

## Quatrième – British OIB – History and Geography

Our program is based on the French Ministry of Education's National Curriculum. Therefore, we teach the French national History-Geography curriculum in English. In addition, we do also build in British modules and complement the standard French curriculum with our own examples and case studies to develop the bi-cultural element of the subject.

Our approach to teaching History-Geography is very pupil-centered, so pupils will be engaging in activities which develop their ability to think critically and produce substantiated judgments. Therefore, decision-making exercises, source analysis, historiography and historical debates are amongst the many thinking activities pupils do with us.

Our internal assessment very much reflects the skills required in the DNB exam and we strive to develop pupils' ability to write analytical essays, and present arguments orally, from a young age. Homework is set regularly.

Students have 4 periods per week of History and Geography, taught in English. They also have, with their classmates from other sections, 1 period of Civic and Moral Education (EMC Enseignement Moral et Citoyen), taught in French.

Studying in the International Section is challenging and rewarding, requiring extra academic investment and personal motivation.

More info on the curriculum in 5ème - 4ème – 3ème can be found at

<https://eduscol.education.fr/cid99022/s-approprier-les-differents-themes-programme.html>

### History

Emphasis is placed on the following points:

1. Europe at the dawn of the 18th century. The emphasis is on the political aspect (the domination of absolute monarchical systems which rely on the Christian religion to exercise domination over poor and uneducated rural populations). We talk about Triangular Trade which brought wealth to Atlantic Europe (to the detriment of Mediterranean Europe) but at the cost of a humanitarian catastrophe. The climax is of course the study of Louis XIV and all the symbols of this type of power at the time.
2. The Enlightenment period shows how a scientific revolution in thought will bring about major political upheavals.
3. The British section of the OIB offers the possibility of examining the origins of the English parliamentary monarchy which served as a model for the American and French Revolutions (we obviously highlight the role of the Enlightenment)
4. The French Revolution occupies a very large place in this program. In addition to the causes and the great revolutionary days that marked France, the aim is to show to what extent this period marked the history of France and brought about great changes of which our system is still the heir.

5. The rapid study of Napoleon makes it possible to make a transition between the revolutionary period and the new challenges of the 19th century: how will revolutionary ideas finally triumph? Why was it not easy?

6. The study ends with the beginnings of industrialization and the major transformations it brought about (economic, social, political, geographic)

## Geography

<p><b>Lesson.</b> <b>Urbanization in the world.</b></p>	<p>I. Case study: Melbourne and the urban sprawl issue in Medc cities. II. Case study: Lagos, a metropolis in a poor country. III. Cities: which organization? Which evolution? IV. Where are the biggest cities in the world? V. The environment issue in the cities.</p>
<p><b>Lesson.</b> <b>Urbanization and globalization.</b></p>	<p>I. Globalization and global cities. II. Case study. Why London is an attractive global city? III. Global cities contest: New York, Paris, Tokyo, and Shanghai. IV. Detroit (USA): When a city face globalization.</p>
<p><b>Lesson.</b> <b>Migrations in the World.</b></p>	<p>I. Definitions. II. Where and why people migrate? Cases study. III. How global migrations impact territories and people? IV. Sketch map.</p>
<p><b>Lesson.</b> <b>World tourism: evolution and spaces.</b></p>	<p>I. Case study: International tourism in Costa Rica. II. World tourism is part of globalisation. III. World tourism negative impacts.</p>
<p><b>Lesson.</b> <b>Seas and oceans: a marine world</b></p>	<p>I. Sea routes and globalisation. II. Sea resources uses.</p>
<p><b>Lesson.</b> <b>United States territories</b></p>	<p>Research and oral presentation by students.</p>