



European Schools

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ADDENDUM TO THE SYLLABUS “DISCOVERY OF THE WORLD”

Approved by the Board of Inspectors (Nursery and Primary)

Meeting on 20 and 21 June 2007

Year 1	Scientific and Technological	Geographical and Historical	Social and Cultural
Areas of study	<p>living Things</p> <ul style="list-style-type: none"> • knowledge and classification of living things using main visible attributes eg. criteria such as ways of moving, numbers of limbs, body covering • how living things grow <ul style="list-style-type: none"> - a seed, a bulb and animal - conditions for germination and growth - the effect of seasons on plants, animals and oneself - living things as a source of food and materials • developing pupils' understanding of healthy living <ul style="list-style-type: none"> - respect for food and its source - responsibility for health, exercise and diet - dental hygiene <p>inanimate materials</p> <ul style="list-style-type: none"> • Physical characteristics of living and manufactured materials • How materials are used in manufacture of products <ul style="list-style-type: none"> - Construction of textiles, toys and other common household items - toys around the world • Conservation of materials and resources including those used in school 	<p>the school environment</p> <ul style="list-style-type: none"> • models and plans of classrooms, buildings and grounds – including arrangements of furniture <ul style="list-style-type: none"> - Improving the school environment - simple maps and routes around the school - suitability of materials used in the construction of the school - respect for the school environment within and around the school - school: day and night and through the seasons <p>chronology</p> <ul style="list-style-type: none"> • understanding of days, weeks months, years seasons related to pupils' own life and experiences <ul style="list-style-type: none"> - school timetable - sense of changing places – rooms and buildings - sources of evidence to show the past books, films, famous people, artefacts clothes - respect of old artefacts, relics and objects 	<p>me and others</p> <ul style="list-style-type: none"> • uniqueness of each person <ul style="list-style-type: none"> - one's place within society and groups - special moments in the year - birthdays - holidays • festivals and customs – home and abroad <ul style="list-style-type: none"> - use of symbols - legends - traditions from home - respecting traditions and customs from other cultures - how different people dress in different climates – costumes for different purposes
Specific Competences	<ul style="list-style-type: none"> • describes animate and inanimate objects using criteria • describes how to keep healthy 	<ul style="list-style-type: none"> • locates self in a model, photo, and plan of the school • understands the concept of chronology in terms of a timeline 	<ul style="list-style-type: none"> • recognises own and others' behaviour adapted to place, time and people • describes a celebration or festival
General Competences	<ul style="list-style-type: none"> • investigates a simple natural phenomenon • organises ideas systematically to describe an event or object 		

Year 2	Scientific and Technological	Geographical and Historical	Social and Cultural
Areas of study	<p>plants and animals</p> <ul style="list-style-type: none"> • life cycles of plants , animals and human beings • adaptation of to seasons <ul style="list-style-type: none"> - migration - hibernation - metamorphosis - deciduous/evergreen - growth • relationships between the sun, plants and the food chain • meeting the needs of plants and animals – plants and pets at home and in school <p>healthy eating</p> <ul style="list-style-type: none"> • importance of eating regular meals – every meal counts • a healthy diet is a varied diet • hygiene <ul style="list-style-type: none"> - handling - protecting - cooking - preserving (use of hot and cold) - shelf life/use by date <p>using thermometers</p> <ul style="list-style-type: none"> • effects of hot and cold • comparison of indoor and outdoor temperatures <p>states of matter</p> <ul style="list-style-type: none"> • three states of matter <p>weather recording</p> <ul style="list-style-type: none"> • symbols • temperature records 	<p>knowing your place</p> <ul style="list-style-type: none"> • plans of bedroom, home, school and surroundings • different functions of rooms and areas of school • where I live – addresses of self and classmates • safe and dangerous places in the local environment • traffic signals and signs near the school – road safety • respect for the immediate environment and district <p>past, present and future</p> <ul style="list-style-type: none"> • measuring time past and present • Timelines back four generations • family trees - being part of a family line • important family events • grandparents life compared to own • respect for previous generations • a school day in the past • gifts past and present 	<p>school</p> <ul style="list-style-type: none"> • characteristics of organisation and community • different roles of people in school • characteristics of European Schools – shared and different experiences • exchanges with other language sections – getting to know other pupils/children • who does what in class • valuing everyone’s role in class and school • what makes the school work well? <p>local area</p> <ul style="list-style-type: none"> • meeting the needs of the local community <ul style="list-style-type: none"> - transport - public services - shops - leisure facilities - shops
Specific Competences	<ul style="list-style-type: none"> • explains the needs of plants and animals in order to live in different conditions • describes a healthy diet 	<ul style="list-style-type: none"> • identifies objects and places on a plan and simple map • describes events sequentially 	<ul style="list-style-type: none"> • knows why and how to value others • understands the importance of a community
General Competences	<ul style="list-style-type: none"> • draws simple maps and plans • measures changes using instruments with simple scales 		

Year 3	Scientific and Technological	Geographical and Historical	Social and Cultural
Areas of study	<p>the environment</p> <ul style="list-style-type: none"> • the importance of water for life <ul style="list-style-type: none"> - filtration of water - importance of water in manufacturing – food and materials - saving water at home and school • re-cycling – waste products <p>living things - the body</p> <ul style="list-style-type: none"> • the ear and how it works <ul style="list-style-type: none"> - taking care of your hearing • the skeleton <ul style="list-style-type: none"> - names of major bones and how joints work - vertebrates and invertebrates - care of skeleton and joints - muscle power • reproduction in plants - flower to fruit <p>physical processes</p> <ul style="list-style-type: none"> • sound propagation, amplification and insulation noise pollution • making musical instruments and other devices to make and transmit sound 	<ul style="list-style-type: none"> • the water cycle and water from street to the house including water treatment and pollution • rivers <ul style="list-style-type: none"> - source to mouth - local river study • the local town <ul style="list-style-type: none"> - local town and site of school within the region - the development and the history of towns and districts including different zones in towns – sources of evidence - town infrastructure water, post,, transport communications, collection of rubbish • journey to school comparisons • orienteering using maps and a compass • development of employment and job types • the development of a way of life at home and in the local region – transport, clothing, work and leisure 	<ul style="list-style-type: none"> • local institutions and services and their impact on our lives • the impact and importance of tourism to the local economy <p>rights and responsibilities</p> <ul style="list-style-type: none"> • the needs for a society to have rules – in home, class, school and town • the system of elections and majority voting • protecting natural and historical heritage • adapting the environment to meet the needs of disabled persons • respect for law and order <p>keeping safe</p> <ul style="list-style-type: none"> • highway code for pedestrians and cyclists
Specific Competences	<ul style="list-style-type: none"> • knows the skeleton and how it functions • knows how sounds are produced and heard 	<ul style="list-style-type: none"> • describes the water cycle in detail • describes the main characteristics of a town including the services it provides 	<ul style="list-style-type: none"> • knows the importance of rules in a community and society • understands the need to preserve heritage
General Competences	<ul style="list-style-type: none"> • has clear ideas about the immediate environment: physical, social and cultural characteristics • uses systematic approaches to interpreting information • interprets simple schematic diagrams and symbols 		

Year 4	Scientific and Technological	Geographical and Historical	Social and Cultural
Areas of study	<p>habitat</p> <ul style="list-style-type: none"> • what makes a habitat – pond, dune, forest mountain • adaptation of animals and plants to their habitat • food chains in different habitats • conserving habitats • vegetation types around the world – conservation to maintain levels – mountains and forest areas • forestry - sustaining forests • cultivating land and improving land for different purposes • choices of crops – use of fertiliser • terracing and drainage – maximising land use • impact of farming on habitats <p>electricity</p> <ul style="list-style-type: none"> • electric appliances – torch • simple circuits –lighting, alarms, toys, games • insulators and conductors • use of electric current to heat, magnetise and cause movement (motors) • types of electricity generators – the national grid • dangers of electricity <p>energy</p> <ul style="list-style-type: none"> • use of electricity as an energy source • sustainable and renewable energy sources 	<p>climate and weather</p> <ul style="list-style-type: none"> • relationship between weather and climate • regional climate as determined by weather recordings and compilation of statistics • forecasting weather – air pressure and use of a barometer • comparison of climatic regions – including different European Schools • the impact of climate on farming types • impact of climate on landscapes locally and around the world • simple weather stations – make and/or visit <p>sustainable development</p> <ul style="list-style-type: none"> • reducing environmental damage caused by: <ul style="list-style-type: none"> - urbanisation - industrial pollution - deforestation <p>reading maps</p> <ul style="list-style-type: none"> • political and relief maps • weather maps • atlases <p>developing historical perspectives and chronology</p> <ul style="list-style-type: none"> • timelines in centuries • identifying a major event or person that changed society before renaissance • evolution of societies – different regions in Europe and other continents • developing a knowledge of history in local town, host country, home country and Europe 	<p>ways of life</p> <ul style="list-style-type: none"> • nomad, tribal, feudal, city, rural • understanding the way people live today – news and current affairs • benefits of societies coming together – invasions, pilgrimage travellers, now and in the past <p>cultural heritage</p> <ul style="list-style-type: none"> • architectural styles – eg on euro bank notes • discovering museums, reconstructions, collections • conserving heritage <ul style="list-style-type: none"> - legends - folk songs and dances - other traditions
Specific Competences	<ul style="list-style-type: none"> • understands how plants and animals adapt to different habitats • constructs a simple electrical circuit 	<ul style="list-style-type: none"> • understands simple weather patterns • demonstrates an awareness of how events in the past have shaped societies 	<ul style="list-style-type: none"> • describes how different cultures and traditions have influenced society now and in the past • Understands heritage
General Competences	<ul style="list-style-type: none"> • interprets information from a range of maps and diagrams • uses scientific measurements to describe and predict events • uses own ideas and research to arrive at an opinion 		

Year 5	Scientific and Technological	Geographical and Historical	Social and Cultural
Areas of study	<p>living Things</p> <ul style="list-style-type: none"> the eye and vision digestive system changes and Puberty healthy living <ul style="list-style-type: none"> classification of animals role of micro-organisms <ul style="list-style-type: none"> infections/illness bio degrading <p>physical</p> <ul style="list-style-type: none"> forces and movement (flight, buoyancy, equilibrium) optical instruments (light, camera, mirrors) <p>simple constructions to show the use of</p> <ul style="list-style-type: none"> levers, gears ,inclined planes to make lifting/movement easier 	<p>the world - physical aspects</p> <ul style="list-style-type: none"> space; the earth, the moon and natural cycles and use of satellites <ul style="list-style-type: none"> Weather forecasting Map making Communications natural phenomena <ul style="list-style-type: none"> Eclipses, rainbows, tides, volcanoes, earthquakes distribution of natural resources <p>the world - social aspects</p> <ul style="list-style-type: none"> what affects population; distribution, age profile, immigration interdependence - local, national and international inequality around the world, rights of children, poverty, growth of world movements <ul style="list-style-type: none"> trades Union suffrage green movement, globalisation 	<p>European developments</p> <ul style="list-style-type: none"> timelines to show major events and periods economic and social changes related especially to travel, technology and modern advances eg medicine, media development of democracy the development of the EU including commerce: EISC, Common Market and EC spread of European languages European ideals of democracy, tolerance and solidarity
Specific Competences	<ul style="list-style-type: none"> knows the human body and its functions describes how simple appliances and mechanisms work 	<ul style="list-style-type: none"> demonstrates knowledge and understanding of the earth and its natural cycles and phenomena identifies links between major events and economic and social change 	<ul style="list-style-type: none"> explains the developing role of the European Union understands the ideals of democracy, equality and tolerance
General Competences	<ul style="list-style-type: none"> researches a topic using a variety of sources – 1st and 2nd hand evidence, internet, library chooses an appropriate format for recording information and data classifies information using diagrams and tables formulates hypotheses, makes predictions and uses and an appropriate valid test 		