

# GERMAN SCHOOL NAIROBI

## CURRICULUM OVERVIEW

### GEOGRAPHY, HISTORY, SOCIAL STUDIES

#### (GRADES 5 – 9)

Please note that this summary of the curriculum overview is simply to give the parents of the scholarship students a small insight into the topics covered in each class in the subjects mentioned. It does not include a detailed syllabus, as it is meant to be used as an informal guideline.

#### Notes

1. Geography is not taught in Grade 6.
2. From Grade 8 upwards, Geography is taught in English.
3. In grade 9, History is taught bilingually in English and German (modularly).
4. Social Studies / Civics is only taught in grades 8 and 9.
5. In Social Studies / Civics, topics covered might interchange between class 8 & 9, depending on current events at the time.  
(E.g. general elections in Germany in September 2013 the political system of Germany was already dealt with in Grade 8, and not in Grade 9 as previously scheduled).

**GEOGRAPHY**

Grade 5	Topics and Skills
	<p><b>Our Earth</b></p> <ul style="list-style-type: none"> <li>- continents and oceans</li> <li>- polar regions</li> <li>- deserts</li> <li>- in the tropical rainforest</li> </ul> <p><b>Germany</b></p> <ul style="list-style-type: none"> <li>- Germany in Europe</li> <li>- Germany's landscapes</li> <li>- Germany's federal states</li> <li>- Berlin – the capital of Germany</li> <li>- Berlin and Brandenburg</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- orientation with the grid system</li> <li>- how to work with the atlas</li> </ul>
	<p><b>Germany</b></p> <ul style="list-style-type: none"> <li>- the coast and the lowlands in Northern Germany (changing of coast lines, the tides, national parks, Hamburg and Rostock, intensive and ecological farming)</li> <li>- the change of the Ruhr region and the Niederlausitz (raw material: coal mining, structural change)</li> <li>- middle and high mountain ranges (why do they exist?, glaciers, tourism)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- how to collect and arrange material in a poster</li> <li>- how to read and extract information from texts</li> <li>- how to describe and compare pictures</li> <li>- how to draw a profile</li> </ul>

<p><b>Class 7</b></p>	<p>Europe – one continent</p> <ul style="list-style-type: none"> <li>- landscapes</li> <li>- The European Union: goals and duties, agriculture</li> <li>- migration</li> <li>- climate and vegetation</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- how to read a map</li> <li>- how to draw and analyse a climate graph</li> </ul>
	<p>Europe</p> <ul style="list-style-type: none"> <li>- climate and vegetation in the Mediterranean region and in the polar region</li> <li>- maritime and continental climate</li> <li>- ice age in Northern Europe</li> <li>- polar day and polar night</li> <li>- Eastern Europe</li> <li>- Europe – economic changes in various regions (tourism in Mallorca, irrigation in Spain, agriculture in France, industrial areas in England, industry in Poland)</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>- how to draw a profile</li> <li>- how to draw and analyse bar charts</li> <li>- how to prepare a presentation</li> </ul>

<p><b>Class 8</b></p>	<p><b>Plate tectonics</b></p> <ul style="list-style-type: none"> <li>- theories</li> <li>- movements at plate margins</li> <li>- volcanism</li> <li>- earthquakes</li> <li>- tsunamis</li> </ul> <p><b>Climate and vegetation in the tropics and subtropics</b></p> <ul style="list-style-type: none"> <li>- ITCZ</li> <li>- climate in the savannahs and the deserts</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- how to create a flow chart</li> <li>- how to extract information and transform it into a crib</li> </ul>
	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>- climate, vegetation and their impact on human farming activities</li> <li>- different characteristics of different countries (tourism in Kenia, oil in Nigeria, apartheid in South Africa,....)</li> <li>- characteristics of developing countries</li> <li>- living and working in dry regions (e.g. the Sahel)</li> </ul> <p><b>Orient</b></p> <ul style="list-style-type: none"> <li>- Oriental towns</li> <li>- water resources and water management (the Nile)</li> <li>- Israel and its position in the Orient</li> <li>- Petrodollars in the Persian Gulf region</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- how to draw, analyse and explain climate graphs</li> <li>- how to prepare a presentation</li> <li>- how to conduct a debate</li> <li>- how to work with tables, diagrams, pie charts, line graphs</li> </ul>

## HISTORY

<b>CLASS</b>	<b>topics covered</b>	<b>Skills</b>
<b>5 (1 lesson per week)</b>	<ul style="list-style-type: none"> <li>• What is history?</li> <li>• Time graph / epochs</li> <li>• primary and secondary sources</li> <li>• from stone age to iron age</li> <li>• ancient Egypt</li> <li>• ancient Greece (possibly Class 6)</li> </ul>	<ul style="list-style-type: none"> <li>• note taking</li> <li>• mind maps</li> <li>• understanding texts and sources</li> <li>• working with maps</li> <li>• reading graphs</li> <li>• research</li> </ul>
<b>6 (2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• ancient Greece and ancient Rome</li> <li>• Charlemagne and the Franks</li> </ul>	<i>all the above plus</i> <ul style="list-style-type: none"> <li>• research</li> <li>• historical role plays</li> </ul>
<b>7(2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• Middle Ages: the feudal system</li> <li>• Middle ages: life in the country, in a monastery, in the town</li> <li>• Investiture controversy</li> <li>• Crusades</li> <li>• Thirty Years' War</li> <li>• The Age of Absolutism</li> <li>• USA independence – Kenya independence: a comparison</li> </ul>	<i>all the above plus</i> <ul style="list-style-type: none"> <li>• understanding advanced secondary sources</li> <li>• making diagrams</li> <li>• reading and interpreting maps and pictures</li> <li>• analyzing primary sources</li> </ul>
<b>8 (2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• French Revolution</li> <li>• Europe under Napoleon</li> <li>• From German Confederation to German Empire 1815-1871</li> <li>• Industrialisation</li> <li>• Imperialism</li> </ul>	<i>all the above plus</i> <ul style="list-style-type: none"> <li>• analyzing cartoons</li> <li>• understanding perspective and bias</li> </ul>
<b>9 (2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• World War I and international relations (in English)</li> <li>• The Weimar Republic</li> <li>• National Socialism – understanding a dictatorship</li> </ul>	<i>all the above plus</i> <ul style="list-style-type: none"> <li>• comparing points of view</li> <li>• role plays and simulations</li> <li>• setting up hypotheses</li> <li>• assessment</li> <li>• advanced research</li> </ul>

**SOCIAL STUDIES / CIVICS**

<b>CLASS</b>	<b>Topics covered</b>	<b>Skills</b>
<b>8</b> <b>(2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• Individual and society</li> <li>• Family life</li> <li>• Media and their role in a society</li> <li>• Economic systems and participating in them</li> <li>• Legal systems</li> </ul>	<ul style="list-style-type: none"> <li>• note taking</li> <li>• mind maps</li> <li>• understanding texts and sources</li> <li>• reading graphs</li> <li>• research</li> <li>• role plays</li> </ul>
<b>9</b> <b>(2 lessons per week)</b>	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Germany`s political system</li> <li>• European Union</li> <li>• Globalization</li> <li>• International Terrorism</li> </ul>	<p><i>all the above plus</i></p> <ul style="list-style-type: none"> <li>• giving presentations</li> <li>• understanding political maps</li> </ul>