



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S2
Subject: Ethics
Teacher: Veronica Pinches
No. Students: 21

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>Learning how to Learn</u> Welcome back to school after lockdown</p> <p>To be able to understand the different types of learning.</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</p>	<p><u>Learning how to learn</u></p> <p><i>Activities will be differentiated in class through questioning, seating, and tasks</i></p> <p><i>Cross curricular link to Integrated Sciences</i></p> <p>Class discussions and activities based on learning how to learn.</p> <p>Masks – hinder or help us to learn</p> <p>Reflection on lockdown and working from home the positive and negative aspects.</p> <p>The types of listening/auditory memory, the biology and science behind hearing.</p> <p>Visual learning – graphs,</p>	<p>Powerpoint Paper Worksheets James Bond listening game</p> <p>Powerpoint Paper</p>	<p>Personal, Social and Learning to Learn Literacy Cultural Awareness and Expression</p>	<p>Formative assessment</p> <p><i>Students will self and peer evaluate their work during class. Formative assessment will be used continuously</i></p> <p>To reflect, understand and demonstrate the different types of learning.</p> <p>To understand and define how best we individually learn.</p> <p>To express our feelings both orally</p>

<p><u>Authority and Obedience</u></p> <p>4 Weeks (21st- 16th October, 2020)</p>	<p>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><u>Authority and Obedience</u></p> <p>(Cross Curricular link to History analyses, Law and Order)</p> <p>To be able to define and</p>	<p>drawing, visual aids etc....</p> <p>Kinaesthetic learners</p> <p>Sensory – touch, scent, taste and the associations that we make.</p> <p>How do we help ourselves when we haven't understood?</p> <p>Students in groups to write and present their top study tips</p> <p><u>Authority and Obedience</u></p> <p>Class discussions and activities based on and looking at the different types of authority and obedience</p>	<p>Files, pens and pencils Worksheets</p> <p>Powerpoints Paper Video clips News clips and articles ICT room Files, pens and</p>		<p>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 consequences.</p> <p>To define and demonstrate what we mean by authority and</p>
--	--	--	---	--	---

	<p>demonstrate what we mean by authority and obedience.</p> <p>To be able to define and demonstrate what we mean by respect.</p> <p>To be able to understand and identify their different types of authority.</p> <p>To be able to see the difference between an opinion and objective facts</p> <p>To be able to find arguments and documents to support their own opinion</p> <p>To be able to listen to other points of</p>	<p>Examples: out of fear, self-interest, conviction, respect, etc.) The limits of obedience</p> <p>Respecting other people's views, when we don't agree.</p> <p>Links to topical current affairs - Black lives Matter and Lockdown</p> <p>Worksheets, groupwork etc...</p>	<p>pencils</p> <p>Worksheets</p>	<p>Personal, Social and Learning to Learn</p> <p>Citizenship</p> <p>Cultural Awareness and Expression.</p>	<p>obedience.</p> <p>To understand and identify their different types of authority.</p> <p>To define and demonstrate what we mean by respect.</p> <p>To see the difference between an opinion and objective facts</p> <p>To find arguments and documents to support their own opinion.</p> <p>To listen to other points of view</p> <p>To respect differences</p> <p>To show respect towards others</p>
--	--	--	----------------------------------	---	---

<p><u>Fair Play</u> <u>(2nd-November</u> <u>18th</u> <u>December)</u></p>	<p>view To be able to respect differences 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>Fair Play</u></p> <p>To be able to define what we mean by fair play and the rules.</p> <p>To be able to reflect and understand what happens when there are no rules.</p> <p>To be able to respect differences</p>	<p><u>Fair Play</u> <i>Cross curricular link to English and PE. Preparation for Christmas Market.</i></p> <p>Activities with the 5eme International class about fair play. In PE hall students told to use equipment without any rules. Discussion about the experiences and relate to society without any rules.</p>	<p>Powerpoints Paper Video clips Files, pens and pencils Worksheets PE Hall</p>	<p>Personal, Social and Learning to Learn Citizenship Cultural Awareness and Expression EntrepernsHIP</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 define what we mean by fair play and following the rules To reflect and understand what happens when there are no rules in society.</p>
--	---	--	---	---	--

<p><u>Bullying and Resilience</u> 7 weeks <i>(4th January – 19th February).</i></p>	<p>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>To be able to respect differences To be able show</p>	<p>Students in groups to play a game following the rules. Students to compare experiences and to relate in class to following the rules in society. Students to play a series of matches with 5eme students. In groups to make up an Olympic sport. Students to write a "Code of Conduct" and rules for their game. To present to the rest of the class.</p> <p>Rules for your own sport Preparing a stall for the Christmas Market</p> <p><u>Bullying and Resilience– Cross curricular all subjects</u></p> <p>To define bullying Class discussions and activities</p>	<p>Powerpoints Photographs</p>	<p>Personal, Social and Learning to</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. To understand that their actions have consequences.</p> <p>Formative assessment: Participating in teams . Code of conduct presentation Summative assessment in class Written task –Why is authority and following the rules in society important?</p>
---	--	---	---	--	--

	<p>respect towards others To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have consequences.</p> <p>To be able to make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To be able to define and understand what resilience means through examples</p> <p>To be able to</p>	<p>based on the different types of bullying</p> <p>Class to define bullying. Exploring the different types of bullying physical, verbal , cyber, soical, emotional and indirect. Signs of bullying. What to do if you're being bullied. Victims feelings - You tube and class discussion Peer to peer conflict and how it differs to bullying</p> <p>Group Work: Scenarios - "What would you do?" Students in groups to present their responses and solutions. How to help someone being bullied.</p> <p>Resilience: (<i>February</i>) (linked to previous work on bullying) To define what resilience is as a class. Discussions: when we have</p>	<p>Paper Video clips Files, pens and pencils Worksheets Scenario sheets</p>	<p>Learn Citizenship Literacy (reading and writing)</p>	<p>To show respect towards others To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences.</p> <p>To make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To define and understand what</p>
--	--	--	---	--	--

<p><u>Healthy Eating and exercise</u> 7 weeks <i>(8th March – 22nd April).</i></p>	<p>understand the importance of sharing a problem</p> <p>To be able to identify people who can help us when we struggle with our mental and physical health.</p> <p>To be able to realise the importance of using our leisure time for hobbies</p> <p><u>Healthy Eating and Exercise</u></p> <p>To be able to identify key micro and macro nutrients and their</p>	<p>shown resilience in situations at home, school, sports and in our hobbies etc...</p> <p>The importance of friendships</p> <p>How to get help when we feel low</p> <p>What we can do to help ourselves when we struggle.</p> <p>The importance of hobbies, sport, friendships, professionals etc...</p> <p>Written individual work: How to help yourself guide</p> <p><u>Healthy Eating and Exercise</u> <i>Cross curricular links to Integrated Science, geography and PE.</i></p> <p>Class discussion and activities based on the importance of healthy eating</p>	<p>Powerpoints Photographs Paper</p>	<p>Personal, Social and Learning to Learn</p>	<p>resilience means through examples</p> <p>To understand the importance of sharing a problem</p> <p>To identify people who can help us when we struggle with our mental and physical health.</p> <p>To realise the importance of using our leisure time for hobbies</p> <p>Formative assessment: Group work: Scenario responses. Individual work: How to help yourself</p>
--	---	--	--	--	---

	<p>effect on our bodies?</p> <p>To be to plan a healthy meal, applying the knowledge learnt about nutrients.</p> <p>To be able to understand the negative effects of food on our bodies in relation to eating disorders</p> <p>To be able to plan a list of interview questions for the school chef?</p> <p>To be able to realise and explain the importance of exercise on our bodies.</p> <p>To be able to show respect towards</p>	<p>and exercise. “Nutrients Stations”</p> <p>The class to find answers to questions based on information that is around the room in groups.</p> <p>Planning our own healthy balanced meal.</p> <p>Plan and visit to the school canteen. Interview the school chef about meal planning and nutrition in our meals.</p> <p>Links to geography curriculum with farming and climate change</p> <p>Importance of exercise and effect of exercise and PE on our bodies.</p>	<p>Video clips Files, pens and pencils Worksheets Information sheet Paper plates</p>	<p>Citizenship Literacy (reading and writing) Cultural Awareness and Expression</p>	<p>To identify and explain the effects of what key micro and macro nutrients have on our bodies.</p> <p>To plan a healthy meal, applying the knowledge learnt about nutrients.</p> <p>To understand the negative effects of food on our bodies in relation to eating disorders</p> <p>To plan and write a list of interview questions for the school chef</p> <p>To realise and explain the importance of exercise on our bodies. To show respect</p>
--	---	---	--	---	---

<p><u>Environment and Pollution</u></p> <p>4 weeks</p> <p><i>(5th April- 21st May, 2021).</i></p>	<p>others</p> <p>To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have consequences.</p> <p><u>Environment and Pollution</u></p> <p>To be able to understand and explain what is global warming?</p> <p>To be able to understand and explain what is the greenhouse effect?</p> <p>To be able to</p>	<p><u>Environment and Pollution</u></p> <p><i>Cross curricular links to the Stem project on recycling, Integrated Sciences, maths and geography</i></p> <p>Activities and discussions based on the topic. To include looking at graphs, drawing and labelling diagrams, google maps, vocabulary and definition matching. Linking back to healthy eating and exploring how much food waste there is in the school canteen. Written work to</p>	<p>Powerpoints Photographs Graphs Ict room Paper Video clips Files, pens and pencils</p>	<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Digital</p>	<p>towards others</p> <p>To be aware of their own responsibilities towards themselves and others.</p> <p>To understand and explain what is global warming?</p> <p>To understand and</p>
--	---	--	--	---	---

	<p>understand and explain the different types of pollution?</p> <p>To be able to understand and explain the impact of pollution on our planet?</p> <p>To be able to understand and explain what is being done on an individual, local, national and international basis.</p> <p>To be able to show respect towards others and our environment</p> <p>To be able to be aware of their own responsibilities towards themselves and</p>	<p>include “How I can make a difference to the environment in my life at home and school”. Students to make posters about recycling, saving water, eating local food or reduced carbon footprint and air miles.</p>	<p>Worksheets</p>		<p>explain what is the greenhouse effect?</p> <p>To understand and explain the different types of pollution?</p> <p>To understand and explain the impact of pollution on our planet?</p> <p>To understand and explain what is being done on an individual, local, national and international basis.</p> <p>To show respect towards others To be aware of their own responsibilities towards themselves and others.</p>
--	--	---	-------------------	--	--

<p><u>Just say no!</u></p> <p>5 weeks</p> <p><i>(24th May -25th June 2021).</i></p>	<p>others</p> <p><u>Just say no!</u></p> <p>To be able to identify and explain the dangers of smoking, drinking alcohol and taking drugs.</p> <p>To be able to understand about effects of addictions on our bodies and mental health.</p> <p>To be able to understand organisations and professionals who can help us.</p> <p><u>Ethics with the International Section</u></p> <p>To be able to make sound and</p>	<p><u>Just say no!</u></p> <p><i>Cross curricular links to Integrated Science, geography and PE. Links with healthy eating, exercise and resilience.</i></p> <p>A talk and discussion with the school nurse about addictions and the dangers of smoking, drinking alcohol and taking drugs.</p> <p>Group project work to research one topic on the subject to present to the rest of the class.</p> <p><u>Ethics with the International Section</u></p>	<p>Powerpoints Photographs Graphs Paper Video clips Files, pens and pencils Worksheets Ict room</p>	<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Digital technology</p>	<p><i>Formative assessment.</i></p> <p>Written work and oral discussions and debates about the environment.</p> <p>To identify and explain the dangers of smoking, drinking alcohol and taking drugs.</p> <p>To understand about effects of addictions on our bodies and mental health.</p> <p>To understand organisations and professionals who can help us.</p> <p><i>Formative assessment Group presentation</i></p>
--	---	---	---	--	---

	<p>reasonable moral judgments based on democratic and humanistic values.</p> <p>To be able to respect differences To be able to 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>Learning to work in groups and not just friendship groups</p> <p>Team games in the PE hall. Combined projects on ant bullying, healthy eating and recycling</p>		<p>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing)</p>	<p>To make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To respect differences</p> <p>To show respect towards others To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences.</p> <p>Formative assessment based on individual work and contributions to class and group discussions</p>
--	--	--	--	---	--



Ecole Internationale Provence-Alpes-Côte d'Azur



--	--	--	--	--	--



Ecole Internationale Provence-Alpes-Côte d'Azur



--	--	--	--	--	--

*

Link to 8 key competences:

1. Literacy (reading and writing)
2. Multilingualism



Ecole Internationale Provence-Alpes-Côte d'Azur



3. Mathematics, Science, Technology and Engineering
4. Digital
5. Personal, Social and Learning to Learn
6. Citizenship
7. Entrepreneurship
8. Cultural Awareness and Expression