



European Schools

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Discovery of the World syllabus (primary cycle)

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Purpose

In this subject, Exploring Our World, pupils will play an active part in their learning and development. The themes outlined below guarantee a common approach to knowledge and education across all the sections and in all the European schools. The outcome should be to create a responsible individual, a future European citizen, an informed consumer; someone who is aware of human rights, balance, heritage, openness to others and to the wider world.

Main Aims

Pupils should

- ☐ Acquire knowledge and understanding of themselves and the wider world (before / now / later, here / elsewhere)
- ☐ Rely on first-hand experience and research in order to progress outwards from their own locality, compare it with other environments such as their country of origin and move towards a global perspective.
- ☐ Develop scientific methods and thinking as well as biological, technological, geographical, historical and socio-cultural approaches.
- ☐ Use a variety of reference material and mathematical representations. (See appendix). Learn to use increasingly precise language.
- ☐ Act and behave in a way that is consistent with the knowledge acquired, respecting the balance of nature and society, taking points of view and cultural diversity into account, developing citizenship skills and becoming good Europeans.
- ☐ Realise that the child can play an active part in its present surroundings and in tomorrow's world.

So that pupils may develop an understanding of themselves, as well as the wider world, teaching units must offer activities involving both discovery and classification. This is to be done using an interdisciplinary approach.

Therefore, harmonised teaching at each year level is to be based on a few broad themes that lead to the development of knowledge in the broadest sense.

It is envisaged that each theme treated will consist of a number of aspects corresponding to some or all of the following areas of study in exploring our world:

- **Biological:** exploring the living world
- **Technological:** investigating the physical sciences and technology
- **Geographical:** finding one's place in space
- **Historical:** locating oneself in time
- **Socio-cultural:** finding one's role in society

In order to make the ever- changing world comprehensible, each aspect will be developed progressively, moving from perception to mental constructs and from information to education and will include:

- **Representations:** recording the units studied
- **Transformations:** becoming aware that change is ever present
- **Interactions:** becoming aware that units interrelate.
- **Interventions:** understanding how human beings affect processes.
- **Responsibilities:** judging the value and consequences of these interventions.

In order to lend structure to this method, themes and subjects for each school year have been organised into grids. Assessment grids will also be based on the categories outlined above.

Each school will then need to do the following:

- Link the subjects to the circumstances of the particular school and its environment.
- Make the best use of local resources: outings, documentation and visitors.
- Collaborate in the creation and exchange of lesson plans and resources.
- Build up a resource centre to make the best use of teaching materials.
- Coordinate themes and the methods used with successive classes in the primary school and the nursery school

Biological

- 1st year:** direct observation of the external parts of living beings; growth;-origin of products;
- 2nd year:** adaptation of nature to the seasons; viviparous and oviparous as keys to classification;
- 3rd year:** more complex structures: the ear; reproduction in plants; vertebrates;
- 4th year:** habitats-adaptation and the food chain; systems: respiration /circulation
- 5th year:** vision; micro -organisms classification; digestion; changes in the body occurring at puberty;

Technological

- 1st year:** use of materials and tools in class according to their characteristics
- 2nd year:** the 3 states of matter; the water cycle; measurements: using clocks and thermometers;
- 3rd year:** some special effects: sound; properties of water; magnets;
- 4th year:** circuits: electricity; wind;
- 5th year:** audiovisual-camera; cinema: sound; forces and movement;

Geographical

- 1st year:** model of classroom; day and night, the seasons
- 2nd year:** plan of the school and map of its local area; weather records; parts of the school;
- 3rd year:** maps of the town and region; systems: rivers; public services; planning zones;
- 4th year:** thematic maps; weather data; influence of climate;
- 5th year:** maps of the world and use of a globe (coordinates); the earth and moon and observable phenomena;

Historical

- 1st year:** the calendar; my life; toys in the past; traditional clothes;
- 2nd year:** comparing the way of life of four generations; schools in the past; the past, the present, the future
- 3rd year:** the centuries; thematic time lines; progress; evidence of the past in town;
- 4th year:** time lines: centuries and periods before the Renaissance: life around (a place)
- 5th year:** time lines: centuries and periods after the Renaissance; Europe before and after. ...(events)

Socio- cultural

- 1st year:** the class as part of the European School- festivals
- 2nd year:** the organisation of school community- the extended family: origin and migration
- 3rd year:** the city of and its distinctive features, economy and cultural heritage; -the Highway Code
- 4th year:** life in and in our countries of origin; cultural exchange
- 5th year:** Life in Europe and other continents; inequality; developing a European spirit

The content of each theme should emphasise those aspects of the world and society that involve enquiry. Teaching should encourage, with increasing independence, pupils to observe inside and outside of the classroom. It should also provide opportunities to measure and to classify, to experiment and to find out information through research.

Using this approach, science and technology will not be a series of teacher centred lessons with worksheets to fill in. Instead, pupils will encounter models and investigations with the possibility for trial and error. They will use a variety of ways to record what has happened. There will be the chance to test the usefulness of the models and representations used, they will be able to apply them in increasingly complex situations.

Pupils will participate actively in their learning. History will not be a mere narrative of events nor will geography be restricted to a description of places. The use of artefacts, as well as pictures and documents will bring different types of societies from the past and the present to life. Pupils will learn to evaluate how well societies work now and how they functioned in the past. This will lead to an understanding of the wider world.

Building on the pupils' curiosity and their wish to know more about others, both nearby and far away, they will explore their place in their family, in our multicultural society, as well as in the global village, which our planet is now and will be in the future.

In socio-cultural education, the differences learned about in history and geography will lead pupils to a rich self-knowledge. To reach this point it is necessary

- to use themes that lend themselves to problem solving
- put these into practise using local resources.
- to treat them in a teaching unit which comprises:
 - questioning
 - investigating (action and representation,)
 - hypothesising
 - learning
- It is also necessary to keep records and evaluate the pupils' performance and their understanding of key ideas

Approaches to the creation of teaching units

5

	The scientific approach	The technological approach
Starting point	Observation, news, reading=a question posed to/by the class	+curiosity-breakdown-need-a question posed to/by the class.
Problem	A complete natural system	A complex structure.
Challenge	Find a way to analyse a complex situation	
Approach	Identify the problem	Identify a technological structure
Procedure	Formulate hypotheses Choose an approach <ul style="list-style-type: none"> -work on an object observing experiencing measuring classifying -use information: <ul style="list-style-type: none"> library research poll meeting 	Observe the structure <ul style="list-style-type: none"> Take to pieces in class Visit installations Documentation Describe the essential parts <ul style="list-style-type: none"> Shape, material; number, ... Function Construct a simple model test it. Adapt it to one's needs
Representation	Produce diagrams of the structure. Give it a generic name. Use scientific parameters Make interactions Draw conclusions from the model	
Proof	<u>Divergent thought</u> Other situations where one may find the same structure <u>Convergent thought</u> Other structure which may serve the same function	
Learning outcome	<ul style="list-style-type: none"> Make a synthesis: General principle The relation between cause and effect Proportionality Categories Understand balances in nature Find one's place in the world Formulate values 	Link needs with means Appreciate the ingenuity of technology and its limitations Take account of the advantages and disadvantages <ul style="list-style-type: none"> For the user For the environment For society
Find models for the handling of future situations/ problems Become familiar with scientific forms of communication.		

	The geographical approach	The historical approach
Starting points	Objects brought in- museum exhibitions- current affairs- reading= a question put to or by the class	
Problem	To find an explanation for a complex problem	
Procedure	Reconstruct a geographical or historical context a way of life or a society comprehensible	
Bring documents to life	Observe and analyse <ul style="list-style-type: none"> • Localities, objects, photos, • Maps Research <ul style="list-style-type: none"> • Physical features • Statistics 	Observe and analyse <ul style="list-style-type: none"> • Objects and traces • Documents Research • Contemporary witnesses/oral history • Documentary evidence
Compare with previous knowledge	Compare with <ul style="list-style-type: none"> • The situation in the home country • In observed situations • In studied situations 	Compare with <ul style="list-style-type: none"> • Our own period • Similar events elsewhere • Other historic periods studied
Evaluate the situation	<ul style="list-style-type: none"> • Start with the locality's needs. Take account of • Physical geography • Local resources • Local economic structures • Consider alternatives. • Evaluate progress 	Start with the needs of the era. Take account of <ul style="list-style-type: none"> • Previous situation • Educational level • Contemporary influences Envisage alternatives. Evaluate historical choices
Learn	<ul style="list-style-type: none"> • The interactions between • Physical and economic features, the way of life • Major events, inventions and changes in society • Models of thought and types of societies • People's ability/inability to influence events and particular changes 	
To formulate points of reference	To become familiar with <ul style="list-style-type: none"> • Other ways of life • Other societies • Other levels of development 	To consider oneself: heir witness actor <ul style="list-style-type: none"> • Of a family • Historical evolution • A cultural heritage • Social achievements
Become committed	To being curious: to discovering other worlds; to understanding where one has come from and where one is going To understand current affairs <ul style="list-style-type: none"> • In the light of acquired knowledge • Taking several points of view into account To defend fundamental values: democracy, the European ideal To refuse to accept that inequality is inevitable	

The socio-cultural

*To share : to give one's time for
To act : sponsored walks, swims, and
readathons...*

*To react : expressions of solidarity,
sales of ... ,*

*To become aware : marches,
campaigns, petitions, advertisements ,
slogans, ...*

*Represent data in a variety of ways
Compare : grills and graphs(bar, line,
pie)*

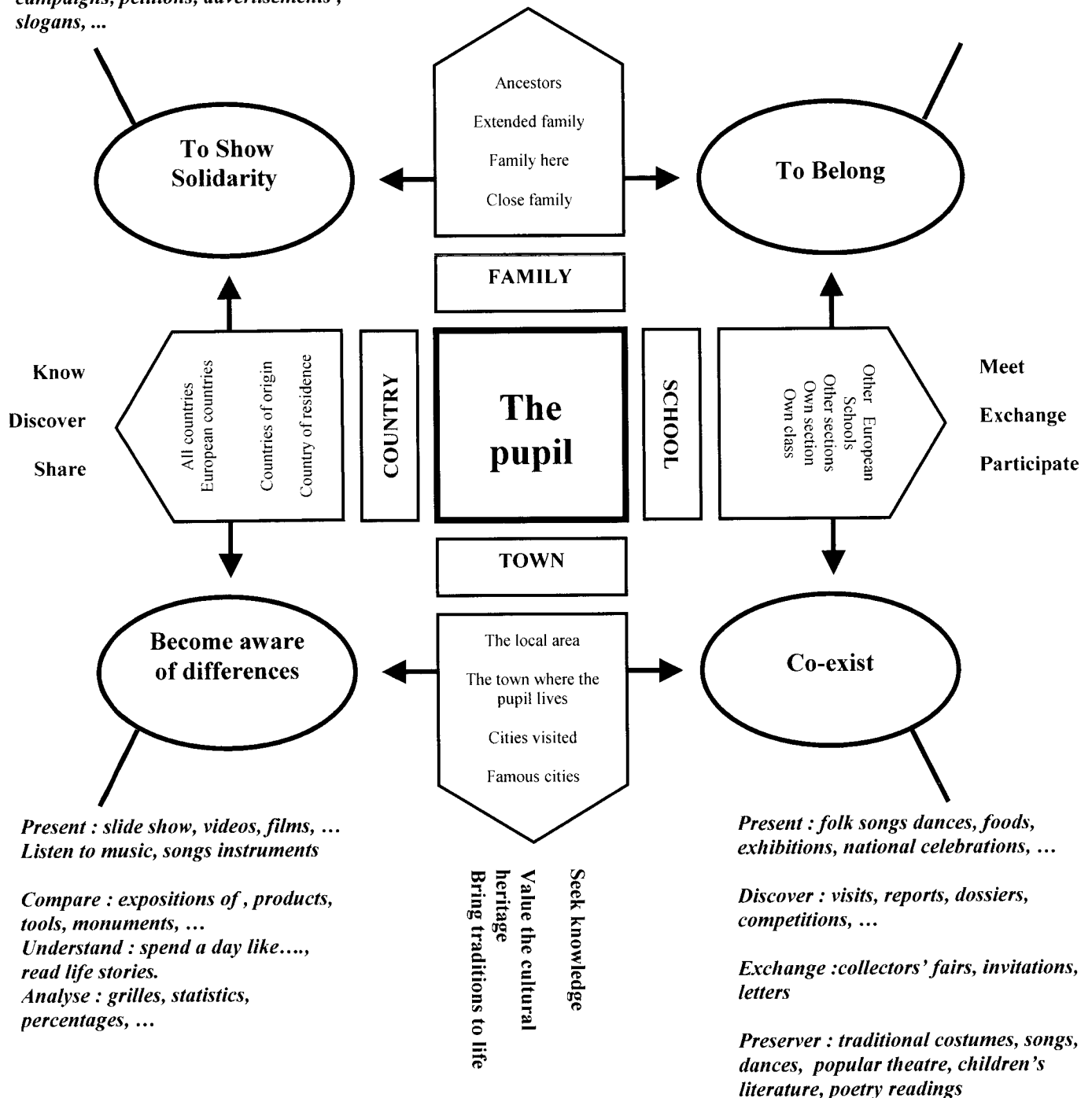
*Contact : friendly letters, requests for
information polls ,investigations*

*Get together : to celebrate, joint projects
...*

Create a sense of family

Forge contacts

Build memory



1st year Exploring Our World

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	<p>The external parts of: Plants Animals Humans</p> <p>Classification according to visible criteria: Ways of moving, number of limbs, body covering</p>	<p>Using senses to identify materials</p> <p>Texture of objects: marks, imprints, scratches</p> <p>wheels, spheres, smallest surface area</p>	<p>Model, plan of classroom, school buildings and playground</p> <p>Routes from one part of the school to another: gym, canteen, library, fire drill</p>	<p>Chronology: days, weeks, months, year seasons, (calendar)</p> <p>History of pupil's life using documents, photos, objects, clothes toys,</p>	<p>Every one is a unique being with similarities and differences</p> <p>Every one as a social being and member of various groups</p>
Transformations	<p>Growth of a -A seed -A bulb</p> <p>Growth of pupils</p> <p>Loss of milk teeth</p>	<p>Characteristics and specific use of materials E.g. -clothes -toys -school equipment</p> <p>Wear and tear Pencil, rubber, clothes</p>	<p>Arrangement of furniture in classrooms -Variations -Comparisons</p> <p>The school during day and night - throughout the seasons</p>	<p>The notion of a cycle- Calendar Nature- Movement Play</p> <p>A place before and after redecoration or building</p>	<p>Class birthday calendar</p> <p>Key moments in the year Holidays Shop windows Advertisements</p>
Interactions	<p>Animal or vegetable origin of -Foodstuffs -Textiles</p> <p>The effect of the seasons on animals and plants</p>	<p>Textiles, -Protection -permiability absorption</p> <p>Objects which rely on more/ less friction e.g. tyres, soles, tool grips</p>	<p>Sun in classrooms throughout the course of a day</p> <p>The choice of clothing and footwear according to -Weather and activities</p>	<p>Evidence of the past and future in books, films, famous people, artefacts, toys, clothes</p> <p>Jobs in the past in traditional songs, stories and paintings</p>	<p>Dress in different countries in relation to their climate</p> <p>Toys from different countries</p>
Interventions	<p>Farms: livestock/ arable</p> <p>Conditions for the germination and growth of plants</p>	<p>Materials that can be squashed, bent, twisted, and stretched</p> <p>Construction of toys: the wheel</p> <p>Simple weaving and spinning</p>	<p>Floor coverings for different purposes</p> <p>Possible arrangement of the classroom, corridor, playground, the school</p>	<p>School time-table to allow the best use of spaces, people and time</p> <p>Light and heating / (night /day) seasons</p>	<p>Celebration of festivals here and in country of origin: Legends Costumes Customs Symbols</p>
Responsibilities	<p>Dental hygiene</p> <p>Respect for food and its source animal or vegetable</p> <p>Child's responsibility for healthy growth Exercise and diet</p>	<p>Conservation of resources (saving heat and light)</p> <p>Save wear and tear of clothes; Prevent waste of school resources</p>	<p>Respect for the space within and around the school</p> <p>Choice of places for different activities and vice versa</p>	<p>Punctuality and respect for the time-table</p> <p>Respect for objects from the past /Old things</p>	<p>Continuation of traditions from home country</p> <p>Respect for traditions of other communities</p>

The five areas above may be tackled in an integrated way using themes and projects e.g.

My Body- Animals and Plants-Clothing-Toys-The Wheel-School-The Calendar-My Life

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	<p>Edible parts of plants</p> <p>Green/white</p> <p>Above ground/underground</p> <p>Egg and Milk as keys to classifying animals into oviparous and viviparous</p>	<p>Different sorts of timepieces: sundials clocks and watches</p> <p>The thermometer and temperature: indoors outdoors</p>	<p>A plan of the school and its surroundings</p> <p>A plan of pupil's bedroom and home</p>	<p>A time line going back for four generations</p> <p>The past, the present, and the future: Related to time-table -jobs and professions --generations</p>	<p>The organisation of school as a community: classrooms, playground, library, care-takers workshop, canteen, head teacher's office, infirmary,</p> <p>The allocation of different roles in society</p>
Transformations	<p>Life cycles of plants, animals and human beings</p> <p>Adaptation to winter e.g. -metamorphosis -migration -hibernation loss of leaves buds</p>	<p>The effects of heat and cold on a thermometer</p> <p>The three states of matter</p> <p>The water cycle</p>	<p>Different roles of people at school</p> <p>Different function of rooms and areas of school</p> <p>-weather records: -symbols - temperature graphs</p>	<p>Methods of measuring time used in the past: sand timer, water-timer, sun dial, pendulum</p>	<p>Important events in family life</p> <p>Different foods available in various countries</p>
Interactions	<p>The sun and green plants in relation to the food chain</p> <p>Attraction or not of green plants and small animals to light humidity</p>	<p>The forms of energy which make clocks and toys work</p> <p>The use of heat and cold in food preservation</p>	<p>School in the country side or in town</p> <p>Names addresses and telephone numbers of -classmates -absent parents</p>	<p>Family trees Generations Related to one's own family</p> <p>A school day spent like a pupil in the past</p>	<p>Different sections in European school -separate experiences -shared experiences</p> <p>How needs are met in local area: transport, public services, shops, leisure activities</p>
Interventions	<p>Preservation of milk, fruits</p> <p>Recipes for cheese, yoghurt, jam</p>	<p>Moulds used to make e.g. chocolate, ice-cubes bird seed cakes</p> <p>graduations -on a thermometer - measuring time</p>	<p>Safe and dangerous areas in the school locality</p> <p>Traffic signals/signs near school</p>	<p>Contact with grand parents</p> <p>Gifts in the past and now</p>	<p>Exchanges with other language sections</p> <p>Division of tasks within the class itself</p>
Responsibilities	<p>The importance of every meal</p> <p>The importance of a varied diet</p> <p>The care of plants in class and of pets at home</p>	<p>Hygiene in food -handling -protecting -cooking -preserving -use by date</p>	<p>Respect for the environment: Class school local district</p> <p>Road safety near school</p>	<p>Sense of being part of a family line</p> <p>Respect for previous generations</p>	<p>Recognition of importance of people who make sure that school works well</p> <p>Trying to get to know children from other sections/ local area</p>

These five areas above may be tackled in an integrated way using themes and projects
 E.g. Food, The Thermometer, Clocks, The School Its Surroundings, Generations, and The Family

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	Function of the ear The skeleton and joints Classification: vertebrates/invertebrates reproduction in plants	Sound: noise and music Water in the home: from water meter to tap magnets and compasses	Map of the town where school is situated Orienteering: use a compass Map of the region where the school is Local river	Time lines organised into centuries + selected themes Evidence of the past in the town and region: remains, buildings, statues, road names, museum exhibitions	Local museums Local public facilities: crèches- schools- libraries- parks- stadiums- hospitals- residential homes- police-fire-fighters- town halls
Transformations	Accidents and injuries to skeleton and joints and appropriate care. Water as a constituent of all living beings From flower to fruit	Means of changing sound: study of musical instruments The importance of water in a manufacturing process: e.g. bread, cheese, paper	Town zoning Development in a district The path of a river from its source to the sea (+altitude and water cycle)	Historical origins of the town The evolution of a town over centuries (remains, engravings, post cards and maps)	The need for rules -in class -in school -in the town
Interactions	Muscular power Parasites: -Mushrooms -Head lice Dispersal of pollen and seeds (insects, birds, wind...)	Propagation, amplification and insulation of sound Water filtration (model) horizontality and verticality (use of spirit level and plumb line)	Comparison of distances and time taken -coming to school -going to.....	Manual/ Mechanical/ /Electric/Electronic Versions of household appliances, toys..... The development of a job/profession over time	Tourism and its economic impact on a town Elections and majority voting in class Highway code for pedestrians and cyclists
Interventions	Using gym and sport to build up muscles Matching materials to the needs of the skeleton: -table and chairs, -weight of school bag -position and movement	Making simple musical instruments and devices for transmitting sounds The moated castle and communicating vessels The use of magnets in play	Town infrastructure e.g. -transport -Post -drinking water -drains -rubbish collection	The evolution of our way of life e.g. the home <ul style="list-style-type: none"> • lighting • heating • furniture -transport -clothing -work and leisure -health	Provision in buildings and the town for people with limited <ul style="list-style-type: none"> • vision, • hearing • mobility Significant features of a town
Responsibilities	Protection of the ear from : loud music, walkman Responsibility for one's body -cleanliness -keeping fit -moderation	Noise pollution Saving water _at home -at school Recycling: paper, glass, plastic, water	Advantages of public transport Sorting rubbish for collection Water treatment or River pollution	Municipal life	Protection of natural and historical heritage Respect for law and order Respect for majority decisions

These five areas above may be tackled in an integrated way using themes and projects e.g.

The Ear And Sound- Reproduction-The Skeleton-The Town- Public Utilities-Rivers-Cultural Heritage

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	A habitat e.g. pond, river, coast, dune, forest, mountain, (= a place and a function for all) Major systems in the human body : respiration and circulation	An simple electric appliance e.g. a torch, an Electro, A simple electric circuit, Air and wind (Beaufort scale)	Regional climate -observations, -readings and measures -recording -statistics Reading maps: political, relief, weather, (use of atlas)	Time lines in centuries and periods (> Renaissance) Life around a..... River and hill, villa, farm, castle/abbey, city and cathedral, market, port	Effects of mythology e.g. Legends Planets Names of days and places Architectural styles shown on euro notes
Transformations	Adaptation to habitat -in animals -in plants exchange of gases -in animals -in lungs (compare)	Materials which conduct/insulate electricity Using simple electric circuits e.g. lighting, alarm, toys, games, electromagnets	Comparison of climatic conditions: -region and country -country of origin -other European Schools (exchanges)	Way of life _nomad -tribal -feudal -in the city	Use aforementioned models to understand the way of life certain peoples today -current affairs -news stories
Interactions	Complete model of food chain Levels of vegetation In forests -on mountains -throughout the world	The effects of electric current on -heat -magnetism -movement wind power	Climatic factors -European climatic regions -the role of air pressure in weather forecasting: the barometer	Evolution of societies according to region -Mediterranean -rest of Europe -other continents	The benefits of two societies encountering each other over the centuries e.g.-invasions,-pilgrimages-fairs, travelling minstrels
Interventions	Forestry Deciduous / coniferous? Improvements to cultivated land e.g. terraces, drainage, choice of crops, fertiliser	Use of simple electric appliances Types of electric generators Weather forecasts	Weather station: create one or visit The effect of climate on landscape and agriculture in the region (in the locality of the school and in the country of origin) National grid	An event or A person that has had a major impact on history before the Renaissance	Discovering a variety of museums with -collections of objects, -reconstructions -instruction -workshops
Responsibilities	The conservation of natural environments Anti-smoking campaigns Benefits of organic farming	The dangers of electricity Reducing energy use Preference for renewable sources of energy	The effort to reduce environmental damage involved in -urbanisation -industrial pollution -urban pollution- -deforestation -desertification	Knowledge of the past in -the town -the host country -country of origin -in Europe	Conservation of cultural heritage -legends -folksongs and dances -traditions

The five areas above may be tackled in an integrated way using themes and project e.g.,

An Eco-System, Respiration, Weather Forecasting, Electricity, History > Renaissance

	Biological	Technological	Geographical	Historical	Socio-cultural
Representations	<p>Function of the eye</p> <p>The digestive system in humans</p> <p>Using identification grids on plants and insects</p>	<p>The camera</p> <p>Colours</p> <p>Forces and movement e.g. corkscrew, bicycle</p>	<p>Use of co-ordinates on world maps and globes</p> <p>The planet earth and the moon in space</p> <p>The map of Europe</p> <p>Means of communication</p>	<p>Time lines in centuries and periods in Europe before and after major events (<the Renaissance)</p> <p>the development over the centuries of maps of the world and of the solar system</p>	<p>Map of the European schools in relation to local European institutions</p> <p>Historical maps showing the development of the European Union</p>
Transformations	<p>Difficulties related to vision</p> <p>Changes in the body at Puberty</p> <p>Synthesis of classification of animals by time and habitat</p>	<p>Optical instruments to look at very small objects /very distant(?) objects</p> <p>Ways of reducing force required e.g. use of levers, gears inclined planes.....,</p>	<p>Natural cycles related to the rotation (and orbit?) of the earth and the moon</p> <p>Evolution of a population e.g. -life expectation -population density -age pyramid - immigration rate</p>	<p>Economic and social changes caused by</p> <ul style="list-style-type: none"> -inventions -great voyages -colonisation -driving forces -immigration -vaccination -the media 	<p>Evolution of professional sectors during the 20th century: mining, manufacturing, commerce, services and the development of the EISC, the Common Market, the European Community, the EU</p>
Interactions	<p>Micro-organisms</p> <ul style="list-style-type: none"> -uses digestion bio degrading fermentation -dangers infection/illness 	<p>Opposing forces</p> <p>As shown in</p> <p>Flight</p> <p>Equilibrium</p> <p>Buoyancy</p> <p>Weightlessness</p> <p>Light and mirrors</p>	<p>GMT</p> <p>Causes of natural phenomena:</p> <p>Eclipses</p> <p>Rainbows</p> <p>Tides</p> <p>Volcanic eruptions</p> <p>Earthquakes</p>	<p>The rise and fall of particular regions because of technological developments</p> <p>The path towards democracy in Europe</p>	<p>The spread of European languages throughout the world</p> <p>Inequality in the world e.g. Rights of the child Poverty Access to water Natural resources</p>
Interventions	<p>Optical illusions</p> <p>Vaccination</p> <p>Balanced diet</p> <ul style="list-style-type: none"> -energy -growth -fibre 	<p>Simple constructions showing the development of audiovisual machines e.g. -cartoons -turntables</p> <p>glasses (spectacles)</p>	<p>The role of artificial satellites in</p> <ul style="list-style-type: none"> -map-making -communications -weather forecasting 	<p>The creation of the European Union as a response to the history of the 20th century e.g. compare old and recent atlases</p>	<p>Historic events and the development of particular movements e.g. -Trades Unionism, -Campaign for universal suffrage -feminism -green movement -reunification -globalisation</p>
Responsibilities	<p>Personal responsibility for</p> <ul style="list-style-type: none"> -diet -hygiene -vision -avoiding germs -body 	<p>Establishing good working conditions</p> <p>Room to work</p> <p>Light Noise</p> <p>Rhythm</p> <p>Planning</p> <p>Method</p> <p>Result</p>	<p>The sense of interdependence</p> <ul style="list-style-type: none"> -local -national -European -multicultural -global 	<p>Importance of elections at the</p> <ul style="list-style-type: none"> -Local -National -European level 	<p>The European Spirit</p> <ul style="list-style-type: none"> -Democracy -Tolerance -Solidarity <p>Becoming aware of the problems children experience throughout the world</p>

The five areas above may be tackled in an integrated way using themes and projects

E.g. Digestion Micro-Organisms-Vision-Puberty-Forces-Space- < Renaissance-Elections

Europe

Exploring Our World is an essential component of the primary curriculum. It provides the possibility of working across subject barriers, from the first year onwards. From the third year onwards, it is accorded a major part in the timetable.

Exploring Our World consists neither of rote learning nor of the simple arousal of curiosity. Pupils are expected to become active participants in their own learning. An important role is given to trial and error, individual research and reflection. So EOW has a very specific part to play in the assessment and observation of the individual pupil.

EOW seeks no less than to harmonise knowledge in the broadest sense across all sections and in all European schools.

This is reflected in the cognitive and educational objectives listed in the following grids of competences.

Local constraints will affect the choice of themes and way of teaching. However the competences will assure the convergence and unity required in European Schools.

In complete accordance with the programme, the competences touch on aspects met over the course of the school year. Pupils may be observed whilst engaged in a variety of activities. Pupils' approaches to problems will need to be observed. Performance must be evaluated. Finally, there must be an appraisal of the extent to which pupils can use autonomously that which has been learned.

The following pages, one per year group, are the tools of communication for teachers to inform parents of their child's progress in this area of the curriculum.

Each teaching unit anticipates those elements of observation and evaluation that will provide the basis for the report.

NB Apart from those competences linked specifically to Exploring Our World, the activities described above will often allow an opportunity to evaluate competences in other areas of the curriculum.