

Sixième – British OIB – History & 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 6ème can be found at <https://eduscol.education.fr/pid34178/histoire-et-geographie.html>

HISTORY

The general theme is: the passage from Prehistory to History. Then we study the great civilizations of Antiquity and their impact on European civilizations today.

Emphasis is placed on the following points:

1. The notion of evolution and the origins of Man.

We study the notion of evolution and we understand that Man has gradually adapted to his environment by using available resources and his intelligence. By doing so we contradict the common idea that "Cavemen were stupid."

At the end of the theme we see how Man eventually conquered the Earth

2. By studying in particular the Mesopotamian area, students discover the first human organizations (villages, then cities) linked to the first human revolution: the invention / discovery of agriculture. Then, by relying on the Egyptians we discover the establishment of the first states and the first forms of religion.

3. The study of the great Mediterranean civilizations (Greeks and Romans) makes it possible to understand part of the European heritage (eg: comparison of ancient and modern Olympic Games, etymology, etc.). The study of Athenian democracy allows us to put in place some basic political vocabulary.

Rome and its expansion shows the role of the army and a strong political power. But the fall of the Roman Empire also shows the weaknesses of great empires.

4. The study of Judaism and the birth of Christianity prepare the central theme for 5e: the Middle Ages.

GEOGRAPHY

The general theme is the population of the world.

Emphasis is placed on the following points:

1. Man's adaptation to different environments. It is about showing that if the environment influences the human presence, it is not the only explanation. By studying the human presence in various environments with strong natural constraints, we show that Man has managed to adapt.
2. This expansion and increase of population is not without creating problems. The impact of humans on biodiversity is thus assessed.
3. The study of towns and coasts allows us to ascertain which areas are most populated today.
4. Finally, the study of rural areas shows that faced with desertification (which we explain) there are also new possibilities/ opportunities to bring activities and populations back to these abandoned / desertified areas.