criteria and bibliography will be given to the students.</p>	<p>Powerpoints Photographs Paper Video clips Files, pens and pencils Worksheets Ict room</p>	<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Digital</p>	<p>To learn and use the relevant the relevant vocabulary.</p> <p>To know and identify the continents .</p> <p>To organise, research and contribute actively to the group's presentation. To identify the differences between an opinion and objective facts To find arguments for their own opinion To develop their critical thinking and their own reflection</p> <p>Formative assessment: 1).Based on</p>
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<p><u>Our Changing Bodies</u></p> <p>5 weeks</p> <p><i>(24th May -25th June2021).</i></p>	<p>facts from opinions.</p> <p>To be able to find arguments for their own opinion</p> <p>To be able to develop their critical thinking and their own reflection</p> <p><u>Our Changing Bodies</u></p> <p>To be able to identify and understand the physical changes that our bodies are going through in puberty.</p> <p>To be able to identify the different emotions and feelings that we are going through?</p>	<p><u>Our Changing Bodies</u></p> <p><i>Cross curricular link to Integrated Sciences</i></p> <p>Activities and discussions about the changes happening to us.</p> <p>What is puberty?</p> <p>What is happening to our bodies and emotions?</p>	<p>Powerpoints</p> <p>Photographs</p> <p>Paper</p> <p>Video clips</p> <p>Files, pens and pencils</p> <p>Worksheets</p>	<p>Personal, Social and Learning to Learn</p> <p>Citizenship</p> <p>Literacy (reading and writing)</p>	<p>individuals written work</p> <p>2). Based on the delivery and contributions to the group's presentation</p> <p>To identify and understand the physical in puberty</p> <p>To identify the different emotions and feelings that we are going through in puberty.</p> <p>Formative assessment</p>
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	<p><u>Ethics with the International Section</u></p> <p>To be able to respect differences To be able show respect towards others To be able to be aware of their own responsibilities towards themselves and others. To be able to understand that their actions have consequences.</p>	<p><u>Ethics with the International Section</u></p> <p>Getting to know each other through group games and drama. To learn to trust each other. Having confidence Learning to work in groups and not just friendship groups</p>		<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing)</p>	<p>To listen to other points of view To respect differences To show respect towards others To be aware of their own responsibilities towards themselves and others. Summative assessment: written task about values.</p>
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Link to 8 key competences:

1. Literacy (reading and writing)
2. Multilingualism
3. Mathematics, Science, Technology and Engineering
4. Digital
5. Personal, Social and Learning to Learn
6. Citizenship
7. Entrepreneurship
8. Cultural Awareness and Expression