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**Orig.: EN**

**Syllabus for Human Sciences – Secondary cycle (S1-S3)**

**Approved by the Joint Teaching Committee by means of Written Procedure WP 2017/23 on 5 May 2017**

**Entry into force:**

**on 1 September 2017[[1]](#footnote-1)**

**Attainment descriptors:**

**Entry into force on 1 September 2018**

**Introduction**

Human Sciences is an integrated approach to the humanities, with the core subjects being Geography and History.

The syllabus will give the students the opportunity to explore and understand the world in a regional, national, European and global context, developing the meanings of the concept of citizenship and personal identity.

The syllabus also explores aspects of culture, heritage as well as environmental factors and their influence on the past, present and future. Throughout the syllabus the key competences for lifelong learning are addressed and encouraged, especially communication in mother tongue and foreign languages, learning to learn and cultural awareness and expression.

In S1 and S2 the students are able to build on their knowledge from the primary ‘Discovery of the World’ program in their first language. In S3 the students are able to gain adequate knowledge and skills to prepare them to learn History and Geography in their second language in S4 and S5.

The syllabus has been updated due to the growing diversity in geographical and national backgrounds of European school students. The course aims to give students the idea that humans are globally influenced by various historical and geographical factors.

1. **General Objectives of the European Schools**

The European Schools have the two objectives of providing formal education and of encouraging pupils’ personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity. These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities The pupils of the European Schools are future citizens of Europe and the world. As such, they need arrange of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue  
2. communication in foreign languages  
3. mathematical competence and basic competences in science and technology  
4. digital competence  
5. learning to learn  
6. social and civic competences  
7. sense of initiative and entrepreneurship  
8. cultural awareness and expression

The European Schools’ syllabuses seek to develop all of these key competences in the pupils.

(see annexes for examples of activities related to the Key Competences for Lifelong Learning)

1. **Didactic principles**

The aims of this program are based on specific didactic objectives, it should build on previously gained knowledge and skills from P5 and develop them. By the end of S3, students will have developed the following skills:

* an understanding of the World;
* an understanding of Human Sciences as a discipline, composed by two subjects, Geography and History;
* an understanding of the objectives of each subject;
* the ability to make links between Geography and History and explain them;
* an awareness of one’s own identity through study;
* an ability to understand, express and discuss Historical and Geographical ideas/concepts in their mother tongue and a foreign language (L2).

The learning and teaching of Human Sciences are based on following guidelines:

* an interdisciplinary approach using various methods and media
* students should participate actively in the learning process
* autonomy and organization should be improved by participation in project work

1. **Learning objectives**

Human Sciences is an integrated science that combines different topics, particularly History and Geography. Therefore the learning objectives combine concept and methodology of both disciplines.

At the end of cycle the principal objective is to know the specific methodology for Human Sciences. In S1 and S2 the communicative language for Human Sciences is L1 and in S3 the communicative language is L2.

**At the end of S2 students should have the knowledge, understanding and skill set to effectively move into S3. They should:**

* be able to read different types of maps on different scales in order to orientate themselves;
* understand the difference between cause and consequence;
* understand different elements of Geography (physical, human and environmental) and how they interact;
* have the capacity to observe the spatial organisation with different sources;
* understand chronology and Historical periods;
* demonstrate competence in using Historical and Geographical evidence and data;
* be aware of different perspectives and therefore interpretations;
* be able to pose pertinent questions.

**At the end of S3, the student must be able to:**

* understand different Geographical and Historical perspectives;
* use Geographical and Historical information from varied sources, including the internet critically;
* demonstrate inter-cultural understanding and exchange;
* develop a sense of location on various scales;
* develop a sense of time over different Historical periods;
* use the fundamental ideas and concepts of Geography and History;
* develop the appropriate terminology in L2;
* begin to understand that the world is complex and diverse;
* understand the legacy of past civilisations on European culture and development;
* understand the Geographical features of Europe;
* realise the existence of direct and indirect links between History and Geography;
* use Geographical and Historical knowledge and skills in new situations;
* developing research skills of locating and selecting relevant and appropriate evidence from books,  
  articles, websites and audio-visual resources;
* effectively use ICT;
* present information effectively;
* recognise the distinctions between different kinds of evidence: primary and secondary, textual,  
  audio-visual, oral, graphic, tabular.

A student’s progress should be characterised by increasing confidence and independence in locating and using a variety of Geographical and Historical sources and skills.

(To obtain more details about the learning objectives please refer to the annexes)

1. **Contents**

**S1 Human Sciences**

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| **Skills/**  **key words** | **Geography (20 weeks)** | ***Connections*** | **History (15 weeks)** | **Skills/**  **key words** |
| Reading and creating maps  Using Scale/  Direction/  Distance/  Area  Site location: advantages & disadvantages | **Introduction to Geography**:  **Orientation and Topography**  **(8 weeks)**   * Local area * National maps * Introduction to the EU * Europe- a continent * Global topography | *Family migration*  *School area evolution*      *Measuring Time*    *Human location*  *Ice age*  *Natural resources and human settlement* | **Introduction to Historical approaches and Methodology**  **(5 weeks)**   * Family / community * Family documents * Family tree | Source Primary/Secondary  Evidence  Reliability  Utility  Change  Continuity  Causation  Interpretations  Chronology (timeline)  Literacy |
| Longitude and latitude  Rotation axis  Time zones  Seasons | **Planet Earth (4 weeks)**   * Solar system * Rotation * Revolution | **Prehistory (10 weeks)**   * Evolution of man * Distribution of man * Stone Age * Bronze Age * Iron Age * Evidence * Time | Using /analysing  evidence  Causation  Creating  Timeline  Change & continuity  Literacy skills |
| Applying models  Classifications  Climate graphs | **Weather and Climate**  **(8 weeks)**   * Contrasting Environments |

**Key words according to these contents**

**are developed further in 6. Annexes**

**S2 Human Sciences**

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| **Skills / Key words** | **Geography (12 weeks)** | **Connections** | **History (18 weeks)** | **Skills / Key words** |
| Reading/  analysing  Applying models  Maps  Photographs  Satellite  Annotated sketch | **Rivers and land use**  **(8 weeks)**   * River basin and features * Site (topography) and geographic situation * Explanation of the city location * Farming types * Urban studies | *How has topography influenced human settlement*  *Comparison of a historical map with a contemporary, geopolitical map*    *Human migration*  *Environmental issues* | **Ancient Civilisations (12 weeks)**   * Mesopotamia * Egypt * Hebrews\*   **Content:**   * **Politics -** rulers, army * **Economics -** Rivers: agriculture trade, * **Society:** structure * **Culture -** Religion - monotheism vs polytheism   Beginnings of literacy  Comparison of ancient civilisations: Methodology  **PESC** or other Model   * **P**olitics * **E**conomics * **S**ociety * **C**ulture   *\*opportunity to explain the cultural tradition and significance of Judaism because Christian and Islamic religion are respectively on the S3 and S4 History syllabus* | Analysing picture sources  Literacy |
| Reading/  analysing  Graphs  Maps  Photographs  Satellite | **Global Climate Change and**  **Environmental issues**  **(4 weeks)**   * Connections between human development and climate change | **Comparison of Ancient Civilisations (6 weeks)**  **Group Project** on comparative ancient civilisations (theme 1) with one of the following civilisations,   * African civilisation * China * India * Polynesian settlement (NZ, South Seas) * Pre-Columbian (Aztecs, Incas, Mayas)   *Each group should study a different civilisation.*  *Possible approaches*:  ***Collaborative group work***  ***(eg. Jigsaw model)*** | Focus on all  of the 8 competences |
| **Key words according to these contents**  **are developed further in 6. Annexes** | | | | |
| **S2 Human Sciences**  **Integrated Project (5 Weeks)**  **Project Aims** This project is to allow students to gain a greater knowledge and understanding of their own identity in relation to Europe and the rest of the World. The students **must** combine Historical and Geographical content.  Students are given the opportunity to adapt their knowledge and understanding of time, landscapes and skills to their particular interest.  **Choice of presentation method:** power point presentation, displays, website, short films, family interviews, class interaction, game etc (to be agreed by the teacher for each student/ group).  **Summary of suggested skills**  ICT skills, reading maps, quoting citations, selecting relevant information, organisation, structure, presentation skills, leadership skills, research skills, debating, making links between several disciplines (history, geography, culture, architecture, art, languages) knowledge and perspectives.  **Structure of the project: The project should include,**   * A precise description of the problem/issue * *At least* one map of the Geographical location * The Historical and European context * An analysis of the causes and effects of the problem (Individual, local, national, global and short, medium, long term); * Possible perspectives / management strategies * Bibliography | | | | |

**Further explanation and assessment grids can be found in 6. Annexes**

**S3 Human Sciences**

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| **Skills** | **Geography: The Mediterranean Region**  **(17 weeks)** | ***Connections*** | **History : Ancient Greece and Rome (17 weeks)** | **Skills** |
| Reading/  analysing/  creating maps  Scales  Graphs  Photographs  Satellite | **Introduction:**  **(8 weeks)**   * The Sea: Straits * Tectonics * Climatic zone and ecosystem * Topographic transect * Geopolitical and cultural region | *Ships, navies, rivers*    *Mare nostrum*  *Pompeii*    *Roman roads*  *Aqueducts*  *Migration in the Dark Ages* | **Introduction: Myths/Foundations of the civilisation (2 weeks)**   * The foundation of Greece and Rome: Fact and Myths | Critical thinking  Using evidence  Difference between facts and myths |
| **Development of Mediterranean territory**  **(9 weeks)**  SWOT analysis : (Strengths, Weaknesses, Opportunities and Threats)   * Land use evolutions * Economic activities (agriculture, industry, tourism, ports in the context of globalisation) * Demographic pressure * Migration * Water resource/ use | **Politics (6/7 weeks)**   * Polis * Democracy * Republic * Empire |
| **Economics (1/2 weeks)**   * Globalisation (Greek colonisation, Economic empire) * Administration * Transportation |
| **Social structure (2 weeks)**   * Class system * Slavery |
| **Culture (2 weeks)**   * Philosophers * Language * Theatre * Therms/baths * Games (Olympic games, gladiators, circus) * Food |
| **Religion  (2 weeks)**   * The transition from polytheism to Christian monotheist religion (a new concept) * Change of the political and social structure. |
|  |  | **Fall of Western Roman Empire (1 week)**   * Change of the social, political and religious structure. | Reading/  analysing historical map |

**Key words according to these contents**

**are developed further in 6. Annexes**

1. **Assessment**

**Assessment objective 1: Knowledge and understanding**

***Students in Human Sciences should be able to*,**

* identify and describe relevant Historical and Geographical knowledge;
* demonstrate understanding in Historical and Geographical contexts;
* demonstrate accurate, relevant and detailed knowledge of the past and Geographical issues/concepts.

**Assessment objective 2: Analysis and application**

***Students in Human Sciences should be able to*,**

* read and analyse both Historical and Geographical documents;
* identify questions/scales and issues in relation to documents;
* seek explanations for causes of events or phenomenon;
* distinguish between fact and opinion;
* adapt ideas to another situation.

**Assessment objective 3: Discussion and evaluation**

***Students in Human Sciences should be able to*,**

* identify and discuss different types of arguments and reach a conclusion;
* compare similarities and differences;
* create links between Geography and History;
* create links between different scales;
* discuss the accuracy of Historical and Geographical sources.

**Assessment objective 4: Communication, organisation and attitude**

***Students in Human Sciences should be able to*,**

* structure their work effectively and participate actively in class;
* self-reflect and work independently;
* take responsibility for their own learning;
* work productively in various learning environments;
* communicate in a polite, logical, structured and coherent manner, both orally and in writing;
* respect and tolerate other people and their opinions;
* use Geographical and Historical terminology appropriately.

**5.1 Attainment Descriptors**

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| **Grade** | **Mark** | **Performance** | **Assessment objective 1: Knowledge and understanding**  ***Students in Human Sciences should be able to*,**  -identify and describe relevant Historical and Geographical knowledge;  -demonstrate understanding in Historical and Geographical contexts;  -demonstrate accurate, relevant and detailed knowledge of the past and Geographical issues/concepts. |
| A | 9.0-10 | Excellent | The student demonstrates an excellent use of knowledge and understanding in relation to Historical context and Geographical concepts.  The use of Historical and Geographical knowledge is deep in terms of relevant quality and quantity. Knowledge is accurate, appropriate in relation to the topic. To achieve a 10, the performance doesn’t need to be flawless. |
| B | 8.0-8.9 | Very good | The student demonstrates a very good use of knowledge and understanding in relation to Historical context and Geographical concepts. The use of Historical and Geographical knowledge is very good in terms of relevant quality and quantity.  Knowledge is accurate, appropriate in relation to the topic. |
| C | 7.0-7.9 | Good | The student demonstrates a good use of knowledge and understanding in relation to Historical context and Geographical concepts.  The use of Historical and Geographical knowledge is good in terms of relevant quality and quantity.  Knowledge is mostly accurate, appropriate in relation to the topic. |
| D | 6.0-6.9 | Satisfactory | The student demonstrates a satisfactory use of knowledge and understanding in relation to Historical context and Geographical concepts.  The use of Historical and Geographical knowledge is satisfactory in terms of relevant quality and quantity.  Knowledge is not always accurate, appropriate in relation to the topic. |
| E | 5.0-5.9 | Sufficient | The student demonstrates a basic use of knowledge and understanding in relation to Historical context and Geographical concepts.  The use of Historical and Geographical knowledge is sufficient in terms of relevant quality and/or quantity.  Knowledge is rarely accurate, appropriate in relation to the topic. |
| F | 3.0-4.9 | Failed  (Weak) | The student demonstrates little knowledge and understanding in relation to Historical context and Geographical concepts. The use of Historical and Geographical knowledge contains major errors / omissions.  The student finds it difficult to demonstrate knowledge in relation to the topic. |
| FX | 0-2.9 | Failed  (Very weak) | The student demonstrates poor/no knowledge and understanding of Historical context and Geographical concepts with major errors / omissions.  The student is not able to demonstrate knowledge in relation to the topic. |
| **Grade** | **Mark** | **Performance** | **Assessment objective 2: Analysis and application**  ***Students in Human Sciences should be able to*,**  -read and analyse both Historical and Geographical documents;  -identify questions/scales and issues in relation to documents;  -seek explanations for causes of events or phenomenon;  -distinguish between fact and opinion;  -adapt ideas to another situation. |
| A | 9.0-10 | Excellent | The student demonstrates excellent analytical skills and applies them very accurately. Confidently applies analytical skills when seeking explanations. |
| B | 8.0-8.9 | Very good | The student demonstrates very good analytical skills and applies them accurately. Effectively applies analytical skills when seeking explanations. |
| C | 7.0-7.9 | Good | The student demonstrates good analytical skills and applies them reasonably accurately. Effectively applies analytical skills when seeking explanations. |
| D | 6.0-6.9 | Satisfactory | The student demonstrates satisfactory analytical skills and applies them reasonably accurately. Applies analytical skills when seeking explanations, but responses may be superficial. |
| E | 5.0-5.9 | Sufficient | The student demonstrates some sufficient analytical skills and applies them to a minimal acceptable standard. Partially applies analytical skills when seeking explanations, but responses may be weak. |
| F | 3.0-4.9 | Failed  (Weak) | The student demonstrates no analytical skills. Responses have errors and emissions. |
| FX | 0-2.9 | Failed  (Very weak) | The student demonstrates no analytical skills and is unable to answer questions. |

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| **Grade** | **Mark** | **Performance** | **Assessment objective 3: Discussion and evaluation**  ***Students in Human Sciences should be able to*,**  -identify and discuss different types of  arguments and reach a conclusion;  -compare similarities and differences;  -create links between Geography and History;  -create links between different scales;  -discuss the accuracy of Historical and Geographical sources. |
| A | 9.0-10 | Excellent | The student demonstrates excellent evaluation and has the ability to discuss and form an opinion. The student effectively identifies links and is able to make excellent comparisons. |
| B | 8.0-8.9 | Very good | The student demonstrates very good evaluation and has the ability to discuss and form an opinion. The student effectively identifies links and is able to make very good comparisons. |
| C | 7.0-7.9 | Good | The student demonstrates good evaluation and shows some ability to discuss and form an opinion. The student might identify links and is able to make good comparisons. |
| D | 6.0-6.9 | Satisfactory | The student demonstrates satisfactory evaluation. The student may identify some links or make satisfactory comparisons. |
| E | 5.0-5.9 | Sufficient | The student demonstrates sufficient evaluation. The student fails to make links or comparisons. |
| F | 3.0-4.9 | Failed  (Weak) | The student has not been able to evaluate the questions. The student fails to make links or comparisons. |
| FX | 0-2.9 | Failed  (Very weak) | The student has not attempted to evaluate the questions. The key question has not been answered. |

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| **Grade** | **Mark** | **Performance** | **Assessment objective 4: Communication, organisation and attitude**  ***Students in Human Sciences should be able to*,**  -structure their work effectively and participate actively in class;  -self-reflect and work independently;  -take responsibility for their own learning;  -work productively in various learning environments;  -communicate in a polite, logical, structured and -coherent manner, both orally and in writing;  -respect and tolerate other people and their opinions;  -use Geographical and Historical terminology appropriately. |
| A | 9.0-10 | Excellent | The student demonstrates excellent communication, organisational skills and has an exemplary attitude and behaviour. The student shows excellent initiative, autonomy and responsibility for their personal learning. The student is able to demonstrate the relevant key competences. |
| B | 8.0-8.9 | Very good | The student demonstrates very good communication, organisational skills and has a very good attitude and behaviour.  The student shows very good initiative, autonomy and responsibility for their personal learning. The student is able to demonstrate most of the relevant key competences. |
| C | 7.0-7.9 | Good | The student demonstrates good skills in at least two of the following; communication, organisation and attitude. The student shows good initiative, autonomy and responsibility for their personal learning. The student is able to demonstrate most of the relevant key competences. |
| D | 6.0-6.9 | Satisfactory | The student demonstrates satisfactory skills in at least two of the following; communication, organisation and attitude. The student shows some initiative, autonomy and responsibility for their personal learning. The student is able to demonstrate some of the relevant key competences. |
| E | 5.0-5.9 | Sufficient | The student demonstrates sufficient skills in at least one of the following, communication, organisation and attitude. The student shows limited initiative, autonomy and responsibility for their personal learning. The student is able to demonstrate few of the relevant key competences. |
| F | 3.0-4.9 | Failed  (Weak) | The student has not demonstrated sufficient skills in regards to communication, organisation and attitude. The student shows no initiative, autonomy and responsibility for their personal learning. The student isn’t able to demonstrate any of the relevant key competences. |
| FX | 0-2.9 | Failed  (Very weak) | The student has not demonstrated any skills in regards to communication, organisation and attitude. The student shows no initiative, autonomy and responsibility for their personal learning. The student isn’t able to demonstrate any of the relevant key competences. |

**6. ANNEXES**

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| **S1 Geographic Topics:**  **Introduction to Geography Orientation and Topography**  8 weeks | | |
| **Key Questions** | **Key contents concepts** | **Key words** |
| What is Geography?  How can we use the main Geographical tools?    What is the site and situation of my local area on several scales (regional, national and European)?  How can we define the borders of Europe?  How has relief affected the local, regional, national and global territory? | Reading topographical and thematic maps  Creating maps  Using Scales  Compass direction  Measuring distance  Measuring area  Drawing a cross section  Grid references  Effective use of an atlas  Europe: physical, cultural, political and economic concepts | Geography  Relief  Valley  Plain  Plateau  Mountain  Contour lines  Latitude and longitude (basic) |
| **Connections to other parts of the syllabus:**  Family migration, School area evolution. | | |
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| **S1 Historic Topic:**  **Introduction to Historical approaches and Methodology**  5 weeks | | |  |
| **Key Questions** | **Key contents or concepts** | **Key words /dates** |  |
| What is History?  What is chronology?  What is a source? (physical, written, audio-visual, picture, audio, primary, secondary)  How to approach a source?  (Could include: date, author, title, location, type of source, primary/secondary, recipient, intention, content and context)  What is my family history? | Using sources:  Primary/Secondary  reliability and utility  change  Continuity  Causation  Interpretations  Chronology (timeline)  Literacy | History  Generation  Century  Period  Family tree  Community  Chronology  Source  Heritage  Reliability  Migration |  |
| **Connections to other parts of the syllabus:**  Family migration, School area evolution. | | |
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| **S1 Geographic Topic: Planet Earth**  4 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| How does the Earth’s movement in the solar system influence our daily life? | Position and movement of earth in the solar system  Longitude and latitude  Rotation axis  Time zones  Seasons | Revolution  Axis  Orbit  Poles, Polar circles, Tropics, Equator  Meridian, Parallels  Inclination  Planet  Night and day  Seasons |
| **Connections to other parts of the syllabus:**  Measuring Time. | | |

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| **S1 Geographic Topic: Weather and Climate**  8 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What is the difference between weather and climate?  What are the different features of weather and how are they measured?  What factors influence climate?  What are the different climate types and how can they be compared?  How does climate influence human activity? | Atmosphere  The water cycle  Applying models  Reading weather maps  Climate classification eg. Koeppen  Creating and analysing climate graphs  Identifying climate types through images, graphs and maps  Associating vegetation zones with climate types | Weather  Climate  Tropical  Dry  Temperate  Cold  Polar  Wind  Humidity  Temperature  Precipitation  Ocean currents  Elevation  Relief  Thermometer  Hygrometer  Anemometer  Wind vane  Rain gauge  Vegetation  Fauna  Flora |
| **Connections to other parts of the syllabus:**  Sub polar climate, Ice age, Human location, Natural resources, Human settlement and Prehistory. | | |

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| **S1 Historic Topic: Prehistory**  10 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What is Prehistory and how do we know about it?  What is the theory of evolution?  Where did humans originate from and where did they go?  How did early humans live and how did this change during the Stone, Bronze and Iron ages? | Archaeology  Using /analysing archaeological evidence  Chronology: Reading and creating a timeline  Cause of migration and social development  Change & continuity  Periods of time (teachers to decide how much depth to go into) | Evolution  Darwinism  Creationism  Tools  Weapons  Fire  Climate change  Rift Valley  Ice Age  Migration  Hunter gatherer  Nomad /Settlement  Belief  Graves  Art  Periods of time  Stone Age  Bronze Age  Iron Age |
| **Connections to other parts of the syllabus**:  Measuring Time, Human location, Climate, Natural resources and human settlement. | | |

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| **S2 Geographic Topic: Rivers and land use**  **8 weeks** | | |
| Key Questions | Key contents or concepts | Key words |
| What is a river basin and what are its main features?  How do the physical (site) and human (situation) features of the landscape affect city location?  What are the main farming types?  What is the difference between rural and urban environments?  What is the concentric model?  What are the functions of a city?  How do cities connect and why? | Identifying the key features of a river basin  Understanding the processes involved with erosion, transportation and deposition  Identifying different stages of a river  Recognising rural and urban landscapes through the use of images  Applying urban model, choice of: Burgess, Hoyt, Christaller etc.  *Suggested* skill:  Labelled sketch to identify site and situation factors of a specific place | Source  River  Mouth  Delta  Estuary  Tributary  Watershed  Confluence  Gorge  Erosion  Transportation  Deposition  Upper/Middle/Lower course  Meander  Arable  Pastoral  Mixed farming  Extensive farming  Intensive farming  Subsistence  Urban  Rural  Suburbs  Inner city  CBD(Central Business District)  Concentric  Urban function  Urban networks |
| **Connections to other parts of the syllabus**:  Human settlement, Ancient Civilisations | | |

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| **S2 Historic Topic: Ancient Civilisations**  **12 weeks** | | |
| Key Questions | Key contents or concepts | Key words |
| How do we know about this period?  Mesopotamia, Egypt, Hebrews: History or Prehistory?  What is a civilisation?  How did the physical (site) and human (situation) features of the landscape affect the location of these civilisations? (Mesopotamia  Egypt and the Hebrews)  What were the key elements of political, economic, social and cultural life in these three civilisations?  What were the similarities and differences between these civilisations? | Use evidence to find out about the past (Archaeology and written evidence)  Understand the difference between Prehistory and History  Understand the role of large rivers  Recognise the importance of soil fertility  Understand and explain what is meant by politics, economics, society and culture (PESC)  Understand the difference and particularities of polytheism and monotheism  *Suggested skill (essay writing)*: Write an essay or report on one or more of the key questions.  (Assessment possibility: essay or written work or report - differentiated for ability and language levels etc). | Written History  Hieroglyphs  Cuneiform  Irrigation  Desert  Fertile land  BC-Before Christ  AD-After death  Millennium  Kingdom  City  City states  Empire  Payment systems  (Hammurabi code)  Social structure  Scribes  Farmers  Trader  Slave  Slavery  Liberty  Priests  Pyramid  Old testament  Exodus  Diaspora  Promised land  The 10 Commandments |
| **Connections to other parts of the syllabus:**  Site and situation model | | |

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| **S2 Geographic Topic: Global Climate Change and Environmental issues**  4 weeks | | |
| Key Questions | Key contents or concepts | Key words |
| What is climate change?  What are the causes of climate change?  What are the effects of climate change?  How can we manage climate change? | To be able to understand the concept of climate change.  To be able to explain the causes of climate change.  To understand how human behaviour has contributed to climate change.  To be able to analyse past and present data and maps related to climate change.  To be able to describe the effects of climate change.  To understand individual, local, national and international responses to climate change. | Climate change  Greenhouse effect  Global warming  Fossil fuels (non renewable energy)  Greenhouse gas  Emissions  Individual responsibility  Carbon footprint  Ecological footprint  Sea level rise  Climatic induced migration  Renewable energy  Protocol  Climate conferences |
| **Connections to other parts of the syllabus**:  Human migration and environmental issues | | |

**S2 Project Explanation and Assessment**

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| **Integrated Human Sciences project**  **National/ Regional Geography and History**  **5 weeks**  Work on selected Historical theme(s) and Geographical problem(s) based on the country (ies) from which students originate, live or are interested in.  The chosen topic must contain elements of **both** History and Geography.  The studied topics should be suggested by the students and agreed with the teacher.  Please avoid duplications with the Human Sciences syllabus in S3 (e.g. Greek and Roman Civilisations in History). | |
| **Human Sciences concepts**   * Spatial analysis of a problem, – relating to the 4W’s (Where?  When? What?  Why?), Solutions * Politics, Economics, Society, Culture | |
| **Summary of suggested skills**  ICT skills, reading maps, quoting citations, selecting relevant information, organisation, structure, presentation skills, leadership skills, research skills, debating, making links between several disciplines (History, Geography, culture, architecture, art, languages) knowledge and perspectives | |
| *Possible examples: problems*   * Deforestation * Resource depletion * Climate change * Urban issues * Cultural issues * Migration * Food security and methods * Population | *Possible examples: themes*   * Important events of the national History * Great inventions * Personal biographies * Locations * Migration * Technological advancements |

**S2: Assessment Grid – Integrated project (A sample)**

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| **Definition** | **Grade** | **Mark** | **Performance** | **Assessment objective: S2 Project**  **The project should include,**   * a precise description of the problem/issue * *at least* one map of the geographical location * the Historical and European context * an analysis of the causes and effects of the problem (individual, local, national, global and short, medium, long term); * possible perspectives / management strategies; * bibliography. |
| Excellent though not flawless performance entirely corresponding to the competences required by the subject | A | 9.0-10 | Excellent | The project is **excellently organised** and **presented**. The student demonstrates **a thorough knowledge** and **understanding** of their project topic and locates it on **various** **scales**. Students make decisive and specific links between History and Geography and **analyses** cause and **effect** on various scales. Both **Historical** and **Geographical skills** are executed effectively. The project contains a **conclusion** and detailed **management**. **Bibliography** and **sources** are cited correctly. |
| Very good performance almost entirely corresponding to the competences required by the subject. | B | 8.0-8.9 | Very good | The project is very well **organised** and **presented**. The student demonstrates **a very good knowledge** and **understanding** of their project topic and locates it on **different** **scales**. Students make some good links between history and geography and **analyse** cause and **effect** on different scales. Both **Historical** and **Geographical skills** are executed well. The project contains a **conclusion** and some **solutions**/ **management**. **Bibliography** and **sources** are cited correctly. |
| Good performance corresponding overall to the competences required by the subject. | C | 7.0-7.9 | Good | The project is wel**l organised** and **presented**. The student demonstrates **a good knowledge** and **understanding** of their project topic and locates it on at least one scale. Students make some links between History and Geography and **outline basic** cause and **effect** on at least one scale.  Both **Historical** and **Geographical skills** are visible. The project contains a **conclusion** and at least one **solution**/ **management**. **Bibliography** and **sources** are cited correctly. |
| Satisfactory performance corresponding to the competences required by the subject. | D | 6.0-6.9 | Satisfactory | The project is satisfactorily **organised** and **presented**. The student demonstrates **some basic knowledge** and **understanding** of their project topic. Students make some links between history and geography **outline basic** cause and **effect**. **Historical** and **geographical skills** are basic.  The project contains a basic **conclusion**. **Bibliography** and **sources** are cited correctly. |
| Performance corresponding to the minimum of the competences required by the subject. | E | 5.0-5.9 | Sufficient | The project is sufficiently **organised** and **presented**. The student demonstrates **some basic knowledge** of their project topic. Students make weak links between history and geography**. Cause and effect links are weak. Historical** and **Geographical skills** are basic or non- existent.  The project contains a basic conclusion. **Bibliography** and **sources** are disorganised. |
| Weak performance almost entirely failing to meet the competences required by the subject. | F | 3.0-4.9 | Failed  (Weak) | The project is poorly organised and **presentation** is untidy. The student demonstrates a weak and confused **knowledge** of their project topic. Students make few links between History and Geography**. Cause and effect links are weak. Historical** and **geographical skills** are non- existent.  The project contains no clear conclusion. **Bibliography** and **sources** are disorganised or not included. |
| Very weak performance entirely failing to meet the competences required by the subject. | FX | 0-2.9 | Failed  (Very weak) | The project shows little or no **organisation** and **presentation** is untidy. The student demonstrates a weak and confused **knowledge** of their project topic. Students make no links between history and geography**. Cause and effect links are weak. Historical** and **geographical skills** are non- existent.  The project contains no clear conclusion. **Bibliography** and **sources** are disorganised or not included. |

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| **S3: Historical Topic: Introduction to topics and objectives**  **Myths/ Foundations of the civilisations**  2 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What is the difference between myth and fact?  Why are myths so important for ancient civilisations?  What historical evidence exists for the following myths?   * Romulus and Remus * The Minotaur | To know the difference between myth and fact.  To understand the importance myths in human civilisations  To understand that myths helped ancient civilisation explain the natural environment, phenomenon and political systems | Myth  Fact  Ancient civilisation  Romulus and Remus  The Minotaur  Archaeological evidence  Literature |
| **Connections to other parts of the syllabus**:  Ships and navies, Tectonics, Maps, Climate and Rivers | | |

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| **S3 Geographical Topic: The Mediterranean Region**  8 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| How can we define the Mediterranean region?  How have tectonics influenced the natural landscape?  How does the climate and topography influence the human geography of the region?  How does the Mediterranean sea connect and divide? | To know the location of the most important straits, seas and islands.  To understand tectonic theory in the Mediterranean region.  To know the characteristics of the Mediterranean climate, typical vegetation and topography.  To understand how the natural environment of the Mediterranean has influenced human activity.  To understand the notion that the Mediterranean is a complex region which has various economic, political and religious differences. | Strait  Sea  Island  African plate  Eurasian plate  Subduction  Volcanoes  Tectonics  Precipitation  Climate  Temperature  Vegetation  Topography  Development indicators |
| **Connections to other parts of the syllabus**:  Mare nostrum, Pompeii, Rivers | | |

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| **S3 Geographical topic: Strengths, Weaknesses, Opportunities and Threats (SWOT analysis)Development of Mediterranean territory settlement**  9 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What are the different land uses in the Mediterranean and how have they changed?  What are the advantages and disadvantages of the Mediterranean region now and in the future?  How can we respond to the opportunities and challenges?  How can we make the Mediterranean region sustainable? | To be able to apply the SWOT analysis in relation to at least three issues.  To understand the vulnerability and needs of the region.  To be able to offer solutions to the challenges in the Mediterranean.  To understand a personal connection to the region. (migrants, food, drink, hobbies, products, tourism, family, friends)  To understand the complex variety of components and issues related to the Mediterranean region on various levels. | Strengths  Weaknesses  Opportunities  Challenges  Development  Demographic pressure  Economic activities  Traditional agriculture  Modern agriculture  Tourism  Industry  Globalisation  Water scarcity  Drought  Sustainability:  (water, energy, tourism)  Resource conflict |
| **Connections to other parts of the syllabus**:  Roman roads, Aqueducts, Greek migration, Cultural tourism and Archaeological sites. | | |

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| **S3 Historical Topic: Politics**  6/7 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What kind of political structures did Athens and Sparta develop?  How similar is Athenian democracy to democracy today in Europe?  What does it mean to be a citizen in Athens and Rome?  How did Alexander the Great create an empire?  How did the Roman Republic become an Empire? | To know what imperialism, democracy and dictatorship is.  To be able to compare political systems in Ancient Greece and Rome.  To understand the difference between obligations and rights.  To understand the importance of the army as a strategical power for political change. | Polis (City state)  Tyranny  Perikles  Democracy  Monarch  Empire  Alexander the Great  Republic  Citizen  Stranger  The Assembly  The Council  The Ecclesia  The Senate  Caesar  Octavian /Augustus  Battle of Marathon  Battle of Salamis  Delian League  Battle of Actium |
| **Connections to other parts of the syllabus**:  Roman and Greek culture and political structures exported throughout the Mediterranean, Mare nostrum, the Mediterranean as a complex region | | |

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| **S3 Historical Topic: Economics**  1-2 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What are the reasons and effects of colonisation on Ancient Greece and Rome?  To what extent did the infrastructure support the economic development? | To understand why the Mediterranean region was the centre of the economic market. | Colonisation  Globalisation  Infrastructure  Aqueduct  Roads  Mare nostrum  Alexandria  Wheat/ wine |
| **Connections to other parts of the syllabus**:  Economic development, Mare nostrum, Economic market between Asia, Africa and Europe | | |

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| **S3 Historical Topic: Social structure**  2 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| How is society organised?  How important was slavery to ancient societies? | To understand why members of society were unequal.  To understand social climbing through military service.  To understand what it means to be a slave. | Hierarchy  Citizenship  Patronage  Slave |
| **Connections to other parts of the syllabus**:  Land use evolution, Economic activity, Political structure and Migration. | | |

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| **S3 Historical Topic: Culture**  2 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What are the characteristics of the Ancient Greek and Roman culture?  How did Greek and Roman culture influence European culture? | To understand the similarities and differences between the two cultures.  To recognise the influence of Ancient Greece and Rome on European culture. | Greek Tragedy  Theatre (Architecture)  Socrates  Plato  Aristotle  Ancient Greek  Latin  Olympics  Gladiator  Baths |
| **Connections to other parts of the syllabus**:  Geography of the Mediterranean, Cultural Tourism and Agriculture (wine) | | |

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| **S3 Historic Topic: Religion**  2 weeks | | |
| **Key Questions** | **Key contents or concepts** | **Key words** |
| What is polytheism in Greece and Rome?  What is monotheism?  Why did Constantine adopt Christianity?  What are consequences of Christianity as a state religion? | To be able to recognise the most important Greek and Roman Gods and their roles.  To understand the difference between polytheism and monotheism.  To be able to recognise and explain the cultural tradition and significance of Christianity.  To be able to explain the origins of Christianity. | Polytheism  Monotheism  Temple (Architecture)  Rituals  Christianity  Christianism  Old testament  New testament  Jesus Christ  Jerusalem  Church as an institution |
| **Connections to other parts of the syllabus**:  Multiculturalism, Cradle of monotheisms, the Olympics | | |

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| **S3 Historical Topic: Fall of the Roman Empire**  1 week | | |
| **Key questions** | **Key concepts** | **Key words** |
| Why did the Western Roman Empire fall? | Be able to understand the different reasons for the fall of the Western Roman Empire | The split of the Roman Empire  Dysfunction and decadence  The Dark Ages  Barbarian  The Huns  The Germanic tribes  The Vandals |
| **Connections to other parts of the syllabus**:  Demographic pressure, Migration | | |

**Proposal Links**

*See Human Sciences shared platform folder on Office 365 (One Drive)*

*(This is the folder that includes up to date weblinks and resources related to the Human Sciences syllabus)*

1. The decision relating to the attainment descriptors depends on the decision of the Board of Governors in April 2017. [↑](#footnote-ref-1)