

Board of Governors of the European Schools
Meeting on 28 & 29 January 1992 - Brussels

Environmental studies

TEACHING COMMITTEE (PRIMARY)

Meeting on 20 November 1991

ENVIRONMENTAL STUDIES

1. BACKGROUND

On 17.11.87, the Reform Committee gave a working party, chaired by Mr Bernadet, a brief to undertake a critical study of the document entitled "Environmental Studies".

On 3.5.88, the working party presented its conclusions and was given the task of designing a new syllabus by the Reform Committee.

Mr Bernadet, who was already involved in other tasks, handed over the chairmanship to Mrs Macedo.

The working party comprised an Inspector, two Deputy Heads, three primary school teachers and one nursery school teacher.

Before starting its investigation the working party conducted a survey, as it wished to clarify for the benefit of all the teachers several essential points impinging on the structuring and the contents of the new syllabus. It began considering the matter in the light of these results, which provided a sound basis since they reflected majority views on the subject.

On 9.10.90, a preparatory document was submitted to the Reform Committee.

On 16.5.91, the revised and supplemented document was approved, subject to several minor changes, by the Reform Committee.

2. LAYOUT OF THE SYLLABUS

The revised and corrected version of the "Environmental Studies" document comprises six parts:

- the pedagogical introduction,
- the general objectives, which refer to the document entitled "Guidelines for nursery and primary education",
- the specific objectives, which condition the compulsory minimum syllabus,
- the overall plan, with knowledge and know-how structured into four parts: the child and the living world, the non-living world, space and time,
- exploitable resources for teaching purposes,
- the approach to assessment possibilities.

This document comprises six parts:

- 1 - the pedagogical introduction,
- 2 - the general objectives,
- 3 - the specific objectives, which condition the compulsory minimum syllabus,
- 4 - resources,
- 5 - assessment.

INTRODUCTION

By the time a child starts school he has already acquired cultural experience and a fragmented vision of the world, built up gradually through contact with his environment.

Throughout his schooling a child enhances, reinforces and enriches his actual experience through more conscious and more directed exploration of the world around him.

Environmental Studies facilitate in children enhanced awareness, appreciation and understanding of their environment and greater self-knowledge.

They represent a link in the chain of ongoing educational development in space and in time and provide back-up for school activities by allowing out-of-school input and current events to be incorporated.

The environment must be the preferred area for children's first methodological and systematic learning experience, since at that age thought is directed more towards concrete apprehension. Access to other milieux, even geographically remote ones, must be arranged by means of social communication with reference to books or audio-visual documents. Understanding of this reality will only be possible through reference to one's own world.

First phase pupils (nursery school children, 1st and 2nd years) will confine themselves to exploitation of simple phenomena in the immediate environment.

Second phase pupils (3rd, 4th and 5th years) will widen the scope of their knowledge by incorporating more complex elements (spiral aspects) and will use more scientific research methods to do so.

Our field of investigation focuses on four areas, namely the child and the living world, the child and the non-living world, the child and space and the child and time, which are not separate entities but will need to be incorporated into a multidisciplinary context of which planning will need to take account.

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The multinational character of the European Schools means that they provide particularly fertile ground for exchanges, comparisons and the exploitation of differences and resemblances.

- During Environmental Studies every opportunity will be taken to highlight:
- the different ways of life in the host country and in Europe,
 - the importance of languages as a tool for communication purposes and for passing on culture,
 - the richness of customs and of regional peculiarities.

The European Schools will ensure that they develop in pupils a spirit of tolerance, the ability to discuss issues, a willingness to act together and curiosity about other people, commensurate with the objectives defined in the document "Guidelines for nursery and primary education".

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An appropriate approach to teaching comprises several stages.

1 - The starting point is provided by direct contact with things, phenomena and events. Once the problem has been clearly formulated an attempt will be made to resolve it, either individually or in groups, inside or outside the classroom.

2 - Investigation activities can be carried out through:

- **Observation**, which is a fundamental activity under no circumstances restricted to a sensory exercise or to vocabulary exercises. It requires careful thought, leading the child to detail the various elements and to establish relationships between them. It may be free or guided, specific or continuous. The children will leave a trace of it in diverse, increasingly well-tailored forms.

- **Experimentation**, which enables the causes of certain phenomena to be highlighted. During activities the children will ask initial questions, put forward hypotheses, devise a series of experiments to be set up, observe and compare the results, seek to understand them and interpret them and express conclusions.

In the living things field experiments will be limited to activities involving plants.

- **Documentary back-up**, using outside inputs, such as documents, visits, etc. Each School will ensure that a wide range of teaching aids is assembled in its resource centre.

Aids have their place, at the various times in an activity, depending on their nature (photo, text, etc.) and the purpose for which they are designed (encouragement of observation, of questioning, of comparison, of generalization).

Depending on the objectives aimed at, they can be used to start off an activity, to deepen an observation, to lead to experimentation, to provide information, to facilitate the organization of knowledge and to assess attainments.

3 - The incorporation of knowledge

The relevance of observations, the diversity of experiments and the richness of documentation will enable children to form general concepts and to transfer them to other situations.

4 - Traces

- **Individual traces:** in parallel with verbal communication it is desirable for the children to be able to compile a real documentary file.
- **Collective traces:** they play an important role in the class's educational environment and can take the form of displays, models, newspapers, collections, etc.

They lead the children to clarify certain points in the activities dynamically, enable there to be real communication between work teams, stimulate curiosity, maintain interest and encourage the pupils to present a piece of work properly.

5 - Assessment

This will focus not only on attainments but also on working methods and may be carried out at any point in the activity, depending on the goal pursued.

The local work-plan is compulsory and drawn up collectively by each School on the basis of the overall plan.

Writing and composition work:

- . will take account of the time actually available
 - . will leave room for the unexpected and for current events
 - . will incorporate local curiosities
 - . will be organized across-the-board and vertically.
- It will encourage the carrying out of projects among parallel classes in different sections
 - It will provide for continuity in the transmission of knowledge by organizing coordination among all the teachers in one language section
 - It will be reviewed at regular intervals.

THE GENERAL OBJECTIVES

The general objectives of Environmental Studies are broadly similar to the purposes of education as defined in the document "Guidelines of the European Schools" and enable educational projects centring on the child in his environment to be carried out.

Environmental Studies more particularly provide an opportunity to do the following:

- 1 - Promote children's social integration, taking account of their different cultural experiences.
- 2 - Organize and enrich awareness of the relationship between the physical environment and life in space and in time.
- 3 - Further the development of aesthetic awareness, of curiosity, of creativity, of a critical attitude, of objectivity and of rigour.
- 4 - Facilitate the child's intervention in discovering, learning about, constructing and protecting his environment.
- 5 - Discover relationships between the host country, the country of origin, the European Community and beyond.
- 6 - Appreciate the importance of cultural, geographical and economic diversity.
- 7 - Succeed in discovering temporal development and the existence of the different traces of the past.
- 8 - Encourage the development of know-how in the areas of investigation, communication and transposition.

THE SPECIFIC OBJECTIVES

(They condition the compulsory minimum syllabus)

1. - THE CHILD AND THE LIVING WORLD

- 1.1 - Understanding what life is in order to show greater respect for it.
- 1.2 - Getting to know one's body in order to feel responsible for it.
- 1.3 - Finding one's place in the living world in order to detect interdependence.
- 1.4 - Seeking criteria for organization of the living world.

2. - THE CHILD AND THE NON-LIVING WORLD

- 2.1 - Acting on natural conditions in order to improve the quality of life.
- 2.2 - Discovering that it is possible through technology to go beyond the bounds of perception and on to other media.
- 2.3 - Optimizing systems in the energy field to conserve and/or increase one's strength.
- 2.4 - Understanding the usefulness of measuring.

3. - THE CHILD AND SPACE

- 3.1 - Placing oneself in space.
- 3.2 - Discovering the environment in order to extract its geographical features and relate them to human activities.
- 3.3 - Highlighting the importance of respect for ecological balances.

4. - THE CHILD AND TIME

- 4.1 - Placing oneself in time.
- 4.2 - Looking for traces of the past which highlight historical development.
- 4.3 - Relating historical facts to changes in society.
- 4.4 - Picking out significant facts in history within the framework of common European history.

OVERALL PLAN

The overall plan reflects an example of progression in Environmental Studies related to the specific objectives.

The activities proposed constitute a practical aid for the devising of the local work-plan.

The nursery school teachers will find in this overall plan possible activities which illustrate Document 83-D-219 "Nursery education". Like the primary school teachers, they will have, for each objective adopted, a vision of the progression in the formation of the different concepts up to the end of the primary level.

1. THE CHILD AND THE LIVING WORLD

1.1 UNDERSTANDING WHAT LIFE IS IN ORDER TO SHOW GREATER RESPECT FOR IT		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
1.1.1 Knowing about signs of life on plants and animals approached or looked after by the class.	<ul style="list-style-type: none"> - Observing and looking after plants and animals. - Naming the different parts of a plant and an animal. 	<ul style="list-style-type: none"> - Detecting, describing and naming the distinctive characteristics of plants and animals and highlighting their functions.
1.1.2 the reactions of plants when certain basic environmental features are modified.	<ul style="list-style-type: none"> - Observing the effect of light and water on plant life. 	<ul style="list-style-type: none"> - Finding by experiment, by changing a parameter, the preferences of certain plants for a particular environment. - Representing an experiment from start to finish (diagram).
1.1.3 the elements required for life.	<ul style="list-style-type: none"> - Determining these elements by experiment for plants: water, air, light, heat, food. 	<ul style="list-style-type: none"> - Applying these findings to living beings as a whole. - Verifying the importance of a parameter and ensuring there is a control sample. - Envisaging situations in which plants and animals are deprived of one of these elements. - Designing a table to record these results.
1.1.4 nature conservancy measures.	<ul style="list-style-type: none"> - Developing responsible attitudes. 	<ul style="list-style-type: none"> - Determining the part of the individual and of society in self-protection and in nature conservancy.

1. THE CHILD AND THE LIVING WORLD

1.2 GETTING TO KNOW ONE'S BODY IN ORDER TO FEEL RESPONSIBLE FOR IT		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
1.2.1 Knowing about one's own identity, abilities and needs.	<ul style="list-style-type: none"> - Getting to know the external parts of the body and their functions. - Recording the physical changes in a growth process. - Learning to take a positive attitude towards bodily differences. 	<ul style="list-style-type: none"> - Grasping the importance of movement. - Taking responsibility, in terms of the body's needs, for nutritional requirements.
1.2.2 the functions of the five senses and their limits.	<ul style="list-style-type: none"> - Using the appropriate senses to recognize materials. - Knowing about the dangers associated with the action of tasting, touching, feeling, etc. 	<ul style="list-style-type: none"> - Discovering the functioning of several senses. - Comparing the sense organs and their limits with the sensory endowments of several animals.
1.2.3 the need for good personal hygiene.	<ul style="list-style-type: none"> - Becoming familiar with hygienic methods of caring for the teeth and skin, of chewing, etc. 	<ul style="list-style-type: none"> - Associating wrong behaviour with physical risks. - Understanding the importance of a healthy diet, of physical exercise and of sport. - Learning to weigh the dangers of toxic substances (tobacco, alcohol, drugs, etc.).

1. THE CHILD AND THE LIVING WORLD

1.3 FINDING ONE'S PLACE IN THE LIVING WORLD IN ORDER TO DETECT INTERDEPENDENCE		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
1.3.1 Knowing about the continuity of life in order to find a living being's place.	- Growing things at school.	- Observing animals and plants at different stages and locating these changes in cycles. - Noting the first signs of puberty and putting them into the context of emotional and sexual development. (To be programmed in consultation with parents).
1.3.2. a habitat and the functioning of a food chain.	- Observing a habitat at school.	- Establishing food chains. - Emphasizing the importance of plants in the food pyramid. - Observing the role of decomposers in humus formation and the organic material cycle. - Proving by experiment the need for light to sustain life.

1. THE CHILD AND THE LIVING WORLD

1.4 SEEKING CRITERIA FOR ORGANIZATION OF THE LIVING WORLD		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
1.4.1 Knowing about animal and plant classification systems.	- Grouping animals and plants according to their external characteristics.	- Devising animal and plant classification systems in order to highlight general features: environment, locomotion, diet, etc.

2. THE CHILD AND THE NON-LIVING WORLD

2.1 ACTING ON NATURAL CONDITIONS IN ORDER TO IMPROVE THE QUALITY OF LIFE		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
2.1.1 Knowing about the characteristics which determine the use of materials.	<ul style="list-style-type: none"> - Discovering by experience properties of a few objects in the environment (shape, colour, state, etc.) - Associating materials with their animal, vegetable, mineral origin. 	<ul style="list-style-type: none"> - Placing materials in relation to the three states. - Classifying materials in accordance with different criteria (solidity, combustibility, electrical conductivity, heat, magnetism, etc.).
2.1.2 the idea of technical processing of material to meet human needs.	<ul style="list-style-type: none"> - Recognizing materials processed by man (food, clothing, utilitarian, etc.). 	<ul style="list-style-type: none"> - Describing a production cycle from raw materials to the finished product.
2.1.3 the fact that technology enables natural limits to be pushed back.	<ul style="list-style-type: none"> - Looking for different types of heating and of lighting. - Discovering food preservation methods. - Experimenting with protected growing (seed beds, hot beds). 	<ul style="list-style-type: none"> - Constructing an electrical circuit for lighting. - Comparing different lighting, heating and preservation methods.

2. THE CHILD AND THE NON-LIVING WORLD

2.2 DISCOVERING THAT IT IS POSSIBLE THROUGH TECHNOLOGY TO GO BEYOND THE LIMITS OF PERCEPTION AND ON TO OTHER MEDIA		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
2.2.1 Understanding how magnifying glasses and mirrors make it possible to go beyond the bounds of sight.	- Experimenting with magnifying glasses and mirrors.	- Constructing/using simple optical instruments.
2.2.2 Understanding that it is possible to go beyond the bounds of hearing.	- Experimenting with means of transmitting and amplifying the voice.	- Constructing simple instruments enabling sounds to be transmitted and amplified.

2. THE CHILD AND THE NON-LIVING WORLD

2.3 OPTIMIZING SYSTEMS TO CONSERVE AND/OR INCREASE ONE'S STRENGTH IN THE ENERGY FIELD		
KNOWLEDGE	KNOW - HOW	
	NS, 1st, 2nd	3rd, 4th and 5th years
2.3.1 Understanding the means that can be used to increase one's own strength.	- Experimenting with the movement of objects in terms of the wheels support, the slope, etc.	- Devising tables or graphs showing the results observed by changing the parameters.
2.3.2 Understanding the advantages of levers.		- Discovering by experiment the saving made by using a lever. Constructing models to represent the technological reality observed.
2.3.3 Understanding the advantages of pulleys and gearing.		- Studying the operation of pulleys and gearing on common objects by using models.
2.3.4 Understanding the advantages of using magnetic force and/or hydraulic power.	- Experimenting with magnets.	- Constructing an electromagnet (bell). - Constructing a model which uses hydraulic power (paddle wheel).

2. THE CHILD AND THE NON-LIVING WORLD

2.4 UNDERSTANDING THE USEFULNESS OF MEASURING		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
2.4.1 Understanding the need to use conventional units of measurement.	<ul style="list-style-type: none"> - Comparing measurements made with arbitrary yardsticks (length, capacity). 	<ul style="list-style-type: none"> - Selecting the instruments and the unit best suited to different situations. - Standardizing measuring instruments: length, capacity, time, etc. - Constructing and using instruments to check horizontality and verticality.

3. THE CHILD AND SPACE

3.1 PLACING ONESELF IN SPACE		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
3.1.1 Knowing about one's place in relation to the immediate environment and different ways of finding one's bearings.	<ul style="list-style-type: none"> - Discovering school, its environment, its safety limits and the normal itineraries. - Making groupings within the school community. - Producing a plan (class, school, etc.) - Finding one's bearings with the help of significant landmarks in the environment (building, hills, tree, etc.). - Finding one's bearings with the help of a coded grid. 	<ul style="list-style-type: none"> - Discovering how the city is divided up (the different districts, the squares, streets, centre, outlying areas). - Interpreting a street plan and knowing how to use it. - Finding one's bearings with the help of instruments and the sun. - Making use of increasingly detailed maps.
3.1.2 one's place in relation to: - the host country, - countries of origin, - the continent of Europe, - the world.	<ul style="list-style-type: none"> - Getting to know the other language sections and exchanging cultural elements. - Observing the relationship between the position of the sun and the different times of the day. 	<ul style="list-style-type: none"> - Locating the school's city in the host country. - Mapping out routes: school trips, holiday place, from place of residence to country of origin. - Making use of the map of Europe and locating the EC countries on it. - Locating important current events on different projections of the world (Mercator, Peters). - Relating the sun's positions to the cardinal points. - Starting to study the earth's movements in the solar system and its consequences.

3. THE CHILD AND SPACE

3.1 PLACING ONESELF IN SPACE		
KNOWLEDGE	KNOW - HOW	
	NS, 1st and 2nd	3rd, 4th and 5th years
		- Understanding and using the different forms of geographical representation (maps, sections, diagrams, etc.).

3. THE CHILD AND SPACE

3.2 DISCOVERING THE ENVIRONMENT IN ORDER TO EXTRACT ITS GEOGRAPHICAL FEATURES AND RELATE THEM TO HUMAN ACTIVITIES		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
3.2.1 Knowing about the environment in terms of climate, relief, water network.	- Noticing changes in the day, the weather, the seasons of the year and recording them.	- Describing a nearby site using appropriate geographical vocabulary.
3.2.2 the relationship between site configuration and land use.	- Observing on the spot the lie of a road in terms of natural obstacles and human conveniences.	- Establishing the relationship between a place's configuration (amount of sunshine, watercourse, etc.) and population groupings.
3.2.3 the relationship between climate and way of life.	- Comparing our way of life with that of other countries, respecting the differences.	- Comparing the way of life on plains, in high mountains and at the coast, at various latitudes.
3.2.4 people's interdependence based on common needs.	- Relating a community's needs to services in the general interest.	- Discovering the interdependence of individuals in terms of their needs (occupation, town planning, industry).

3. THE CHILD AND SPACE

3.3 HIGHLIGHTING THE IMPORTANCE OF RESPECT FOR ECOLOGICAL BALANCES		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
3.3.1 Knowing about the distribution of and limits on natural resources in the world.	- Taking action to recover recyclable materials.	- Locating on a map the main areas where reserves of renewable and non-renewable natural resources are to be found.
3.3.2 the need to conserve raw materials.	- Forming good habits as regards wastage of materials and keeping an eye open for it around one.	- Classifying materials according to the "biodegradable" or otherwise criterion. - Inquiring about the possible uses of recovered materials : (economy - ecology).
3.3.3 the consequences of natural or man-made disasters and the dangers threatening mankind (irreversible ecological situations).	- Discussing ecological disasters in the news.	- Monitoring the development of certain disasters through the news and the means used to reduce their effects. - Illustrating the threats hanging over air, water and soil.

4. THE CHILD AND TIME

4.1 PLACING ONESELF IN TIME		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
4.1.1 Knowing about one's place in relation to the progress of time.	- Finding one's bearings in relation to the different times of the day, the calendar cycles and one's family.	- Acquiring reference points in relation to the year and the century and locating them on the time line. - Understanding by analogy the huge amount of time which has elapsed since primeval times.
4.1.2 the progression of technical and social development.	- Noting several aspects of the development of everyday life.	- Noting the changes in living and/or working conditions through a thematic study (mail, transport, housing, etc.).
4.1.3 the succession of different types of society in historical development.	- Constructing simple time lines connected with children's lives.	- Showing graphically the succession and the overlapping of the generations.

4. THE CHILD AND TIME

4.2 LOOKING FOR TRACES OF THE PAST WHICH HIGHLIGHT HISTORICAL DEVELOPMENT		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
4.2.1. Knowing about the importance of vestiges of the past in order to achieve a good understanding of history.	<ul style="list-style-type: none"> - Associating objects, pictures and photos with different generations 	<ul style="list-style-type: none"> - Looking for and classifying vestiges of the past (documents, objects, photos, testimonies) in the study of a theme. - Exploiting testimonies of the past in the city of location, in the environment and in the host country.
4.2.2 testimonies of the past in the country of origin.	<ul style="list-style-type: none"> - Collecting reproductions illustrating characteristic features of history and starting to learn to classify them in time terms - Gaining insight into the past through role playing. 	<ul style="list-style-type: none"> - Locating historical testimonies in different eras. - Reconstructing and reliving history through dramatization of scenes from the past.

4. THE CHILD AND TIME

4.3 RELATING HISTORICAL FACTS TO CHANGES IN SOCIETY		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
4.3.1 Understanding the influence of progress on ways of life.	<ul style="list-style-type: none"> - Highlighting the development of different tools used in daily life at school and at home. 	<ul style="list-style-type: none"> - Looking for historical data for a thematic study of: means of communication, housing, lighting, heating.
4.3.2 Understanding that towns and countries have a history which relates to the changes in society.	<ul style="list-style-type: none"> - Observing traces of a historical development in the immediate environment. 	<ul style="list-style-type: none"> - Illustrating the birth and successive faces of the place where the school is located. - Explaining the development of the host country.
4.3.3 Understanding the origins and the process of formation of the European Community.	<ul style="list-style-type: none"> - Making daily discoveries about school life through the language sections and learning to respect differences. - Experiencing cultural events together. 	<ul style="list-style-type: none"> - Organizing in summary form the key moments and the decisive figures in the birth and the development of the European Community. - Gaining insight into the role and the functioning of the European institutions.

4. THE CHILD AND TIME

4.4 PICKING OUT SIGNIFICANT FACTS IN NATIONAL HISTORY WITHIN THE FRAMEWORK OF NATIONAL HISTORY		
KNOWLEDGE	K N O W - H O W	
	NS, 1st and 2nd	3rd, 4th and 5th years
4.4.1 Knowing about a great moment in the period from Prehistory to the 5th century (Germanic invasions).		- Exploiting some major facts about this period by relating the historical aspects to the changes in society.
4.4.2 a great moment in the period covering the Middle Ages.	- Highlighting some striking features of a significant figure, a legend, a national festival.	
4.4.3 a great moment in the period from the Renaissance to the end of the 18th century.		
4.4.4 a great moment from the end of the 19th century to the present day.		
		- Comparing different interpretations of the same fact: insight into objectivity. - Producing a time line common to all the language sections.

4.4 SUGGESTIONS

- 4.4.1
 - Prehistory.
 - The Greek world. Hellenic culture.
 - The Roman world. Traces in our civilization.
 - Non-Roman Europe: Celts, Gauls, Germanic, Iberian, Norman peoples, etc.
- 4.4.2
 - Post-Roman Europe, Byzantium, the Holy Roman Empire, the peripheral peoples (Vikings, Normans, Visigoths).
 - Medieval Europe: feudal system, agriculture, trade.
 - The role of religions in the different periods of history (Catholicism, Protestantism, the Orthodox Church, Islam, Judaism).
- 4.4.3
 - The Renaissance: new ideas.
 - Discoveries and/or colonizations: the North Atlantic and the Arctic, Africa, America, Asia, Oceania and the Antarctic.
 - The birth of nations in Europe: absolute monarchies.
 - Cities and their importance: constitutional States.
- 4.4.4
 - The Industrial Revolution.
 - The politics of modern States: wars and attempts at cooperation (UN, EEC, etc.).
 - The development of Europe up to the most recent events.

RESOURCES

To ensure that the local work-plan is properly implemented in practice, it is essential for as wide a range as possible of resources of all kinds to be available:

1 - The environment

The school, the city and the surrounding areas offer possibilities and traces which need to be identified and selected so as to facilitate their increasingly wide-ranging exploitation:

... relief, buildings, parks, services, factories, museums ...

Going on winter sports, countryside and seaside holidays and the like with the school also broadens the child's immediate horizons.

Making use of the skills and the testimonies of people (interviews, etc.) with whom the children can be put in touch is also a source of educational enrichment.

2 - Teaching material

An adequate amount of itemized experimental and documentary material, stored in a central place and/or in the classes, should, to ensure that it is readily accessible to all the teachers, be easy to locate by means of a loan system:

... maps, films, slides, models, books, photos, old objects, collections, recordings, experimental materials, audio-visual aids ...

The material researched, collected or made by pupils may be used as teaching back-up for other activities and other experiments.

3 - Collaboration

Collaboration between nursery, primary and secondary school teachers will enable there to be fruitful exchanges on syllabuses, good rotation of materials and optimization of the use of expensive items of equipment.

ASSESSMENT

The assessment of Environmental Studies must be seen in the context of overall assessment of nursery and primary school children.

It must be continuous and fulfil its dual function vis-à-vis the pupil and the teacher.

It will be used to motivate the pupil, by helping him always to surpass himself, and to inform the teachers, by providing them with precise data about the performance and the abilities of the pupils in their charge.

It will enable the teachers to gear their planning and methods to the possibilities of each of the pupils.

Assessment in Environmental Studies must refer to the syllabus's specific objectives.

Knowledge serves as a vehicle for the fundamental ideas and the basic concepts required for a spiral type of education, whereas know-how involves a number of points which have to be crossed for mental operations to be carried out properly.

However, know-how consists of essential tools which are transferable to other contexts.

Assessment which focuses, therefore, on attainments and working methods will attach more importance to know-how.

Assessment methods must be varied in form and application and commensurate with the objectives.

Besides group discussions, talks, summaries, projects, constructions, varied games and written and oral tests, the teacher will assess the pupil's ability to transfer skills, to observe, to analyse and to use and organize knowledge and experience acquired.