

Appendix

History-geography program for the classes of Seconde, Première and Terminale leading to the general baccalaureate, international option

Preamble

The programs taught in the Seconde, Première, and Terminale classes leading to the general baccalaureate international option refer to the national curricula adopted on January 17, 2019 and July 19, 2019.

The teachers responsible for the common teaching of the history-geography programs in international sections implement them within the framework of their pedagogical responsibility, in accordance with the learning objectives, choices, and prescriptions defined in the national teaching programs. Within this framework, the treatment of themes and questions takes into account the historical and geographical specificities of the societies of the cultural and linguistic area or the country/region to which the section belongs.

Each section may adapt the programs to the history and geography of the cultural and linguistic area or the state to which the section belongs, in accordance with the agreements made with foreign countries and partners. The adaptations must respect the writing of the programs: the number of themes, chapters, questions, and their wording.

By studying the past and examining the present, history and geography taught in lycée provides students with precise and diverse knowledge of a broad historical span, extending from antiquity to the present. This helps them acquire temporal and spatial reference points; allows them to discern the evolution of societies, cultures, and policies, the different phases of their history as well as the actions and decisions of the actors; confronts them with otherness through knowledge of previous human experiences and varied territories. In international sections, this confrontation takes place in particular with the societies of the cultural and linguistic area or the state to which the section belongs.

History and geography show students how the choices made by past and present actors (individuals and groups), whether they break with or are in continuity with their heritage, influence society as a whole: they thus educate students to freedom and responsibility. History and geography contribute in a complementary way to the intellectual training of students by reinforcing their capacity for analysis and reflection, to their civic education and to the construction of a common culture. By integrating the knowledge, methods, and differentiated perspectives of the section, these two disciplines contribute to the open-mindedness and intercultural training of students in the international section. Therefore they have the same amount of time each year. They are taught in French and in the language of the section, according to the practical arrangements of each school.

Adaptations can begin as early as the Seconde year, which reinforces the knowledge acquired during compulsory schooling, while opening the door to the Terminale cycle. The skills worked on and the methods acquired in history and geography are those of the common history-geography course leading to the general baccalaureate.

History

Taking into account the historical specificities of the cultural and linguistic area or the state to which the section belongs, teachers may adapt the chapters while respecting the principles stated in the preamble. The program is organized chronologically. The program for Seconde covers a long period of time that allows students to reflect on the notion of historical periods and to give them chronological reference points. It also deepens students' knowledge of the modern era and its profound changes.

The study of the French Revolution opens the program in Première, which leads to the aftermath of the First World War. The two main themes are the affirmation of nations in Europe at the expense of empires. and the political and social transformation of France between the Revolution and the Great War.

These themes do not preclude the use of comparison or substitution, whenever possible, of the cultural and

linguistic area or the state to which the section belongs, without overloading the program.

The program for the Terminale class expands the international dimension. Starting with the crisis of the 1930s, it examines the interplay of powers and the evolution of societies up to the present day.

Each theme is structured into chapters. Two to four "points of passage and opening" are indicated for each chapter. These "points of passage and opening" highlight key dates, places, or historical or historical figures. They are associated with the teacher's narrative. They give the story its concrete dimension. The teacher is in control of the degree of depth, which can give rise to individual or group documentary research. and oral and written presentations. These "points of passage and opening" may be adapted to suit the cultural and linguistic area or the state to which the section belongs. These adaptations are specified for each section. Within the framework of the specific timetable for international sections, the indicative breakdown for the different themes is detailed below.

Seconde

- Introduction: Periodization (3 hours)
- Theme 1: The Mediterranean world: traces of antiquity and the Middle Ages (14-16 hours)
- Theme 2: 15th - 16th centuries: a new relationship to the world, a time of intellectual transformation (16-18 hours)
- Theme 3: The state in the modern era: France and England (13-15 hours)
- Theme 4: Dynamics and ruptures in the societies of the 17th and 18th centuries (14-16 hours)

Première

- Theme 1: Europe and its revolutions (14-16 hours)
- Theme 2: France in the Europe of nationalities: politics and society (1848-1871) (14-16 hours)
- Theme 3: The Third Republic before 1914: a political regime, a colonial empire (14-16 hours)
- Theme 4: The First World War: the "suicide of Europe" and the end of European empires (18-20 hours)

Terminale

- Theme 1: Fragility of democracies, totalitarianism and World War II (1929-1945) (15-17 hours)
- Theme 2: The multiplication of international actors in a bipolar world (from 1945 to the early 1970s) (14-16 hours)
- Theme 3: The economic, political, and social challenges of the 1970s to 1991 (15-17 hours)
- Theme 4: The world, Europe, and France since the 1990s, between cooperation and conflict (12-14 hours)

Géographie

Geography aims to understand how individuals and societies organize their space, and develop and transform it. Geography answers questions such as: Where? Which actors? How? Why here and not elsewhere? - to describe and explain the functioning of territories at different levels. It highlights interactions between societies and their environments.

In the Seconde year, the program addresses the major balances and challenges of a world in transition; in Première, it studies the recomposition of living and production spaces linked to these transitions; in Terminale, it analyzes the territorial and geopolitical changes linked to globalization.

Four themes structure each year. The first three themes aim to acquire the knowledge and analytical frameworks necessary to understand the main lines of force and the major characteristics of the objects studied. The fourth is a concluding theme that applies all the knowledge and skills acquired through the study of the first three themes to the study of a geographical area.

Except for the concluding theme, all themes include a specific question devoted to France. The teacher chooses the order in which the questions are dealt with within the theme; he or she may also combine them, with the exception of the question on France. The study of France in each theme encourages the progressive consolidation of knowledge of the national territory, by linking it to the themes addressed on a global scale. This comparative reasoning, dynamic and conducted at different levels, is at the heart of the geographic approach. The concluding theme of the Terminale year, devoted to France, is based on all the knowledge acquired since Seconde.

At each grade level, teachers may replace one of the three questions on France with a study of the societies and territories of the cultural and linguistic area or state to which the section belongs, according to the recommendations specific to the section. In this case, the examples chosen by the professor for the study of the general questions of the theme will preferably concern France.

If teachers choose to implement case studies, as is possible, it is left to their discretion to choose them within the geographical area of the section, according to its own recommendations.

The concluding themes of Seconde, Première and Terminale remain unchanged. Within the framework of the specific timetable for international sections, the indicative breakdown for the different themes is detailed below.

Seconde

- Theme 1: Societies and environments: fragile balances (17-19 hours)
- Theme 2: Territories, populations and development: what challenges?
- Theme 3: Widespread mobilities (17-19 hours)
- Concluding theme - Southern Africa: an area experiencing profound transformation (9-11 hours)

Première

- Theme 1: Metropolization: a differentiated global process (17-19 hours)
- Theme 2: Diversification of production spaces and actors (17-19 hours)
- Theme 3: Rural areas: multifunctionality or fragmentation (17-19 hours)
- Concluding theme - China: multiple spatial recompositions (9-11 hours)

Terminale

- Theme 1: Seas and oceans: at the heart of globalization (16-18 hours)
- Theme 2: Dynamics, cooperations, and tensions in globalization (16-18 hours)
- Theme 3: The European Union in globalization: complex dynamics (16-18 hours)
- Concluding theme - France and its regions in the European Union and in globalization: lines of force and recompositions (8-10 hours)