



Ministero dell'Istruzione dell'Università e della Ricerca
Ufficio Scolastico Regionale per il Lazio
IS Lucio Lombardo Radice

Programmazione Disciplinare

Storia e Geography IGCSE

2° Liceo Linguistico – sezione Cambridge

STORIA

U.d.A. 1 IL TRAMONTO DELLA REPUBBLICA

C1: Comprendere il cambiamento e la diversità dei tempi storici in una dimensione diacronica attraverso il confronto tra epoche e in una dimensione sincronica attraverso il confronto fra aree geografiche e culturali

CONOSCENZE

- Guerre civili. Scontro tra Mario e Silla
- Campagna di Cesare in Gallia e guerra civile
- Dalle idi di Marzo a Filippi
- Scontro tra Ottaviano e Marco Antonio

ABILITÀ

- riconoscere i cambiamenti nelle forme politiche
- riconoscere i mutamenti di rapporti con gli eserciti
- riconoscere le ragioni della fine del sistema repubblicano;

U.d.A. 2: L'IMPERO

C 1: Padroneggiare gli strumenti espressivi ed argomentativi indispensabili per gestire l'interazione comunicativa

CONOSCENZE

- Il principato di Ottaviano Augusto.
- Dinastia giulio-claudia
- Il cristianesimo
- Dinastia flavia
- Principato adottivo
- I Severi e l'anarchia militare

ABILITÀ

- Riconoscere gli elementi di continuità e rottura nel principato
- Capire le trasformazioni cruciali tra le varie dinastie
- Conoscere la funzione degli eserciti

U.d.A. 3: TRAMONTO DEL MONDO ANTICO

C1: Comprendere il cambiamento e la diversità dei tempi storici in una dimensione diacronica attraverso il confronto tra epoche e in una dimensione sincronica attraverso il confronto fra aree geografiche e culturali

CONOSCENZE

- La crisi dell'Impero Romano
- Diocleziano
- Costantino
- Il crollo dell'impero
- Giustiniano
- I regni romano-barbarici

ABILITÀ

- Conoscere i diversi fattori di crisi
- Riconoscere i processi di divisione dell'impero
- Conoscere le varie cause della fine dell'Impero d'Occidente

U.d.A. 4 ALTO MEDIOEVO

C1: Padroneggiare gli strumenti espressivi ed argomentativi indispensabili per gestire l'interazione comunicativa

CONOSCENZE

- Impero bizantino
- La dominazione longobarda in Italia
- Islam
- Il monachesimo

ABILITÀ

- Conoscere e capire i principali cambiamenti
- Capire il ruolo delle religioni.

C2: Comprendere il cambiamento e la diversità dei tempi storici in una dimensione diacronica attraverso il confronto tra epoche e in una dimensione sincronica attraverso il confronto fra aree geografiche e culturali

CONOSCENZE

- L'ascesa dei franchi
- L'impero di Carlo Magno
- La cultura, l'economia, la società nell'impero carolingio

ABILITÀ

- Saper comprendere la novità del rapporto dei franchi con il papato
- Conoscere i profondi mutamenti economici e sociali.

U.d.A. 5 : L'IMPERO E LA CHIESA TRA IL IX E L'XI SECOLO

C1: Padroneggiare gli strumenti espressivi ed argomentativi indispensabili per gestire l'interazione comunicativa

CONOSCENZE

- Il Sacro Romano Impero Germanico
- Le ultime invasioni: normanni, ungari e saraceni
- La riforma ecclesiastica

ABILITÀ

- Comprendere i profondi mutamenti nell'assetto europeo operati dalle nuove invasioni
- Capire il ruolo della Chiesa.

GEOGRAPHY

U. D. A. n. 1 - Population

COMPETENZE

C1: an understanding of location on a local, regional and global scale;

C2: an understanding of the ways in which people interact with each other and with their environment

Settlement

ABILITA'

- Explain patterns of settlement
- Describe and explain the factors which may influence the sites, growth, and functions of settlements
- Give reasons for the hierarchy of settlements and services
- Describe and give reasons for the characteristics of, and changes in, land use in urban areas
- Explain the problems of urban areas, their causes, and possible solutions
- Identify and suggest reasons for rapid urban growth
- Describe the impacts of urban growth on both rural and urban areas, along with possible solutions to reduce the negative impacts

CONOSCENZE

- Settlements patterns, sites, growth and functions, hierarchies
- Urban land use: problems and solutions
- Rapid urban growth and its impacts
- Case studies

U. D. A. n. 2 – Natural environment

COMPETENZE

C1: an awareness of the characteristics, distribution and processes affecting physical and human environments

C2: an understanding of the ways in which people interact with their environment

C3: an awareness of the contrasting opportunities and constraints presented by different environments

Coasts

ABILITA'

- Demonstrate an understanding of the work of the sea and wind in eroding, transporting, and depositing
- Describe and explain the formation of the landforms associated with these processes
- Describe coral reefs and mangrove swamps and the conditions required for their development
- Demonstrate an understanding that coasts present hazards and offer opportunities for people
- Explain what can be done to manage the impacts of coastal erosion

CONOSCENZE

- The work of the sea: coastal landforms created by erosion and deposition
- Coral reef and mangroves swamps
- Hazards and opportunities
- Managing coastal erosion
- Case studies

Weather and Climate

ABILITA'

- Describe how weather data is collected
- Make calculations using information from weather instruments
- Use and interpret graphs and other diagrams showing weather and climate data
- Describe and explain the characteristics of two climates: • equatorial • hot desert
- Describe and explain the characteristics of tropical rainforest and hot desert ecosystems
- Describe the causes and effects of deforestation of tropical rainforest

CONOSCENZE

- Collecting and using weather data
- The equatorial climate
- Tropical rainforest and its ecosystem
- Rainforest deforestation
- Hot desert climate and its ecosystem
- Case studies

U. D. A. n. 3 – Economic development

COMPETENZE

C1 an understanding of location on a local, regional, and global scale

C2 an understanding of the ways in which people interact with each other and with their environment

C3 an awareness of the contrasting opportunities and constraints presented by different environments

Population structure, primary and secondary sector

ABILITA'

- Demonstrate an understanding of an agricultural system of production
- Demonstrate an understanding of an industrial system: inputs, processes, and outputs (products and waste)
- Describe and explain the factors influencing the distribution and location of factories and industrial zones

CONOSCENZE

- Economy: structure of employment in LEDCs and MEDCs

- Agricultural system and location
- Industrial systems and location
- Case studies

Tourism

ABILITA'

- Describe and explain the growth of tourism in relation to the main attractions of the physical and human landscape
- Evaluate the benefits and disadvantages of tourism to receiving areas Demonstrate an understanding that careful management of tourism is required in order for it to be sustainable

CONOSCENZE

- The growth of tourism: advantages and disadvantages
- Managing tourism for sustainability
- Case studies

Energy

ABILITA'

- Describe the importance of non-renewable fossil fuels, renewable energy supplies, nuclear power, and fuelwood
- globally and in different countries at different levels of development
- Evaluate the benefits and disadvantages of nuclear power and renewable energy sources

CONOSCENZE

- Energy use varies
- Nuclear power or renewables
- Case study

Sustainability

ABILITA'

- Describe how economic activities may pose threats to the natural environment, locally and globally Demonstrate the need for sustainable development and management
- Understand the importance of resource conservation

CONOSCENZE

- Economic activities pose threats
- Managing for sustainable development
- Conserving natural resources
- Case study

U. D. A. n. 4 – Geographical skills

COMPETENZE

C1: an understanding and interpretation of maps, diagrams, graphs, tables of data, written material

ABILITA'

- Use a co-ordinate reference system and give and read four-figure and six-figure grid references to locate places and measure distances.
- Read contours and calculate differences in height and interpret and complete cross sections. Translate the scale of a feature by describing its size and shape in real terms.
- Use the key to the map to identify features on the map and draw inferences about the physical and human landscape by interpretation of map evidence such as patterns of relief, drainage, settlement, communication, and land use.
- Identify basic landscape features such as river valleys and uplands and give brief descriptions of them using appropriate geographical terms.
- Interpret and describe features of urban morphology as represented on large-scale maps
- Extract specified geographical information from graphs, diagrams, tables of data and written material.
- Recognise patterns and deduce relationships.
- Describe significant features of the human and physical landscape, e. g. population distribution, population movements, transport networks, settlement layout, relief, and drainage, etc.

CONOSCENZE

- Monsefu, Peru – map reading skills, climate graph interpretation and land use
- Harare, Zimbabwe – map interpretation, urban farming, and quality of life.
- North York Moors, UK – contour reading, describing physical landscape and gradients and cross sections
- Montego Bay, Jamaica – analysis of airport and tourist information
- Negara, Indonesia – land use analysis and health data interpretation
- Leicester, UK – city land use and migration

U. D. A. n. 5 – Alternative to coursework

COMPETENZE

C1: identification of a problem, creating hypotheses, conducting research, and presenting data, analysing results, and making conclusions

ABILITA'

- Formulating aims and hypotheses
- collecting relevant data, analysis and drawing conclusions.
- Use of Enquiry skills to collect data:
- Use of questionnaires, deciding factors influencing successful design of questionnaires and making practical considerations on conducting them.
- Making observations in the collection of data
- Using appropriate methods for recording counts

- Making measurements with appropriate instruments.
- Know how to use appropriate illustrative techniques to present data.
- Analyse and describe patterns in data presented in graphs and tables
- Make conclusions from evidence and judgements on the validity of the original hypothesis or aims of the assignment.

CONOSCENZE

- Investigating the CBD
- Investigating rivers
- Investigating tourism
- Investigating weather
- Practice investigation