



European Schools

Office of the Secretary-General
Pedagogical Development Unit

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Addendum to the Syllabus “Discovery of the World – primary cycle”

Addendum to the Document 2002-D-7710-en-3 (addendum to the Discovery of the World Syllabus)

| | Biology | Technology | Geography | History | Social -cultural |
|----|--|---|--|--|--|
| Y1 | describes animate and inanimate objects using criteria describes how to keep healthy <i>investigates a simple natural phenomenon</i> <i>organises ideas systematically to describe an event or object</i> | | <input type="checkbox"/> locates self in a model, photo, and plan of the school | understands the concept of chronology in terms of a timeline | recognises own and others' behaviour adapted to place, time and people describes a celebration or festival |
| Y2 | Biology explains the needs of plants and animals in order to live in different conditions describes a healthy diet | Technology <i>measures changes using instruments with simple scales</i> | Geography identifies objects and places on a plan and simple map draws simple maps and plans | History describes events sequentially | Social science knows why and how to value others understands the importance of a community |
| Y3 | Biology knows the skeleton and how it functions knows how sounds are heard | Technology knows how sounds are produced <i>interprets simple schematic diagrams and symbols</i> <i>uses systematic approaches to interpreting information</i> <i>interprets simple schematic diagrams and symbols</i> | Geography describes the water cycle in detail describes the main characteristics of a town including the services it provides | History | Social Science knows the importance of rules in a community and society understands the need to preserve heritage |

| Y4 | Biology | Technology | Geography | History | Social Science |
|----|---|--|--|---|---|
| | understands how plants and animals adapt to different habitats | constructs a simple electrical circuit | understands simple weather patterns | demonstrates an awareness of how events in the past have shaped societies | describes how different cultures and traditions have influenced society now and in the past |
| | | <i>uses scientific measurements to describe and predict events</i> | <i>interprets information from a range of maps and diagrams</i> | | Understands heritage |
| | | | | | <i>uses own ideas and research to arrive at an opinion</i> |
| Y5 | Biology | Technology | Geography | History | Social Science |
| | knows the human body and its functions | describes how simple appliances and mechanisms work | demonstrates knowledge and understanding of the earth and its natural cycles and phenomena | explains the developing role of the European Union | understands the ideals of democracy, equality and tolerance |
| | | identifies links between major events and economic and social change | | | |
| | <i>researches a topic using a variety of sources – 1st and 2nd hand evidence, internet, library</i> | | | | |
| | <i>chooses an appropriate format for recording information and data</i> | | | | |
| | <i>classifies information using diagrams and tables</i> | | | | |
| | <i>formulates hypotheses, makes predictions and uses and an appropriate valid test</i> | | | | |