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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]

Attainment descriptors:

> **Entry into force on 1 September 2018**

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[1] The decision relating to the attainment descriptors depends on the decision of the Board of Governors in April 2017.

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)

2. 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

3. 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)

4. Contents

S1 Human Sciences

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*	**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	*Measuring Time*	**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	*Human location Ice age Natural resources and human settlement*		

**Key words according to these contents
are developed further in 6. Annexes**

S2 Human Sciences

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*	**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	*Human migration* *Environmental issues*	**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 <u>all</u> 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

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*	**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	*Mare nostrum Pompeii* *Roman roads* *Aqueducts*	**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.	
		Migration in the Dark Ages	**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**

5. 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

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.

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.

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

<table>
<tr><td colspan="3" align="center">S1 Geographic Topics:
Introduction to Geography Orientation and Topography

8 weeks</td></tr>
<tr><td>Key Questions</td><td>Key contents concepts</td><td>Key words</td></tr>
<tr>
<td>
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?
</td>
<td>
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
</td>
<td>
Geography
Relief
Valley
Plain
Plateau
Mountain
Contour lines
Latitude and longitude (basic)
</td>
</tr>
<tr>
<td colspan="3">
Connections to other parts of the syllabus:
Family migration, School area evolution.
</td>
</tr>
</table>

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.

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.

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.

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.

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

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

S2 Geographic Topic: Global Climate Change and Environmental issues

4 weeks

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

Connections to other parts of the syllabus:
Human migration and environmental issues

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).

<u>Human Sciences concepts</u>

- · Spatial analysis of a problem, – relating to the 4W's (Where? When? What? Why?), Solutions

- · Politics, Economics, Society, Culture

<u>Summary of suggested skills</u>

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	*Possible examples: themes*
· Deforestation	· Important events of the national History
· Resource depletion	· Great inventions
· Climate change	· Personal biographies
· Urban issues	· Locations
· Cultural issues	· Migration
· Migration	· Technological advancements
· Food security and methods	
· Population	

S2: Assessment Grid – Integrated project (A sample)

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.

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

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

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?	To be able to apply the SWOT analysis in relation to at least three issues.	Strengths Weaknesses Opportunities Challenges
What are the advantages and disadvantages of the Mediterranean region now and in the future?	To understand the vulnerability and needs of the region.	Development Demographic pressure Economic activities Traditional agriculture
How can we respond to the opportunities and challenges?		Modern agriculture Tourism
How can we make the Mediterranean region sustainable?	To be able to offer solutions to the challenges in the Mediterranean.	Industry Globalisation Water scarcity
	To understand a personal connection to the region. (migrants, food, drink, hobbies, products, tourism, family, friends)	Drought Sustainability: (water, energy, tourism) Resource conflict
	To understand the complex variety of components and issues related to the Mediterranean region on various levels.	

Connections to other parts of the syllabus:
Roman roads, Aqueducts, Greek migration, Cultural tourism and Archaeological sites.

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

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.

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)

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

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)