

Scheme of Work - Progression

Knowledge of the World / Connaissance du Monde

Year 12 BFI / 1ère BFI

Period 1	<p>Theme 1: Thinking About Society What is the share of influence and action of States and populations in driving change? What part do they play in people's lives? What part do civil society, elections, bodies of power, citizens, individually or collectively, play in the development of the principles and methods of living together? What are the favoured channels and salient features of public debate? What is the relationship between the central power and its relays, between the State and the regions? What are the historical developments/transformations (legislative, constitutional, social, etc.) that have modified the organisation of the State or of society at key moments in the life of the country or countries concerned and their populations? What place do the representations of political power, institutions and national history take in the public space?</p>
Autumn – Mid-Term Holiday	
Period 2	<p>Theme 2: Inhabiting the World How are societies structured around different configurations of public and private spaces? How are the place and role of each person redefining? What role does the layout of spaces give to sharing, interaction and solidarity within the family, between generations, between men and women, between different social, cultural and economic groups?</p>
Winter Holiday	
Period 3	<p>Theme 2: Inhabiting the World What infrastructure and methods of land use planning have been put in place by the States? What place is given to rural areas, how are they linked to urban centres? Theme 3: Building the Future How to preserve the natural and human heritage to better guide the necessary changes?</p>
Winter – Mid-Term Holiday	
Period 4	<p>Theme 3: Building the Future Is the desire for improvement always compatible with the need for conservation and the principle of protection? How to build the future on a foundation of shared experiences?</p>
Spring Holiday	
Period 5	<p>Project Proposal</p>