



Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

### **Long-Term Semester Planning**

**Academic Year: 2020-2021**

**Class: S2**

**Subject: Human Sciences**

**Teacher: Mrs Veronica Pinches**

**No. Students: 21**

## Curriculum – Long-Term Planning 2020-2021

| Date   | Learning Objectives  | Activities   | Resources   | Key Competences*  | Learning Outcomes / Assessment  |
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| <p><i>8 weeks</i></p> <p><i>(14<sup>th</sup> September – 23<sup>rd</sup> November, 2020)</i></p> | <p><b>Cross Curricular link to history and Ethics</b></p> <p>What is a river basin and what are its main features?</p> <p>How do the physical (site) and human (situation) features of the landscape affect city location?</p> | <p><i>Activities will be differentiated in class through questioning, seating, and tasks</i></p> <p>Identifying different stages of a river through photographs, maps and satellite images</p> <p>Identifying the key features of a river basin</p> <p>Understanding the processes involved with erosion, transportation and deposition</p> <p>Identifying different stages of a river</p> <p>The river rap song</p> | <p>Powerpoint</p> <p>Worksheets</p> <p>Documents</p> <p>Satellite Maps</p> <p>Video clips</p> | <p><b>Personal, Social and Learning to Learn</b></p> <p><b>Literacy (Reading and writing)</b></p> <p><b>Citizenship</b></p> | <p><i>Students will self evaluate their work during class.</i></p> <p><i>Formative assessment will be used continuously</i></p> <p>To know, understand and explain the features of a river basin, the processes of erosion, transportation and deposition</p> <p>Formative assessment</p> |

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|  | <p><b><u>Agriculture and Farming</u></b></p> <p>What are the main farming types?</p> | <p><b><u>Agriculture and Farming</u></b></p> <p>Learning the vocabulary<br/>Group and Individual work<br/>Identifying the different types of farming<br/>The advantages and disadvantages of the different types of farming.<br/>The impact of farming on our environment.<br/>The changing nature of farming responding to a growing population.<br/>Differences in farming between Least Economic Developed Countries (LEDC) and More Economically Developed</p> | <p>Powerpoint<br/>Video clip<br/>Worksheets<br/>Photographs<br/>Documents<br/>Maps</p> | <p><b>Personal, Social and Learning to Learn Literacy (Reading and writing)</b></p> | <p>To be able to identify the main farming types.<br/>To be able to compare the advantages and disadvantages of each farming types.<br/>To be able to explain the impact of each farming type on the environment.<br/>To be able to understand and explain how farming responds to a growing population<br/>Formative assessment</p> |
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|  | <p><b><u>Land Use</u></b></p> <p>What is the difference between rural and urban environments?</p> <p>What is the concentric model?<br/>What are the</p> | <p>Countries (MEDC)</p> <p>Activities and discussion based on Identifying through photographs and satellite images rural and urban areas.<br/>Defining and exploring on maps the different types of settlements.<br/>Drawing and understanding a settlement hierarchy.<br/>Defining urbanization<br/>Looking at different countries to see the growth in urbanization.</p> <p>Exploring and drawing diagrams of the concentric</p> | <p>Powerpoint<br/>Maps<br/>Worksheets<br/>Video clips<br/>Documents<br/>Computers</p> | <p><b>Personal, Social and Learning to Learn Literacy (Reading and writing)</b></p> | <p>To be able to identify and explain the difference between rural and urban environments</p> <p>To be able to understand what a settlement hierarchy is and draw a diagram</p> <p>To be able to understand, identify</p> |
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|  | <p>functions of a city?<br/>How do cities connect?</p> | <p>model.<br/>Understanding “The Burgess, The Hoyt, Christaller models etc...” and applying them to our own towns. Discussion about how town and cities are changing in their function with regeneration projects.<br/>Looking and identifying the various functions of a city and comparing them to our own cities and town around the world.<br/>Discussion and activities based on how and why cities connect.<br/>Exploring the impact of growing cities on our environment</p> |  |  | <p>features of and draw diagrams of various urban models such as the concentric model</p> <p>To be able to understand the different and changing functions of a city<br/>Formative assessment</p> <p>End of unit summative assessment.</p> |
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| <p><u><i>History: Ancient Civilisations Mesopotamia, Egypt and Israelites</i></u></p> <p><b>12 Weeks (23<sup>rd</sup> November -).</b></p> | <p><u><i>History: Ancient Civilisations Mesopotamia, Egypt and Israelites</i></u></p> <p>How do we know about this period? Mesopotamia, Egypt, Hebrews: History or Prehistory?</p> <p>What is a civilisation?</p> <p>How did the physical (site) and human (situation) features of the landscape affect the location of these civilisations? (Mesopotamia Egypt and the Hebrews)</p> | <p><u><i>History History: Ancient Civilisations Mesopotamia, Egypt and Israelites</i></u></p> <p>Class discussions, activities and documents linked to the three civilisations. Students to learn the relevant vocabulary, apply their knowledge and understanding from geography and at all times to be comparing and contrasting the civilisations. Students will be expected to apply their knowledge of</p> | <p>Powerpoint<br/>Maps<br/>Video clips<br/>Photographs<br/>Worksheets<br/>Documents and sources<br/>Plain paper</p> | <p><b>Personal, Social and Learning to Learn<br/>Literacy (Reading and writing)<br/>Citizenship<br/>Digital Technology</b></p> | <p>To demonstrate understanding in Historical and Geographical contexts.</p> <p>To define and identify features of a civilisation</p> <p>To demonstrate accurate, relevant and detailed knowledge of the past and Geographical issues/concepts.</p> <p>To seek explanations for causes of events or phenomenon</p> |
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|  | <p>What were the key elements of political, economic, social and cultural life in these three civilisations?</p> <p>What were the similarities and differences between these civilisations?</p> <p>To be able to distinguish between fact and opinion</p> <p>To be able to create links between Geography and History.</p> <p>To be able to discuss the accuracy and reliability of Historical and Geographical sources</p> | <p>analysing historical documents, primary and secondary sources, to justify their work.</p> <p>End of unit tests.</p> <p>Summative essay questions comparing the civilisations.</p> <p>File check</p> |  |  | <p><b>To know and understand the key elements of political, economic, social and cultural life in these three civilisations</b></p> <p><b>To compare similarities and differences between the civilisations.</b></p> <p><b>To distinguish between fact and opinion</b></p> <p><b>To adapt ideas to another situation</b></p> <p><b>To identify and discuss different types of arguments and reach a conclusion</b></p> <p><b>To create links between Geography and History.</b></p> <p><b>To discuss the accuracy of Historical and Geographical sources</b></p> <p><i>Formative and Summative</i></p> |
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| <p><b><u>Ancient Civilisations Comparative Project</u></b></p> <p><i>6 weeks</i></p> <p><b>(15th March, 2020 -16<sup>th</sup> April, 2020).</b></p> | <p><b><u>Ancient Civilisations Comparative Project</u></b></p> <p>To be able to work together in a group.</p> <p>To be able to know and understand the key elements of two civilisations.</p> <p>To be able to compare and contrast two civilisations.</p> <p>To be able to distinguish between fact and opinion</p> <p>To be able to create links between Geography and History.</p> | <p><b><u>Ancient Civilisations Comparative Project</u></b></p> <p>Students to have the choice and be put into civilisation groups. Each group will study a different civilisation from the following list</p> <p><b>Ancient African civilisation · Ancient China · Ancient India · Ancient Polynesian settlement (NZ, South Seas) · Pre-Columbian (Aztecs, Incas,</b></p> | <p>Powerpoint<br/>Video clips<br/>Google Maps –<br/>ICT room<br/>Books</p> | <p><b>Personal, Social and Learning to Learn<br/>Literacy (Reading and writing)<br/>Citizenship<br/>Digital Technology<br/>Cultural Awareness</b></p> | <p><i>assessment</i></p> <p>To work collaboratively together in a group</p> <p>To know and understand the key elements of two civilisations.</p> <p>To compare and contrast two civilisations.<br/>To distinguish between fact and opinion</p> <p>To adapt ideas to another situation</p> <p>To identify and discuss</p> |
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|  | <p>To be able to discuss the accuracy and reliability of Historical and Geographical sources</p> <p>To be able to communicate in a polite, logical, structured and - coherent manner, both orally and in writing</p> <p>To be able to respect and tolerate other people and their opinions.</p> <p>To be able to take responsibility for their own learning</p> | <p><b>Mayas)</b></p> <p>Each group will choose one of the other civilisations previously studied (Mesopotamia, Egypt and the Israelities) to compare and contrast.</p> |  |  | <p>different types of arguments and reach a conclusion</p> <p>To create links between Geography and History.</p> <p>To discuss the accuracy of Historical and Geographical sources</p> <p>To communicate in a polite, logical, structured and - coherent manner, both orally and in writing</p> <p>To respect and tolerate other people and their opinions.</p> <p>To take responsibility for their own learning</p> <p><b>Formative and Summative assessment. Peer assessment</b></p> |
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| <p><b>Global Climate Change and Environmental issues</b></p> <p><b>(10<sup>th</sup> May – 28<sup>th</sup> May, 2020).</b></p> | <p><b>Global Climate Change and Environmental issues</b></p> <p>To be able to understand what climate change is?</p> <p>To be able to understand causes of climate change?</p> <p>To be able to understand the effects of climate change?</p> <p>To be able to understand how we manage climate change?</p> | <p><b>Global Climate Change and Environmental issues</b></p> <p>Classroom activities and tasks based around climate change and linked to Ethics, Integrated Sciences and a cross curricular stem project. Students will analyse past and present data and maps related to climate change. Explore current affairs and apply analysis skills learnt in history</p> <p>To research what is being done on individual, local, national and</p> | <p>Powerpoint<br/>News articles<br/>Worksheets<br/>Documents</p> | <p><b>Personal, Social and Learning to Learn<br/>Literacy (Reading and writing)<br/>Citizenship<br/>Digital Technology<br/>Cultural Awareness<br/>Mathematics, Science, Technology and Engineering</b></p> | <p>To understand what climate change is.</p> <p>To understand the causes of climate change</p> <p>To understand the effects of climate change</p> <p>To understand how we manage climate change?</p> <p>Formative assessment</p> |
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| <p><b>Integrated Project</b></p> <p><b>(28<sup>th</sup> May-25<sup>th</sup> June 2020).</b></p> | <p><b>Integrated Project</b></p> <p>To be able to self-reflect and work independently on selected Historical theme(s) and Geographical problem(s) based on the country (ies) from which students originate, live or are interested in.</p> <p>To be able to make links between several disciplines (History, Geography, culture, architecture, art, languages)</p> | <p>international responses to climate change.</p> <p><b>Integrated Project</b></p> <p>Individual Integrated history and geography project. Students may choose from a list and agree it with me.</p> <p><b><u>Geography Topics:</u></b></p> <p>Deforestation<br/>Resource depletion<br/>Climate change<br/>Urban issues<br/>Cultural issues<br/>Migration</p> <p>Food security and</p> | <p>Powerpoint<br/>Video clips<br/>Worksheets<br/>ICT Room<br/>News articles<br/>Maps<br/>Paper</p> | <p><b>Personal, Social and Learning to Learn Literacy (Reading and writing) Mathematics, Science, Technology and Engineering Digital Technology Citizenship</b></p> | <p>To self-reflect and work independently</p> <p>To make links between several disciplines (History, Geography, culture, architecture, art, languages)</p> |
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|  | <p>To be able to give a precise description of the problem/issue.</p> <p>To be able to include at least one map of the geographical location</p> <p>To be able to explain and understand the Historical and European context.</p> <p>To be able to analyse the causes and effects of the problem (individual, local, national, global and short, medium, long term); To be able to discuss the possible perspectives / management strategies;</p> <p>To be able to write a bibliography</p> | <p>methods</p> <p>Population</p> <p><b><u>History</u></b></p> <p>Important events of the national History</p> <p>Great inventions</p> <p>Personal biographies</p> <p>Locations</p> <p>Migration</p> <p>Technological advancements</p> <p>help on an individual, local, national and international scale?</p> <p>What was the effect of Lockdown on the environment and climate?</p> <p>Cross curricular activities and links</p> |  |  | <p>To give a precise description of the problem/issue</p> <p>To include at least one map of the geographical location</p> <p>To explain and understand the Historical and European context</p> <p>To analyse the causes and effects of the problem (individual, local, national, global and short, medium, long term); To be able to discuss the possible perspectives / management strategies.</p> <p>To write a bibliography</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