**MARITIME HERITAGE**

**Subject**: ENGLISH

***Issue***:

Students are discovering our maitime heritage. They will look for information about it and prepare some paddlets about it and will present them to the class. It is a class in coperation with the History teacher who will explain to them what the Maritime Heritage has supposed for us

**Individual work**:

They will take notes of the explanations given by the History teacher .

**Group work**

Look for information related to the topic they have chosen according to the information given by the History teacher.

Paddlets about it.

Presentations to the class

**Justification of the proposal**:

As the project "Discover and share your identity mark " is a project between Elexalde school in the Basque Country and Katerini school in Greece, discovering our Maitime Heritage and sharing with the Greek students helps them develop an active attitude towards our history and identity because the sea was and is part of their lives. On the other hand, Greek students will also share their Maritime Heritage through the salts marches.

It will also be an opportunity for both teachers, English and History to work together and integrate the topic in both subjects.

**Problem situation**

Basque people identy has always been connected with the sea so the history and life of their people has been around it. Whalers , conquers , sirguerak, Bermeo open our minds to our heritage.

And we cannot forget Biskay bridge a symbol.of ou iindustrialitation and an important part of our heritage .

**Problem**:

Will students be aware of the importance of discovering and sharing our Maritime heritage as a way of learning the importance of the sea in the Basques' identity and feel proud of it ?

Listen to the information provided by History teacher related to the different aspects that can be worked in their paddlets.

**Competences**

Basic competences:

Competence in linguistic and literary competence (communication skills)

Technological Competence.

Art Competence.

Transversal competences:

Communication competence: The English language will be used as the communication vehicle.

ICT competence: Use of you tube to create the presentations.

**Didactic objectives**:

- Develop a cooperation with the History teacher.

-Grow students' interest in our Maritime Heritage.

-Make them aware of the importance of discovering our identity through the different aspects related to the sea that they will work.

-Listen to all the explanations given by the History teacher.

-Take notes of all the different topics related to the Maritime Heritage

-Look for all the necessary information to organise their work.

-Translate the material if necessary.

- Organise the material as well as look fot videos and apropiate pictures to document it.

- Create the paddlet.

- Add the information needed to design a paddlet.

-Present the paddlets to the class.

- Build bridges between both schools through their Maritime Heritage

-Promote interest in their Maritime Heritage.

**Contents**:

-Carola crame

-“Sirguerak"

-Basque conquers acroos the Atlantic ocean

- Elcano 500 years after.

- The museum of the fisherman of Bermeo

-Vizcaya Hanging Bridge.

***Task sequence***:

**Initial stage**

-Explanations by the History teacher about the importance of the sea in the Basques as part of their identity. .

-Listen to all the information given by the History teacher.

- Take notes of all the information provided by the History teacher.

--Decide the topics to be used to design the padlets.

- **Middle Stage**

- Divide students in groups and distribute the different activities they have to carry out.
-Work the content of their activities in the History class.
-Translate all the necessary material in English.

- Classify all the information given.

-Search for more material if necessary as well as videos or pictures.

**Final Stage**

 - Create paddlets

-Present them to the class

**Methodology:**

Flipped classroom to search for the information needed for their activities.

**Assessmen**t:

All the activities carried out by students should be assessed in the third term through oral presentations whose mark will be part of their final mark.

It will be 10% of it, the part related to speaking.