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## **HUMAN SCIENCES SYLLABUS (years 1, 2 and 3)**

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**In September 2004: for years 1<sup>st</sup> and 3<sup>rd</sup>**

**In September 2005: for year 2<sup>nd</sup>**



# **HUMAN SCIENCES SYLLABUS**

## **(years 1, 2 and 3)**

Valid for years 1 and 3 in September 2004  
Valid for year 2 in September 2005

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Authors: Helena Teixeira Coelho, Johanna Niegel, Eddie Kelly – Inspectors;  
Dimitri Sfingopoulos – headmaster; Bärbel Bartsch, Catherine Sprinski, Alain  
Godard, John Little, Gerard Moran, Paul Stöckl, Hermann Summer – teachers

# HUMAN SCIENCES SYLLABUS

## 1.0 OBJECTIVES

### 1.1 General objectives shared by all subjects

The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupils should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, an understanding of the environment in which they work and live, and a development of individual identity. In practice these tasks are inseparable within the school.

These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities.

### 1.2 General objectives for Human Sciences

- Recognise that students are in a period of transition, and should consolidate and build on what has been taught in Primary.
- Ensure that there are the same expectations of students in all language sections, and that a similar standard is reached.
- Give students a sound basic understanding of Human Sciences in mother tongue to support their later studies in the working language.
- Develop an awareness of the relationship between History and Geography.

### 1.3 Specific objectives for Human Sciences

To help students:

- Acquire knowledge and understanding about society and civilisations past and present.
- Develop enthusiasm for, and interest in the study of the past and the world around them.
- Develop a sense of how people and places vary and change over time.
- Become aware of different environments and understand the interactions between their physical and human elements.
- Develop a sense of responsibility about environmental issues.
- Acquire and use appropriate skills and technical vocabulary.
- Understand important historical and geographical concepts.
- Make critical use of a variety of resources (e.g. documents, maps and graphics) and develop their own opinions.

## 2.0 CONTENT

### 2.1 Human Sciences year 1 (Geography)

<b>DISCOVERING THE PLANET</b>		
<b>THEME</b>	<b>CONTENT</b>	<b>KEY WORDS</b>
<b>ORIENTATION AND TOPOGRAPHY</b>  2-3 weeks	Finding places in the world  Maps at different scales  Basic world topography	Latitude, longitude, equator, polar circle, Tropics of Cancer and Capricorn, meridian, compass points, compass  Scale, key (legend), altitude, sea level, contour, compass rose  Continents, oceans, seas, mountain, ranges, rivers, islands, plains, plateaus
<b>LOCAL AREA STUDY</b>  2-4 weeks	To be agreed at school level with locally produced resources	
<b>PLANET EARTH</b>  2 weeks	The earth in space  Day and night/seasons  Time zones	Revolution, orbit, rotation, axis, poles, inclination
<b>WEATHER AND CLIMATE</b>  2-3 weeks	Elements of the weather  Simple weather maps  Climate graphs	Temperature, precipitation   Maximum, minimum, average, range
<b>CONTRASTING ENVIRONMENTS</b>  4-7 weeks	Study of climate, vegetation, human use and problems in the following regions:  Tropical zone  Deserts  Polar Zone	Climatic zones  Humidity, rainforest, savannah, ecosystem, cycle of life, deforestation  Aridity, nomad, oasis, irrigation  Arctic, Antarctic, ice sheet, tundra, Inuit

## 2.2 Human Sciences year 1 (History)

<b>DISCOVERING HISTORY</b>		
<b>THEME</b>	<b>CONTENT</b>	<b>KEY WORDS</b>
<b>FAMILY/COMMUNITY/ LOCAL/HISTORY</b>  3-4 weeks	Why History? What is History? Family tree/chronology Community/Locality (e.g. family, school, church) Different kind of sources (e.g. oral history, diaries, newspapers, pictures, official records, monuments and buildings, music, excavations)	Primary and secondary sources  Generation Century, decade, period B.C. A.D. Ages Artefact
<b>PREHISTORY</b>  6-8 weeks	Role of Archaeology Evolution/first human beings (introduction)  <b>Stone age</b> Progression from nomads to settlers, role of ice age  <b>Bronze age</b> Emergence and use of metals Development of trade and society  <b>Iron age</b> Coming of the Celt Customs and beliefs Implements, tools and weapons	Archaeologist Excavation Cave Painting Hunters and collectors Nomads/settlements Domestication Neolithic revolution Tombs, megaliths  Bronze Trade
<b>ANCIENT CIVILIZATIONS</b>  4-5 weeks	<b>Egypt</b> The land of the Nile The people of the Nile valley: peasants and craftsmen The Pharaohs Religion and gods Temples and pyramids	Desert and irrigation Hieroglyphics Hierarchy Temples, pyramids and tombs Polytheism/monotheism Myths

## 2.3 Human Sciences year 2 (Geography)

EUROPE AND ITS DIVERSITY			
THEME	CONTENT	KEY WORDS	
<b>INTRODUCTION TO EUROPE</b>  3 weeks	Defining Europe The European Union (member states, applicant countries and main institutions) Basic European Topography and climate and vegetation zones  Cultural similarities and differences	Border E.U., capital  Sub-polar/tundra Taiga/coniferous Temperate/deciduous Continental, Mediterranean	
<b>THE PHYSICAL ENVIRONMENT</b>  <i>Choose one option</i>  3 weeks	<b>Option 1: Rivers</b> Changing river landscapes from source to mouth Comparison of a river in its upper and lower course  The causes and consequences of flooding (e.g. Rhine, Danube)  <b>Option 2: Mountains</b> Mountainous environments  How ice changes the landscape  The causes and consequences of avalanches	V-shaped valley, gorge, waterfall, meander, delta, estuary  Tree-line,  Glacier, U-shaped valley, crevasse, cirque, moraine	Erosion, transportation, deposition
<b>THE HUMAN ENVIRONMENT</b>  <i>Choose one option</i>  3 weeks	<b>Option 1: Using the land</b> Different types of farming landscapes  How a farm works (two contrasting studies)  An issue in modern farming (e.g. factory farming, organic farming, genetically-modified organisms)  <b>Option 2: The big cities</b> Distribution of major cities  Characteristics of different parts of a city  A problem of modern cities (e.g. pollution, traffic congestion, crime)	Arable, pastoral  Crop, mechanisation, silo, fertilizer, pesticide  Historical centre, Central Business District, suburb, commuter	Urban/rural, primary/secondary/tertiary
<b>ENVIRONMENTAL ISSUES</b>  2-3 weeks	At least <b>one</b> of the following must be covered: <ol style="list-style-type: none"> <li>Energy (e.g. limitation of resources, pollution, alternative sources)</li> <li>Water (e.g. water cycle, pollution, shortages and flooding)</li> <li>Climate change (human and natural inputs)</li> </ol>	Renewable, non-renewable, fossil fuel  Evaporation, condensation, transpiration  Greenhouse effect, global warming	
<b>NATIONAL/REGIONAL GEOGRAPHY</b>  3-5 weeks	Work on selected themes about the country in which the school is situated, or a country from which a substantial number of the students come.		

## 2.4 Human Science 2<sup>nd</sup> year (History)

<b>EUROPE AND THE WORLD</b>		
<b>THEME</b>	<b>CONTENT</b>	<b>KEY WORDS</b>
<p><b>ANCIENT CIVILISATIONS</b></p> <p>4-6 weeks</p>	<p><b>Mesopotamia, the Hebrews</b></p> <p>Role of large rivers, fertility of the soil Agriculture/irrigation and society Science and education Religion Daily life</p> <p><b>Chose one out of two groups of civilisations:</b> India and/or China Pre-Columbian civilisations Society (daily life), culture, religion</p>	<p>Desert and irrigation Writing Hierarchy Temples/tombs Polytheism/monotheism</p>
<p><b>THE MEETING OF CIVILISATIONS</b></p> <p>3-4 weeks</p>	<p><b>Voyages and colonisation in the Americas and/or Asia</b></p> <p>Discoveries, the progress of navigation, explorers</p> <p><b>The impact of explorations</b> Positive and negative aspects: new products, religion, slavery, disease ...</p>	<p>Commercial routes Exploration</p> <p>Exploitation New World Indigenous population Missionaries</p>
<p><b>NATIONAL/ REGIONAL HISTORY</b></p> <p>5-7weeks</p>	<p><b>Specific work</b> on the country in which the school is situated, <b>or</b> a country from which a substantial number of the students come.</p> <p><i>(This theme must not be part of the Greek or Roman civilisations which are studied in the 3<sup>rd</sup> Year).</i></p>	

## 2.5 Human Sciences year 3 (Geography)

<b>THE MEDITERRANEAN REGION</b>		
<b>THEME</b>	<b>CONTENT</b>	<b>KEY WORDS</b>
<b>INTRODUCTION AND BACKGROUND</b>  1 week	Familiarisation with the region using the atlas	Country, capital, border, latitude, longitude, scale, key, compass direction
<b>THE RESTLESS EARTH</b>  2 weeks	Plate boundaries and the location of volcanoes and earthquakes in the Mediterranean  Study of one volcano (e.g. Etna) and one recent earthquake	Plate, plate boundary  Magma, lava, volcano, eruption, earthquake, Richter Scale,
<b>CLIMATE AND VEGETATION</b>  3 weeks	Mediterranean climate (including drawing and use of climate graphs)  Comparison with climate of local area  Natural vegetation and its adaptation to the climate	Temperature, maximum, minimum, average, range, precipitation  Vegetation, maquis, garrigue deforestation
<b>AGRICULTURE</b>  2 weeks	Typical crops (olives, vines and citrus fruits) and animals (sheep and goats)	Crop, irrigation, soil fertility
<b>TOURISM</b>  2 weeks	The rise of mass tourism  Main source countries and destinations  Characteristics of resort areas and the positive and negative impact of tourism	Mass tourism, resort
<b>ENVIRONMENTAL ISSUES</b>  2 weeks	Climate change and problems of water supply  Water pollution in the Mediterranean and attempts to reduce it	Drought, desertification, erosion, Pollution



## 2.6 Human Sciences year 3 (History)

<b>ANCIENT GREECE AND ROME</b>		
<b>THEME</b>	<b>CONTENT</b>	<b>KEY WORDS</b>
<b>ANCIENT GREECE</b>  6-8 weeks	<p><b>The Beginning of Greek History through legends</b> (e.g. Minotaur, Europa, Homer)</p> <p><b>Greek World</b> Athens Sparta Colonisation</p> <p><b>Aspects of Greek Culture</b> Women and children, daily life Education, philosophers Gods and religion Olympic Games Architecture</p> <p><b>Greeks, Persians and war</b> Ships and navies, military service Alexander The Great</p>	<p>Minoans, monarchy</p> <p>Polis, oligarchy, aristocrats, tyrant, democracy, citizen Assembly, council, free men, helots, slaves</p> <p>Alphabet, Socrates, Plato, Aristotle Temples, altar, Delphi, oracle, omens Gymnasium, Amphitheatre, disciplines Acropolis, Doric, Ionic, Corinthian style</p> <p>Trireme, phalanx, hoplite, cavalry Marathon, Thermopylae, Salamis Asia Minor</p>
<b>ANCIENT ROME</b>  6-8 weeks	<p><b>The Beginning of Rome and the Roman Republic</b></p> <p><b>Aspects of Roman Culture</b> Gods, religion, Christianity Games and slavery Daily life Architecture</p> <p><b>War and politics</b> The Roman Army, navy The Punic Wars The Roman Empire and Roman emperors</p> <p><b>Decline and Fall, of the Roman Empire</b> <b>Roman's Legacy</b></p>	<p>Etruscans, Romulus and Remus Plebeians and Patricians, Assembly, Consuls, Magistrates, Tribunes, Senate</p> <p>Augur Gladiators, Spartacus</p> <p>Aqueducts, roman roads, public baths, Forum, Colosseum</p> <p>Legion, galley Carthage, Hannibal Caesar, Imperator</p> <p>Constantinople, Vandals, Goths, Franks</p>

## **3.0 SKILLS**

### **3.1. Research**

- know where to look for information and collect material: library, museums, Internet;
- use of different types of media;
- select and organize material;
- use of the atlas, latitude and longitude, thematic maps (e.g. of plate boundaries or vegetation);
- individual research and work in groups;
- use of chronology (timelines);
- field work and data collection.

### **3.2. Interpretation**

- to be familiar with and use specific vocabulary;
- to read and draw maps, (keys, compass points, scales, distances and altitude);
- to read, interpret, compare and contrast historical sources;
- to draw, describe and use simple graphs, sketches and diagrams;
- to extract ideas from and analyse various documents: texts, illustrations, maps, graphs, chronologies, photographs, statistical data.

### **3.3. Analysis**

- to distinguish between fact and opinion;
- to compare ideas and attitudes in the past with those of the present;
- to understand the development of different environments and how we use and misuse them;
- to understand how change occurs over time;
- to compare developments in different countries in Europe and elsewhere over time periods;
- to evaluate and understand the importance of archaeological sites;
- to assess different viewpoints and develop critical arguments.

## **4.0 TEACHING STRATEGIES AND LEARNING ORGANISATION**

### **4.1 Working methods**

Teachers should use a variety of teaching methods and strategies:

- dialogue between teacher and pupils
- group work, pair work, class discussion, debate
- teacher exposition
- interviews
- prepared presentations, speeches and displays
- use of written and non written information and sources
- organisation of personal portfolios about focused themes
- dramatizing living History, building up dramatizing texts
- role play and simulation
- learning activities away from school  
(e.g. visits to public libraries, museums and galleries, archaeological excavations and fieldwork).

### **4.2. Resources**

*printed, visual and audio materials:*

- photographs, illustrations and cartoons, maps, paintings and models
- official records (census, birth certificates), statistics
- newspapers, magazines, books (biographies), poetry
- computer – CD ROMs, Internet
- video – film, documentaries
- audio – recorded programmes, speeches, recorded interviews, music, sounds  
(critical analysis by both teacher and pupils)

### **4.3 Homework**

Homework can be used to complement and review exercises done in class. It can also help to prepare the pupil for new work about to be covered or may involve research and project work. Homework can be both preparation for oral work in class, and/or of a written nature. Homework plays an important role in furthering technical competence. Each piece of work should have clear objectives and some indication should be given about the expected length and level of detail. It should be discussed in class or corrected individually. In setting homework, however, one should be aware of the overall workload of the students.

### **4.4 Coordination**

The co-ordinator is encouraged to:

- be a leader/facilitator for the smooth running of the course throughout the different language sections in the schools.
- give assistance and advice to other teachers, and especially to those who are non-specialists in the subject areas.
- collect, distribute and exchange resource materials that are beneficial to the teaching of human sciences in the school.
- prepare guidelines showing how the syllabus is to be implemented in the school.
- act as a reference point for management/inspectors.

#### **4.5 Role of inter-disciplinary work**

While it is accepted that teachers may frequently feel that they are basically teaching Geography or History, opportunities should be sought to link the subjects in a meaningful way. This may involve simply using a skill (e.g. mapping the early voyages of discovery), or could be at a more sophisticated level (e.g. the integration of the two subjects in a regional/national study).

There are also wider opportunities for inter-disciplinary work. In terms of content, there are potential links with Information Technology, Integrated Science and Latin. It is therefore desirable that close contacts with the teachers of these subject areas are established. Co-operation with language teachers is also to be recommended, since it is helpful with regard to improving the pupils' language level as well as their performance in Human Science. This is particularly important in Year 3, as this is the first year in which Human Science is taught in the pupil's second language.

## **5.0 ASSESSMENT OF LEARNING OUTCOMES**

Assessment informs teachers, pupils and parents about pupils' learning and progress. It is a continuous process based on class work and the syllabus.

For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching. Pupils are made aware of their progress and parents obtain information about class work and the performance of their child.

Assessment must be transparent and pupils must be aware of the work to be done and the principles of assessment applied by teachers.

Assessment refers to three areas:

- written work: tests, class work and homework
- oral work: participation in class
- practical work: presentations, group work, etc.

### **5.1 Written work**

Tests should be based on the work covered in class within a certain period (usually covering one part of the syllabus). Students should be informed about the topics to be revised well in advance. Regular evaluation through tests is recommended throughout the year. Tests should consist of descriptive answers in the beginning and gradually become more demanding and dedicated to understanding.

### **5.2 Oral work**

The assessment of participation in class plays a very important role in continual evaluation. Pupils should understand that their personal initiative and active participation in class and in partner or group work is essential for their learning progress. It should be made clear that quality of comments is as important as quantity. Discussion, dialogue and cooperation in class are essential.

### **5.3 Practical work**

Geography and History are subjects which lend themselves to active student participation. Creative ways of mediating themes should be employed, e.g. personal research, group work, projects, presentations, role-play, simulations and debates. The attitude and approach of the pupils during these sessions as well as the results of the work should be taken into consideration.