

**Architectural Heritage/ Transformation of Bilbao through the river**

**Subject**: ENGLISH

***Issue***:

Students are discovering the Basque maritime heritage. Students will have a school trip by a boat through Bilbao River to see the transformation of the city so that they can be given the information they will need for their work. They will design a google route, placing all the important buildings of Bilbao and they will compare them with old pictures so they will see that transformation.

**Individual work**:

They will take pictures of the school boat trip and listen to the audio in English given in that trip. Take notes of all the information given.

**Group work**

Design the google route with all the information learnt

**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, showing the Greek School the transformation of Bilbao through the river is as a way to strengthen links between both schools to enrich the knowledge about our maritime heritage and the importance of the river in the transformation of our city. It is also a good opportunity for our students to be aware of that transformation as they didn’t live in that time.

**Problem situation**

**Context**:

The transformation of our city through the river is part of our heritage. Students have discovered that transformation because they didn´t live in that time and have learnt its importance in our past industrial heritage.

**Problem**:

Will be students aware of the importance of the transformation of the city through the river as part of Bilbao´s past industrial heritage?

Listen to the information provided in the school trip, take pictures of the most important buildings which can be seen through the trip, take notes of the explanations given and compare with the old pictures of the same buildings and area.

**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**:

-Grow students' interest in the discovery of transformation of Bilbao through the river.

-Make them aware of the importance of the river in the current transformation and the industrial heritage

-Compare new pictures taken by them in the school trip with old ones.

-Listen to all the information given

-Take notes of all the explanations given in English in the school trip they are doing.

- Search extra information to carry out the activity if necessary.

-Learn to design a google route to place the places visited, insert the information given, the pictures taken and contrast them with the old ones.

-Awake their interest and motivation when they get the activity from the Greek students related to Greek architectural heritage.

- Build bridges between both schools through architectural heritage.

-Promote interest in industrial heritage

-Design google routes using ICTs

- Interaction between schools through architectural heritage.

**Contents**:

Transformation of Bilbao though the river

Industrial heritage

Important buildings through the river and their importance

Old pictures of the places they are visiting with the boat

Portugalete Hanging Bridge.

Google map tool

***Task sequence***:

**Initial stage**

-Go in a boat trip through Bilbao River.

-Listen to all the information given of the buildings which can be seen through it.

-Take pictures and notes of the trip

-Explain to students how google map tool works.

- **Middle Stage**

- Divide students in groups and organize all the material collected in the trip.

-Search for more material if necessary.

-Examine old pictures and compare them with the ones they have taken.

-Look how google map works and how to insert all the information learnt.

**Final Stage**

-Creation of the google route with buildings, explanations about them and comparing them with old ones.

**Methodology:**

Flipped classroom. Search information about the buildings they have seen in the school trip and look for old pictures.

**Assessmen**t:

Rubrics to assess the task

The activity will be part of their first term mark