



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S1

Subject: Human Sciences

Teacher: Mrs Pinches

No. Students: 23

Curriculum – Long-Term Planning Human Sciences: **History** 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
5 Weeks (3rd September - 9th October, 2020)	<p><u>Introduction to Historical approaches and Methodology.</u></p> <p><i>Cross curricular work with Integrated Sciences linked to geology</i></p> <p>What is the study of Human Science?</p> <p>What have you studied at primary school?</p> <p>What we are going to learn in S1?</p>	<p>Activities will be differentiated in class through questioning, seating, and tasks</p> <p><i>Day trip to Orgon Museum finding fossils in the quarry, looking at different types of artefacts and fossils.</i> <i>Chronology</i></p> <p>Introduction to Human Sciences. Class discussion about topics already studied in history at primary school. What are we going to learn in S1 to write down the topics in books. Activity: Students to</p>	<p>Rucksack Packed lunch Pencils and pens Question booklet for the museum Chisel and hammer Gloves</p> <p>Welcome powerpoint to Human Sciences, Photographs of different events in history. Exercise books Plain Paper Pens and pencils</p>	<p>Personal, Social and Learning to Learn Literacy (Reading and writing) Citizenship</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p>	<p>Students will self evaluate their work during class. Formative assessment will be used continuously.</p> <p>To be able to identify primary and secondary sources</p> <p>To know and understand about chronology - The period</p> <p>To read, ask and answer the questions in the Museum. Formative assessment.</p> <p>To know and understand what the study of Human Sciences?</p> <p>To know and understand what we are going to learn about during S1.</p>

	<p>What is the study of Prehistory and history?</p> <p>How do we find out about our past? Archaeology, anthropology and paleontology artefacts, fossils.</p> <p>What is chronology? Vocabulary and related activities to chronology. Students to make their own timeline.</p> <p>What is my family history?</p>	<p>see a series of photographs about historical events throughout time and name them.</p> <p>Class discussion Write a definition with a partner. Who's who? Introducing the different disciplines in the study and research of history. You tube clips Archaeology worksheet.</p> <p>Vocabulary and related activities to chronology. Students to make their own timeline. Worksheets Key vocabulary and exploring our family trees. Examples of</p>	<p>Powerpoint Exercise books Plain Paper Pens and pencils Worksheet</p> <p>Powerpoint Exercise books Plain Paper Pens and pencils Worksheet</p> <p>Powerpoint Exercise books Plain Paper Pens and pencils</p>	<p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p> <p>Personal, Social and Learning to Learn Literacy</p>	<p>To understand the difference between Prehistory and history?</p> <p>To know and understand how to find out about the past, including identifying different artefacts and disciplines about our past? Formative assessment</p> <p>To know, understand and use the vocabulary associated with chronology?</p> <p>To correctly identify dates and events in chronological order. Formative assessment:</p> <p>To be able to know and explain my families history?</p> <p>To be able to draw a simple</p>
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	<p>What is a source? (physical, written, audiovisual, picture, audio, primary, secondary)</p> <p>To be able to identify primary and secondary sources</p> <p>To be able to know and understand the how to approach</p>	<p>different types of family trees- Powerpoint Students to draw their own family tree to include four generations. Discuss how different countries record births, deaths and marriages. Migration – definition and link to own experiences of moving.</p> <p>Powerpoint with different examples of sources. How to approach a source? (Date, author, title, location, type of source, primary/secondary, recipient, intention, content, accuracy, reliability and context. Game of</p>	<p>Powerpoints Worksheets Sources – birth certificates, passport to show students Exercise books</p>	<p>(Reading and writing) Citizenship. Cultural Awareness and Expression</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p> <p>Personal, Social and Learning to Learn Literacy (Reading and</p>	<p>family tree and include surnames, places of birth and death.</p> <p>To be able to confidently use key vocabulary</p> <p>To identify primary and secondary sources correctly.</p> <p>To be able to ask the appropriate questions about a source to check for reliability, accuracy etc....</p> <p>To know, understand and demonstrate how to approach analysing sources</p> <p>Formative assessment</p>
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	<p>analysing sources?</p> <p>What is an anachronism? Why do we need to know about them?</p>	<p>identifying different sources Worksheets</p> <p>Discussion about reliability and observation skills Write a definition Spot the difference – photographs And video clips Worksheet</p>	<p>Powerpoints Video clips Photographs Worksheets Exercise books</p>	<p>writing) Digital Technology</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p>	<p>To be able to identify an anachronism in different sources?</p> <p>Formative assessment</p>
	<p>What do we mean by being biased or impartial?</p>	<p>Class discussion about favourite sports and competitions. Reading one article written in two ways: biased and impartial. Students to identify which article is which. Relate to social media and English – importance of thinking critically.</p>	<p>Powerpoints Video clips Photographs Worksheets Exercise books</p>	<p>Personal, Social and Learning to Learn Literacy (Reading and writing) Citizenship</p> <p>Personal, Social and Learning to Learn Literacy</p>	<p>To be able to identify biased or impartial views in documents and articles.</p> <p>Formative assessment</p>

	<p>What is the difference between fact and opinion?</p> <p>End of Unit Summative Assessment <i>on History Skills</i></p> <p><u>File check:, organisation and participation of work.</u></p>	<p>Activities identifying facts and opinions. To write a definition in an articles the facts and opinions The Simpsons – The trial. Students to identify the facts and opinions and be the jury.</p>	<p>Powerpoints Worksheets Exercise books Newspaper and Social media articles</p>	<p>(Reading and writing) Citizenship Digital Technology</p>	<p>To be able to identify facts and opinions?</p> <p>To be able to identify the accuracy and reliability of a source.</p> <p>Formative assessment</p> <p>End of Unit Summative Assessment <i>on History Skills</i></p> <p>Communication, organisation and attitude assessment</p>
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<p><u>Prehistory</u></p> <p>10 Weeks</p> <p>(12th October - November to 15th January, 2020)</p>	<p><u>Prehistory</u></p> <p><i>Cross curricular work with Integrated Sciences, geography, English and Art.</i></p> <p>What is pre-history?</p> <p>Dinosaurs a very mini topic! Relating to chronology and geology. Did early man live alongside dinosaurs?</p>	<p>Discussion and definition of Pre history. Prehistory versus history quiz game using historical sources.</p> <p>Activities: Trailer from Early Man. Discussion – dinosaurs live alongside early man? Dinosaur research! Link to chronology Pangea</p>	<p>Powerpoint Worksheet Exercise books.</p>	<p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing) Digital technology</p>	<p>To be able to define what pre-history is. Historical knowledge and understanding.</p> <p>To be able to demonstrate understanding in Historical and Geographical contexts</p>
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	<p>What is the theory of evolution?</p> <p>What is a theory?</p> <p>Where did humans originate from and where did they go?</p> <p>What are hominids and hominins?</p> <p>What is Migration? Push/Pull factors</p>	<p>Discussion and definition of a theory. The story of Charles Darwin and The Theory of Evolution versus the creationists theory. Comprehension task</p> <p>Webquest – ICT To research and produce a mini booklet about five early hominids, their lives and achievements. Websites, key questions and bibliography will be given in class.</p> <p>Defining migration. Relating to our own experiences and reason for migration. Recreating a map of</p>	<p>Exercise books Websites, key questions and bibliography will be given in class Computer Room</p> <p>Maps Worksheets Powerpoint Video clip Exercise books</p>	<p>Personal, Social and Learning to Learn Literacy (Reading and writing) Digital technology</p> <p>Personal, Social and Learning to Learn Literacy (Reading and writing)</p>	<p>To be able to explain the evolution of our continents. To be able to critically think about sources and their reliability.</p> <p>To understand and compare and contrast the theory of evolution and creationist theories</p> <p>To understand and explain the evolution of early man. To be able to research independently and present a small booklet on five hominids.</p> <p>To understand what migration is? To explain, identify and draw the migration routes of early man. To be able to adapt ideas to another situation. To create links between</p>
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	<p>How did early humans live and how did this change during the <i>Stone, Copper, Bronze and Iron ages</i>?</p> <p>What is a civilisation?</p>	<p>the migration of early man. Thinking about the “Out of Africa” theory in light of new evidence. Linking to geography and ethics</p> <p>Class discussions, powerpoint presentations, video clip and comprehension activities linked to sources about how life and how civilisation developed in the Stone Age, Copper, Bronze and Iron Ages from around the world. To focus on the key characteristics and features of a civilisation and also of each age. Cave art and paintings, artefacts,</p>	<p>Maps Worksheets Powerpoint Video clips Exercise books</p>	<p>Cultural awareness</p> <p>Literacy (Reading and writing)</p> <p>Cultural awareness</p> <p>Personal, Social and Learning to Learn</p>	<p>history and geography</p> <p>To identify the key characteristic periods of pre-history To identify the features of a civilisation. To explain the differences and similarities between the time periods. To seek explanations for causes of events or phenomenon</p>
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	<p>To be able to use our knowledge and skills learnt in history to solve a couple of history mysteries.</p>	<p>death rituals, clothing jewellery, religion, economy, villages growing into cities. Link to material science and technology.</p> <p>Students to work in groups and use all of their historical skills and understanding to solve in groups two history mysteries. To present their findings to the class.</p> <p>To write a coroners report based on the historical evidence.</p> <p>Brief lesson on why we celebrate</p>	<p>Maps Worksheets Powerpoint Exercise books</p>	<p>Literacy (Reading and writing) Cultural awareness Personal, Social and Learning to Learn Entrepreneurship</p>	<p>Summative assessment exercise: Students to use their knowledge, historical analysis and understanding to solve the two history mysteries.</p> <p>To write a coroners report using the historical sources to justify their conclusions.</p> <p>To discuss the accuracy of Historical and Geographical sources</p>
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	<p>Remembrance Day</p> <p>Saint Patrick's Day</p>	<p>Remembrance and Saint Patrick's Days.</p> <p>End of unit test on Pre-history.</p> <p>File check:</p> <p>Organisation, effort and participation of work:</p>		<p>Literacy (Reading and writing)</p> <p>Cultural awareness</p> <p>Personal, Social and Learning to Learn</p> <p>Citizenship</p>	<p>Summative assessment.</p> <p>End of unit test on Pre-history</p> <p>Formative assessment:</p> <p>Ongoing file check – organisation of work.</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



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6. Citizenship
7. Entrepreneurship
8. Cultural Awareness and Expression