

FREEDOM INTERNATIONAL
SCHOOL- FISA
Subject Overview

MYP Individuals & Societies
Grade 6

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 - What does it mean to be a global citizen? 6 weeks <u>Geography module</u>	Change	Causality , Resources	Globalization & Sustainability Exploration - Human impact on the environment, conservation, natural resources & public goods	Changes in the availability of resources are caused due to the impact of human environment	Thinking - Critical thinking skills: ● Gather & organize relevant info to formulate an argument (SA) ● Interpret data Communication Skills: ● Use a variety of speaking techniques to communicate with a variety of audiences. (SA) ● Organize & depict info logically Learner Profile Caring	Topics Air & Water - Composition and Pollution -Layers of Atmosphere -Ozone Layer Depletion Air Pollution: causes & impacts ➤ The Green House gases ➤ Global Warming Solutions and control -Water bodies -Oceans and continents -The Water Cycle ➤ Water Pollution: Causes & impacts ➤ Solutions and control Impacts of Human Actions on the globe ● Environmental Case Study 1 - Plastic in the Oceans The Great Pacific Garbage Patch ● Environmental Case Study 2 - Deforestation -Social, religious and economic importance of trees -Causes & consequences of deforestation - Expanding green cover and open spaces. -Traditional African Environmental Practices: The Role of Indigenous Knowledge in Sustainable Land Management All students should: Find out about some of the major issues facing the world & some of the possible solutions Explore how different environments are threatened by human actions Explore human rights issues affecting children Take action by looking at the different ways individuals can make a positive difference to others Some students could: Research UNICEF & explore different issues it campaigns for Investigate different ways they can make a difference regarding children"s rights Challenge themselves to understand the role of international organizations in tackling global issues <u>Service Learning</u> Create a class project on "The Global Goals".	Summative: Students will create a presentation & present it to their class. It will be about an issue in their local community. They will identify, research, collect, create & present. Criterion B: Investigating (i, ii, iii, iv) Criterion C: Communicating (i, ii)

Unit 2 - How can maps provide us with a sense of time, place & space? 5 weeks <u>Geography module</u>	Time, place & space	Network , Scale	Orientation in space & time Exploration - Natural and human landscapes and resources, Scale, Boundaries	Time, Place and Space shape landscapes in varied networks and scales	Communication skills: • Use & interpret a range of disciplines specific terms & symbols (SA) • Understand & use mathematical notations (SA) Creative Thinking Skills: • Create original works & ideas, use existing works & ideas in new ways. (SA) Learner Profile Knowledgeable	Topics 1. Maps and the Globe between map and a globe • Using a map → Direction, Scale and symbols 2. Types of Map • Physical map • Political map • Resource map • Topographic map • Satellite map • Road map • Ordnance Survey maps (OS maps) • Fictional map • Thematic map 3. Using Grid References • Four digit grid reference • Six digit grid reference 4. Representation of height on a maps • Contours and Topo sheets 5. Maps- An overall review • How do maps help us understand time, place and space? • Are maps always authentic? -Mapping the Sahara Desert: Exploring Africa's Largest Desert <u>Service Learning</u> Take action by considering the ways that maps can communicate important info	Summative: Students will design their own fictional map & give a reflection on the process. Map will include: title, scale, direction, symbol key, grid reference, physical features. Criterion A: Knowing & understanding (i, ii) Criterion C: Communicating (i, ii)
Unit 3 - How can we learn from different civilizations? 5 weeks <u>Combined Geography & History module</u>	Global Interactions	Civilization, Culture	Identities and Relationships Possible exploration (Transition)	Global interaction has brought major transitions in traditional civilization and culture	Research - Info literacy skills: • Access info to be informed & inform others Thinking - Critical skills: • Gather & organize relevant info to formulate an argument (SA) • Draw reasonable conclusions & generalizations Learner Profile Inquirer	All students should: Find out about different civilizations that emerged at different times in history Explore the factors that led to the development & innovations of different civilizations Take action by finding out ways that historical sites & artefacts can be protected for the future Some students could: Research the Sumerian civilization more <u>Service learning</u> Visit the fr.unesco.org site or follow them on Twitter @UNESCO.	Summative: Students need to write a 300- word report where they identify & explain the factors that led to the emergence & achievements of different civilizations in the past. Criterion A: Knowing & understanding (i, ii) Criterion C: Communicating (iii) Criterion D: Thinking Critically (i, ii)
Unit 4 - Where do we	Change	Sustainability,	Identities &	Settlements	Communication skills:	All students should:	Summative:

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live? 6 weeks <u>Geography module</u>		Processes	relationships Exploration: Transitions, Identity formation	develop & change due to a variety of processes & their sustainability allows them to function successfully, affecting the identity of that location	• Structure info in summaries, essays & reports (SA) Thinking - Critical skills: • Draw reasonable conclusions & generalizations (SA) • Develop contrary & opposing arguments Learner Profile Communicator	Find out about the different reasons why settlements develop & how they change over time Explore examples of settlements & the challenges & opportunities facing them Take action by looking at ways that settlements can become more sustainable for the future <u>Service learning</u> Develop more sustainable practices in their school	Students will write a 300-word response to a prompt about the settlement of their choice. Students will describe factors that led to the creation, explain how it has changed over time, identify opportunities & challenges & explore how it is sustainable. Criterion B: Investigating (i, ii ,iii ,iv) Criterion C: Communicating (i, ii, iii) Criterion D: Thinking Critically (iii) Formative Assessment 1, Formative Assessment 2.
Unit 5 - What do people believe in? 6 weeks <u>World religions module</u>	Systems	Identity,belief	Personal & cultural expression Exploration: Philosophies and ways of life, Belief systems	Systems support people's beliefs which shape an individual's cultural identity facilitating his personal and cultural expressions	Research - Info literacy skills: • Access info to be informed & inform others • Create references & citations, use footnotes/endnotes & construct a bibliography according to recognized conventions Thinking - Critical skills: • Gather & organize relevant info to formulate an argument (SA) • Draw reasonable conclusions & generalizations Learner Profile Open-minded	All students should: Find out about the beliefs of the major world religions Find out about indigenous belief with specific examples Find out how belief can affect people"s identity & action Explore religious beliefs of Buddhism, Islam, Hinduism, Judaism & Christianity Explore indigenous beliefs including animism Explore ways of thinking that are concerned with spiritual powers Some students could: Profile some of the minor world religions. E.g. Shinto, Sikhism, Jainism, Daoism Have a go at adding references to their next piece of work Research the Protestant Reformation to explore the changes affecting Christianity <u>Service learning</u> Take action by finding ways to promote tolerance & understanding of people who may have beliefs different from our own	Summative: <u>Criterion A</u> Summative 1 - Evolution of religion presentation examining the similarities and differences of two religions and the legacy of their split <u>Criterion C</u> Summative 1 - Poster on evolution of religion will be assessed for how clearly and logically it depicts information and citation of sources. Summative 2 - Students will debate statement of inquiry using appropriate language tone and construction. <u>Criterion D</u> Students will debate statement of inquiry using evaluative argumentation skills.

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Unit 6 – What factors contribute to the fairness & development of societies? 5 weeks <u>Combined Economics & Global Politics module</u>	Global interaction	Equity, Resources	Fairness & development Exploration: Power and privilege, Human capability and development, Inequality, Civic responsibility and the public sphere	Access to resources & equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions	Research - Info literacy skills: • Access info to be informed & inform others • Make connections between various sources of info Thinking - Critical skills: • Gather & organize relevant info to formulate an argument (SA) • Consider ideas from multiple perspectives (SA) Learner Profile Thinker	All students should: Find out about poverty in the world & its consequences Explore the factors that contribute to the development of a country Some students could: Research what the “resource curse” is and the problems associated with development of the Democratic Republic of Congo in Africa. Use the article www.bbc.com/news/magazine-24396390 <u>Service Learning</u> Take action by reflecting & acting on issues in our local communities	Summative: Students will write a 400 - 60- word development plan for the government with short- and long-term goals. Students will use sub-headings & explanations. Students will have to consider different people’s perspectives. Criterion D: Critical Thinking (i, ii, iv)

MYP Individuals and Societies

Grade 7

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
Unit 1 - How has globalization shaped the world? 6 weeks <u>Economics module</u>	Change	Globalization, processes	Globalization, sustainability Exploration: Human impact on the environment, Commodities and commercialization, Diversity, and interconnection	Globalization has occurred due to a variety of processes that have changed the world, bringing both opportunities & challenges	Thinking - Critical Skills: • Evaluate evidence & arguments (SA) •Recognize & evaluate propositions Self-Management - Reflective Skills: • Consider ethical, cultural & environmental implications. • Consider content. (SA) Learner Profile Caring	All students should: Find out about the causes & consequences of globalization Explore examples of globalization in language, business, sport & entertainment Some students could: Find out more about ethical fashion, fast fashion & search the hashtag whomademyclothes to learn more about the fashion industry"s attempt to be more ethical <u>Service Learning</u> Take action by looking at the ways that globalization can promote positive change Consider the ways that global brands are promoting ethical practices, such as sustainability, within the approach to selling goods. Launch a class discussion on ethics.	Summative: Students will create an evaluation of globalization based on their learning in this unit. They will cover the 5 W questions, SWOT analysis, table on cultural, social & economic impacts as well as a poster/infographic. Criterion A: Knowing & understanding (i, ii) Criterion D: Thinking Critically (i, ii)
Unit 2 - Why are natural environments important to individuals & societies? 5 weeks <u>Geography & Global Politics module</u>	Systems	Resources, Sustainability	Scientific and Technical innovation. Possible exploration (Adaptation and Progress)	-Systems can encourage adaptation with resources promoting sustainability and progress	Communication Skills: • Find info for disciplinary & interdisciplinary inquiries, using a variety of media (SA) • Organize & depict info logically (SA) Research Info literacy skills: • Access info to be informed & inform others • Make connections between various sources of info Learner Profile Balanced	All students should: Find out about different environments in the world & how they can be seen as a system Explore examples of the human impact on environments with case studies of grassland & rainforest biomes. Some students could: Find out which type of biome they live in or close to and the local environmental issues. Topics 1. Weather & Climate •Meaning of weather and climate •Differences between weather and climate •Weather symbols and instruments •Weather and Climate graph •Temperature Temperature Zones •Air Pressure • Ocean currents • Wind Movements Natural environments •Location of different natural environments • Characteristics of natural environment Vegetation and wildlife > Rainforest area > The Wetlands > The Deserts > The Grasslands > The Tundra region > Aquatic environment > Marine environment <u>Service Learning</u> Take action by promoting sustainable development both in local & global contexts	Summative: Students will create a magazine article on the natural environment of a country of their choice. They will consider: biomes, climate, ecosystems as well as reflect on threats & opportunities facing that environment. Criterion A: Knowing & Understanding (I, ii) Criterion B: Investigation (ii, iii, iv) Criterion C: Communicating (i, ii, iii)

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
Unit 3 - What was life like in the Middle Ages? 6 weeks <u>History & Global Politics Module</u>	Time, place & space	Perspective, identity	Fairness & development Exploration: Power and privilege, Human capability and development, Government and civil society, Inequality	The identity & development of past societies can be explored through the perspectives of the people who lived there	Critical Thinking Skills: - Evaluate evidence & arguments Gather & organize relevant info to formulate an argument (SA) Communication Skills: Organize & depict info logically (SA) Learner Profile Knowledgeable	Topics Life in Middle Ages - Timeline - Importance of Studying community life in History - The impact of the decline of the Roman Empire - Structure of Society during the Middle Ages - The Feudal System and its impact • India: Expansion and influence - Cultural developments under Delhi Sultanate - The decline of the Delhi Sultanate - Advent of Mughals in India - Cultural development during the Mughals - End of the Mughal Empire in India • Life in Britain during Middle Ages - Invasions - Life in England - The Doomsday - Black death • The Mongols: Expansion and influence • China: Expansion and influence - Life in China during the Middle ages - The Song Dynasty -The Great Zimbabwe Civilization: Settlement, Trade, and Cultural Achievements Service Learning Take action by finding opportunities to engage in the skills of historical research & interpretation Conduct historical research for National History Day. Look at the National History Day website for opportunities to take action. www.nhd.org	Summative: Students will select a location on which to focus & then explore some of the different features of life in that area during the Middle Ages. E.g. The Song Dynasty China, Medieval Britain etc. Criterion B: Investigating (ii, iii, iv) Criterion C: (i, ii, iii)
Unit 4 - How does exploration affect global interactions? 6 weeks <u>History module</u>	Global interactions	Causality	Orientation in space & time Exploration: Natural and human landscapes and resources, Displacement and exchange, Exchange and interaction	Global Interactions facilitate exchange of ideas which promote innovations and globalolization	Research - Info literacy Skills: Access info to be informed & to inform others (SA) - Make connections between various sources of info Thinking - Critical Skills: - Gather & organize relevant info to formulate an argument - Draw reasonable conclusions & generalizations Learner Profile Risk Taker	Topic - Silk Road, Portugal and Prince Henry's school. - Desire/fear of exploration. - Important explorers of the age - Meaning - Why do people explore? - Impact of exploration on early societies - Early African explorers and trade networks: Ibn Battuta (14th century Moroccan traveler who explored Africa, the Middle East, and Asia); Mansa Musa's journey to Mecca and its economic impact; Ahmed Baba (Timbuktu scholar and historian of African exploration) - Causes and Consequences of The Age of explorations' - The Columbian exchange - The Conquistadors - Emergence of the barter system - Colonies from each country - Globalisation :Trade & Exchange - Meaning & Causes of globalization - Is globalization new? - International Trade - Columbian Exchange and the Atlantic Slave Trade. - Impact of Globalisation - Effect of globalization on languages - Emergence of transnational corporations - Effect of globalization on sports - Effect of globalization on the gaming industry - The 21st century explorations - Significant Individuals-Male and Female explorer - Isabella Bird - Valentina Tereshkova - Amelia Earhart - Nellie Bly - Annie London Derry - Marco Polo - Christopher Columbus - Vasco Da Gama - Ferdinand Magellan - Sir Francis Drake - Zheng He	Summative: Students will research a famous explorer. They will write a 500 - 800 words report about how they affected the world. Students will need to create a research question to inform their search & be required to include a bibliography. Criterion A: Knowing & Understanding (i, ii) Criterion B: Investigating (i) Criterion C: (iii)

						- Bartolemeu Dias; Osei Tutu (Founder of the Ashanti Empire, which played a key role in trade and exploration in West Africa); James Africanus Horton (Sierra Leonean doctor and advocate of African exploration and self-governance) <u>Service Learning</u> Take action by considering the ways that exploration can bring positive consequences to people’s lives Research famous female explorers for International Women’s Day 8 March. Present research in exhibition or assembly.	
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Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
Unit 5 - How can energy be produced sustainably? 5 weeks <u>Geography Module</u> <u>Inter-disciplinary Module with Science</u>	Time, place and space	Resources, sustainability	Fairness and Development Possible exploration (imagining a hopeful future)	Time, place and space determine the sustainability of resources, related consequences and individual responsibility	Research - Info literacy Skills: • Access info to be informed & inform others Thinking - Critical Skills: • Gather & organize relevant information to formulate arguments • Evaluate evidence & arguments (SA) Learner Profile Reflective	Topics 1.Natural Resources • Meaning of natural resources • Types of natural resources > Renewable > Non-renewable > Sustainable • Human and economic resources 2.Difference between renewable, nonrenewable and sustainable resources • Non Renewable Energy > Fossil fuels > Nuclear power • Renewable energy > Hydroelectric power > Solar power > Wind power > Geothermal power • Is wind power a viable option 2.Case Studies • Hydroelectric power-Itaipu dam-Brazil and Paraguay • Hydroelectric power-The Tehri dam-Uttarakhand, India -The Role of Indigenous Knowledge in Sustainable Resource Management The Maasai Community's Practices Service Learning Take action by looking at sustainable approaches to energy usage in our local communities Work with a team to reduce the carbon footprint of your school community.	Summative: Students will think critically about whether hydro-power is a viable option. They will look at the advantages & disadvantages of hydro power. Students will also examine various sources & answer questions related to them. Criterion A: Knowing & Understanding (I, ii) Criterion C: Communicating (I, ii, iii) Criteria D: Thinking Critically (i, ii, iii, iv)
Unit 6 - How have innovations & ideas changed the world? 5 weeks <u>History & philosophy module</u>	Change	Causality	Personal & cultural expression Exploration: Philosophies and ways of life, Creation, Histories of ideas	Innovations & ideas are developed by a variety of causes & can bring about lasting change to individuals & societies	Communication Skills: • Use a variety of speaking techniques to comm with a variety of audiences (SA) • Write for different purposes Thinking - Critical Skills: • Gather & organize relevant info to formulate an argument (SA) • Evaluate evidence & arguments Learner Profile Inquirer	All students should: Find out about examples of ideas & innovations from history Explore the time periods of the Renaissance & the Enlightenment & look at some of the main ideas & innovations Some students could: Inquire into the historical context of the American & French Revolutions to increase their understanding. Use the following links to help: www.youtube.com/watch?v=HIUiSBXQHCw www.youtube.com/watch?v=ITTvKwCylFY Service Learning Take action by looking at how ideas & innovations can solve issues in our local communities Hold a school or class competition to create an innovation that solves an environmental issue in your school or community.	Summative: Students will prepare a 5-7-minute presentation on an innovation that they think has changed the world. They will need to introduce it, explain how it came about, who was involved, how it has changed the world & give the different perspectives on it. E.g. oppositions viewpoints. Criterion A: Knowing & Understanding (i, ii) Criterion B: Investigation (i) Criterion D: Thinking Critically (iii) Formative Assessment

MYP Individuals and Societies

Grade 8

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
Unit 1 - How are societies governed? 5 weeks <u>History & Global Politics module</u>	Systems	Power, Perspective	Identities and Relationships Possible exploration: (affiliation and leadership)	Systems enhance power, changing perspectives to support affiliation and leadership.	Information literacy skills: • Access info to be informed & to inform others (SA) Critical thinking skills: • Develop contrary arguments • Gather & organize info Learner Profile: Knowledgeable	Topics 1.Different systems of governance • Monarchy • Democracy • Dictatorship 2.Features of Monarchy • Elective monarchies • Self-proclaimed monarchy • Pros and Cons of Monarchy 3.Features of Democracy • Direct democracy • Representative democracy • Characteristics of successful democracies 4. Development of Modern Democracies • The History of democracy • Major events in the history of democracy • The Magna Carta,1215 • The American Constitution, 1787 • The French Revolution, 1787-99 • Votes for women • The Civil Rights • Monarchy in Japan and UK -The Role of Traditional Governance Systems in Modern Africa: The Case of the Yoruba Kingdoms <u>Service Learning:</u> Look at getting involved in politics in your local area. Research the political parties & politicians that represent you.	Summative: Test - different systems and their features, paragraph question with evaluation of most effective systems - Crit A; D Investigation into your choice of political system (focus on a specific country) Criterion B: Investigation (i, iii, iv) Criterion C: Communicating (I, ii, ii) Criterion D: Thinking Critically (i, ii)
Unit 2 - What are natural hazards and how do societies respond to them? 5 weeks <u>Geography module</u>	Systems	Management and Intervention Causality	Scientific and technical innovations Exploration: Opportunity, risk, consequences and responsibility	Diverse hazards can impact societies, necessitating the implementation of advanced systems and strategic resources to respond efficiently.	Information Literacy Skills: • Access info to be informed & to inform others. • Present info in a variety of platforms & formats.(SA) Media Literacy Skills: • Demonstrate awareness of media representation of events, ideas. (SA) <u>Learner Profile:</u> Communicator	1. Tectonic Plate Boundaries 2. Earthquake Mechanisms 3. Volcano Types and Eruptions 4. Hazard Prediction and Monitoring 5.Impact of Natural Hazards on Human Societies 6. Disaster Management and Preparedness 7.Case Studies of Major Earthquakes 8.Case Studies of Major Volcanic Eruptions 9.Scientific and Technical Innovations 10.Interconnected Systems All students should: Compare the interior of an apple to the structure of the Earth Discuss the similarities between the apple and the structure of the Earth Identify areas of different plate movement Identify areas around the globe that might have a lot of earthquake and volcanic activity Identify and describe different types of plate boundaries Describe the immediate and long-term impacts of earthquakes Create a profile of a volcanoSome students could: Explain fully why some areas will have more earthquake and volcanic activity	Summative: <u>Criterion B Investigating</u> Students will choose a case study and design a research question focus on one of the Science categories learned. Students will follow an action plan and use a variety of research methods conducting both primary and secondary research. Each project must include at least 1 primary source interview. <u>Criterion D - Thinking Critically</u> Students will summarize the causes and impacts of the disaster for their chosen case study. Students will evaluate their solution using the Levels of

						Create a model to show what happens at each plate boundary Explain the short-term, mid-term and long-term strategies in detail Evaluate the process and results in detail Service Learning: Organize a campaign at school to raise awareness about any recent natural disasters around the world. Explore how social media can be used to create awareness. Explore how Twitter, Facebook etc. can be vehicles of activism.	Analysis framework.
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Unit 3 - How can new technologies affect our identities and relationships? 5 weeks <u>History module</u>	Global Interactions	Perspective; Innovation and revolution	Fairness and Development Possible exploration (imagining a hopeful future)	Global interactions facilitate exchange of perspectives to promote innovation and revolution to support a hopeful future.	Creative Thinking Skills: • Practice flexible thinking - develop multiple opposing, contradictory & complementary arguments. (SA) • Use brainstorming & visual diagrams to generate new ideas & inquiries. Info Literacy Skills: • Present info in a variety of formats & platforms. • Make connections between various sources of info. <u>Learner Profile:</u> Balanced	Topics 1.The Industrial Revolution • Britain -Birthplace of Industrial Revolution. • Innovation and Industrialisation. • Quality of life during industrialization. -The Impact of the Iron Age on West African Civilizations: Technological Innovations and Industrial Developments • Impact of Industrialization. 2.The Technological Developments • Major technological breakthroughs in history. • Impact of Modern technologies on our identities and relationships. • Role of television in shaping society and its effects. • How have computers changed the way we live and work? > Entertainment > Work > Communication > Industry > Creativity > War 3.Technology & Medicine • Developments during WW1 • Developments during WW2 • Modern technological developments in the field of health & medicine. 4.Technology - A way to responsible world • Responsible use of social media. <u>Service Learning:</u> Discuss the ways that technology can be used to promote action in areas such as human rights or environmental issues. Create a social media page to promote equal rights or environmental issues in your school.	Summative: Students will write a 500-600-word response to the debatable question for this chapter, “Does technology harm our relationships with others?”. They must cover both sides of the argument & include a bibliography & evaluation of the process & results of the task. Criteria A: Knowing & Understanding (i, ii) Criterion C: Communicating (i, ii, iii) Criterion D: Thinking Critically (i, ii, iii, iv)
Unit 4 - Where are all the people? 5 weeks <u>Geography module</u>	Time, Place & Space	Management & Intervention; Patterns & Trends	Identities and relationships Exploration: Human impact on the environment, Population and demography.	Population and migration trends change in time and in place, and it is important that interventions to manage them respect the societies and individuals involved	Information Literacy Skills: • Collect, record, verify data. (SA) • Access info to be informed & to inform others. (SA) Critical Thinking Skills: • Gather & organize relevant info to formulate an argument. • Interpret data. <u>Learner Profile:</u> Communicator	All students should: Keywords and definitions of population terminology (population distribution, population density, birth rate, death rate, natural increase, life expectancy, infant mortality rate, literacy rate, fertility rate, dependent population, dependency ratio, ageing population, replacement rate, overpopulation, underpopulation, baby boom, population explosion) Physical and Human Factors affecting population distribution and population density The Demographic Transition Model and its limitations Generalised characteristics of Population Data for an MEDC and LEDC Function and construction of population pyramids Factors affecting population indicators (Health, Education, Environment) with case studies Population as affected by migration Push and pull factors of migration (social, economical, educational, environmental) Advantages and Disadvantages of Migration <u>Service Learning:</u> Create a presentation to raise awareness about inequality in different countries. Set up a group to look at how women & girls are treated in your school.	Summative: Students will create an infographic on a country of their choice showing population, birth & death rate, life expectancy & infant mortality. They need to use visuals & maps. Students must also submit an action plan that includes a bibliography. -Detailed worksheet and investigation into population data. Criterion B: Investigating (ii, iii) Criterion C: Communication (i)

Unit 5 -	Time, Place and Space	Culture, identity	Personal and cultural	Time, place and space promote culture and shape identity based on belief systems.	Critical Thinking Skills: Consider ideas from multiple	All students should: Describe what culture is	Summative:
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What is culture? 5 weeks <u>Anthropology module</u>			expression Exploration: Artistry, craft, beauty , Social constructions of reality , Belief systems		perspectives. ● Gather & organize relevant info to formulate an argument. (SA) Communication Skills: ● Organize & depict info logically. (SA) <u>Learner Profile:</u> Reflector	1.Culture ● Meaning and definition of Culture ● The cultural iceberg ● Cultural identities of an individual ● Vocabulary for culture ➢ Multiculturalism ➢ Subculture ➢ Intangible Cultural Heritage ➢ Material culture 2.Different ways to express culture ● Holidays and celebration ● The Arts ● Traditional crafts and industries ● Food and Clothing ● Architecture 3.How does culture depend on time,place and space ● Factors affecting culture ➢ Environment ➢ System of governance ➢ Technological innovation ➢ Time period (historical or contemporary) 4.Different aspects of culture ● Multiculturalism ● Different organizations creating their own cultures ● Can conflict threaten culture? <u>Service Learning:</u> Create a class action project on protecting the cultural heritage of the world.	Artistic Presentation Students work in small groups to investigate and present an investigation into the social and cultural developments of the 1960s. The presentation should be planned according to a research question, be constructed as a full report, and contain a summary evaluation and reflection portion. Presentations will be delivered to the class, with opportunity for peer assessment included. Criterion B: Investigating (i, ii, iii) Criterion C: Communicating (i, ii, iii) Criterion D: Thinking Critically (iv)
Unit 6 - Why do societies experience revolution? 5 weeks <u>History & Global Politics module</u>	Change	conflict, cooperation	Orientation in Space and Time Exploration: Epochs, eras, turning points and “big history”	Change can contribute to conflict and cooperation leading to turning points.	Critical Thinking Skills: ● Draw reasonable conclusions & generalizations. ● Gather & organize relevant info to formulate an argument. (SA) Organizational Skills: ● Use appropriate strategies for organizing complex info. ● Set goals that are challenging & realistic for action plan. <u>Learner Profile:</u> Principled	Topics include: A. Enlightenment era B. French revolution C. American revolution D. Russian Revolution E. Angolan Revolution Knowledge includes: At the end of the unit, students will be able to: ● Define revolution ● Define key terminology: aristocrats, bourgeoisie, colonists, Ancien Regime, liberty, militia, republic, constitution, treason ● Describe and give examples of the Enlightenment Period ● List key philosophers of the period and understand their schools of thought: Locke, Montesquieu, Voltaire, Jefferson, Rousseau ● Set the stage of life for the colonists and peasants in pre- revolutionary France and AmericaList key political leaders in France: Louis XVI, Lafayette,Robespierre, Napoleon F. List key political, military leaders in America: Paul Revere, Benjamin Franklin, Thomas Jefferson, George Washington, King George III G. List important revolutionary acts triggering both revolutions: the storming of the Bastille, Boston Tea Party H. Analyze and Interpret primary sources which include the following: The Tennis Court Oath, Paine’s <i>Common Sense</i>, Declaration of Independence, The Declaration of the Rights of Man and of the Citizen I. The role of women during this period J. Focus on chronological dates of important events	Summative: Criterion A: -Vocab quizzes on the features of revolution Criterion B and C: -Project: Pick a social/political revolution and trace it’s causes and consequences. Criterion D: -Source evaluation <u>Project with</u> Produce 2-4 Radio adverts or poster adverts for some sort of social cause/revolution. I&S assess: -Criterion B: Research skills check-in (source analysis) -Criterion D Critical Thinking: --> What is the problem you are trying to solve (cause)? --> What is the solution you are providing? --> How will this profoundly change things positively? Criterion C; Communicating (i, ii, iii)

						K. Understand the concept of “no taxation without representation” L. Describe the execution of King Louis XVI M. Explain the Reign of Terror N. Identify M. Robespierre O. Mention the debate on when did the French revolution end Skills practiced: (directly and indirectly throughout the unit) Students will be able to compare and contrast relevant documents from the - period. Students will be through excessive note taking and a variety of reading materials, reinforce and assess their understanding of the statement of inquiry. -Effective note taking. -Meeting deadlines, supplies to class. P. Identify primary and secondary sources - Draw reasonable conclusions and generalizations Service Learning: Explore your own political opinions using the website www.politicalcompass.org Conduct research into the different political perspectives of major news companies. Can you see where they would fit on the political compass? Why is it important to be aware of our and others” political biases?	
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MYP 4
ACADEMIC YEAR 2024-2025
Subject Overview

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
Unit 1 - What impacts do human have on natural environment? 6 weeks <u>Geography Module</u>	Systems	Resources, Sustainability	Globalization and Sustainability Possible exploration: (Human impact on the environment)	Systems provide an understanding of the relationship between resources and sustainability determining human impact on the environment.	Critical Thinking Skills: - Evaluate evidence & arguments Gather & organize relevant info to formulate an argument (SA) Communication Skills: Organize & depict info logically (SA) Learner Profile Knowledgeable	All students should: Find out about characteristics of various natural environment Explore: how human actions can threaten natural environments the delicate balance between using Earth’s resources and preserving natural environments Topics 1. The natural environment ●Meaning of Natural environments ●Location of different natural environments ● Characteristics of natural environment -Vegetation and wildlife > Rainforest area > The Wetlands > The Deserts > The Grasslands > The Tundra region > Aquatic environment > Marine environment on deserts ● Impact on grasslands ● Impact on tundra ● Impact on aquatic environment ● Impact on marine environment 3.Sustainable management of natural environment ●Definition of Sustainable management ●Significance of natural resource management on deserts ● Impact on grasslands ● Impact on tundra ● Impact on aquatic environment ● Impact on marine environment 3.Sustainable management of natural environment ●Definition of Sustainable management ●Significance of natural resource management 2.Human impacts on natural environmen : >Rainforests > Wetlands > The deserts > The grasslands > The tundra region > In the aquatic environment > In the marine environment ●Examples of environmental sustainability 4.Globalization - development or destruction? ● Pros of globalization ● Cons of globalization ●Globalization : A Critical analysis -The Role of Agroforestry in Sustainable Land Management: The Case of the Shea Tree in West Africa	Summative: Students will write a natural environment report Criterion B: Investigating (ii, iii, iv) Criterion C: (i, ii, iii)

Unit 2 - How do we decide what to produce? 6 weeks <u>Economics</u> <u>module</u>	Global interactions	Change Scarcity	Globalization and sustainability Possible exploration (Markets and commercialization)	Global interactions reflect choice and scarcity of markets defining the extent of commercialization	Research - Info literacy Skills: • Access info to be informed & to inform others (SA) • Make connections between various sources of info Thinking - Critical Skills: • Gather & organize relevant info to formulate an argument • Draw reasonable conclusions & generalizations Learner Profile Risk Taker	All students should: Find out how the market system works under capitalism to allocate limited resources. Explore different markets for goods and services and how they might (or might not) allocate resources effectively. Take action by using film in a creative way to campaign for the reduction of plastic pollution Topics 1. Market system • Command and market economies 2. Resource Allocation • What to produce? • How to produce? • For whom to produce? 3. Intro. to Price Mechanism • Meaning of price mechanism • Functions of price mechanism • Maslow's theory of hierarchy of needs 4. Market forces • Changes in demand • Changes in supply • Demand and Supply curves 5. Government intervention in markets 6. Globalization Trade aid and exchange • Meaning of Trade • Trade, Aid and Exchange • Internal trade and the theory of comparative advantage • Impact of trade on consumers and producers • Benefits and problems of trade in economic progress • Trade Agreements Free trade area - Customs union - Common markets - Monetary union - Economic integration. • Trade Restrictions and the Protectionist policy 7.	Summative: students will analyze how market systems function to allocate limited resources, with a focus on addressing a global issue, such as plastic pollution, through the lens of economics. They will explore the role of different market structures, price mechanisms, and government intervention. The final outcome of this task will be a research report and a presentation. Criterion A: Knowing & Understanding (i, ii) Criterion B: Investigating (i) Criterion C: (iii)
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Unit 3 - Why Nations go into wars? 6 weeks <u>History & Global Politics module</u>	Change	Interdependence Conflict	Orientation in space and time Possible exploration (Epochs	Change might create interdependence or conflict resulting in epochs.	Information literacy skills: • Access info to be informed & to inform others (SA) Critical thinking skills: • Develop contrary arguments • Gather & organize info Learner Profile: Knowledgeable - Inquirer	Topics 1.Rise and fall of Empires-An Overview ●Empires- Past or present 2.The origins of the First World War 1890–1914 3.ConsequConsequences of the war 4.The Peace Treaties ● Paris Peace Conference 5.Formation of the League of Nations ● Formation of the League ●Signatories and member nations ●Covenant of the League ●Functions of the League● Role of USA,Fran France and Russia ●Achievements of the League 6.Failure of the Paris Peace Settlement and its consequences ● New Alliances ● Rise of dictatorships ● New international order The Role of the African Union (AU) in Peacekeeping and Conflict Resolution in Africa	Summative: students will explore the rise and fall of empires, the origins and consequences of the First World War (1890-1914), and the peace treaties that followed, including the formation and impact of the League of Nations. They will investigate the failure of the Paris Peace Settlement and its global consequences, such as the rise of dictatorships and new alliances. Students will also examine the role of the African Union in peacekeeping and conflict resolution. The summative task will involve research, critical analysis, and reflection on these historical events. Criterion A:Knowing & Understanding (i, ii) Criterion B: (i, ii, iii) Criterion D: Thinking Critically (i, ii)
Unit 4- How does population change affect individuals and societies (Demographic and Urban Morphology 8 weeks <u>Geography module</u>	Change	Resources; Sustainability	Scientific and Technical innovation Possible exploration: (Adaptation and Progress)	Change in human movements directly impacts sustainability of resources to promote progress.	Information Literacy Skills: • Access info to be informed & to inform others. • Present info in a variety of platforms & formats.) Media Literacy Skills: • Demonstrate awareness of media representation of events, ideas. Learner Profile: Reflective - Knowledgeable	Topic 1 Population Dynamics ● Impacts of socio-economic factors and government intervention on birth and death rates ● Pro and Anti Natal Population Policies ●Population Policies - India vs China 2. Population Density,Migration and Urbanisation 3. Measuring Population- Theories and Models ● Change in population structure ●Consequences of megacity growth for individuals and societies ● The Malthusian Theory of Population ● The Demographic Transition Model 4. Managing population ● What influences population growth and stagnation? ● Connections between populations and resources ● Global patterns of population change ●Population growth - Destructive or a driver for development 5.Urbanization and Sustainable growth. ● United Nations Sustainable Development goals ● Are cities systems? ● The cycle of Deprivation ●Sustainable cities existence - Reality or myth ●Relationship between innovation and sustainability	Summative: Criteria A Quiz on key terminology(i) and demonstrating understanding of the early migrations out of Africa (ii). Case-study project demonstrating knowledge through accurate use of types and causes. Criteria B Range of sources used in case-study projects. Criteria C Presentation must be effective style and structured appropriately, sources must be documented. Criteria D Students will evaluate the impact of migration in an argumentative essay. (Claim counterclaim)

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Unit 5 - How can developing countries successfully improve standard of living? 6 weeks <u>Geography & Economics module</u>	Change	Globalisation; power	Globalisation and sustainability	Individual decisions about consumption can have global impacts; we need to act to change production for a more sustainable world	Information literacy skills: - Access info to be informed & to inform others (SA) Critical thinking skills: - Develop contrary arguments - Gather & organize info Learner Profile: Risk takers - Communicators Service As Action Students will make a short documentary with a message to make people aware of the poverty cycle and motivate them to do their bit to support the needs of the poor	Topics 1.Growth and Development - Meaning - National Income - Basic concepts in national income - Circular flow of income in a two-sector economy - Measurement of national income (approaches used in the measurement of national income). - Uses of national income statistics. • Measuring growth and development • Economic growth and the poverty cycle • Relationship between economic growth and development 2.Challenges in growth and development - Income inequality - Unsustainable use of resources - Overdependence on narrow range of industrial output 3.Characteristics and challenges of developing country - Single indicators - Composite indicators - Economic barriers - Corruption and economic instability - HIV and Aids - Geographical barriers 4.Development and it's intervention in markets - Market based policies - Interventionist policies	Summative: . Students will write an essay in timed conditions The title will be as follows.... To what extent do global organisations (MNCs) cause damage to the environment? 35 minutes to write so make it succinct!!! Criterion A Quiz on Circular Economic Flow and Key Macroeconomic questions Possible Vocabulary quiz on Economic indicators Criterion C and D Data analysis and short essay response (claim and counter claim) to prompt

MYP 5

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Unit 1 - Impacts & Management of Tourism Duration 6 Weeks <u>Geography module</u>	System	Management and intervention Sustainability	Scientific and technical innovation Possible exploration Consequences and responsibility	Systems of management and intervention can develop strategies to sustain human and natural landscapes.	Information literacy skills: • Access info to be informed & to inform others (SA) Critical thinking skills: • Develop contrary arguments • Gather & organize info Learner Profile: - Caring - Thinkers	Topics ● Tourism - An overview - Growth of tourism (physical & human landscapes) - Benefits and disadvantages of tourism (receiving areas) - Planned management - tourism is a sustainable process -Elements of Tourism - Difference between a commuter, tourist, alien and a traveler (definitions and examples only). - International and Domestic airports - Importance of airport awards - Airport Codes and their significance - International airport signs and symbols - Major domestic and international flights ● Management of Tourism - Sustainable tourism - Sustainable mobility - Ecotourism Meaning • Ecotourism - Elements of ecotourism - Ecotourism destinations - Principles of ecotourism - Characteristics of ecotourism - Promotion of ecotourism	Summative: Sustainable Tourism and Ecotourism Project As a group of tourism consultants, your task is to assess the sustainability of a popular tourist destination and propose a sustainable tourism management plan. In addition, you will investigate how ecotourism can be promoted in the chosen destination, focusing on its principles, benefits, and challenges. The plan will include recommendations on how to integrate sustainable mobility and ecotourism practices while maintaining the cultural and environmental integrity of the destination. Criterion B: Investigation (i, iii, iv) Criterion C: Communicating (I, ii, ii) Criterion D: Thinking Critically (i, ii)
Unit 2 - How have civil rights and social protest groups brought about change? 6 Weeks <u>History Module</u>	Time, place and space.	Causality Identity	Fairness and development Possible exploration: (Rights)	Civil Rights and social protest movements have led to significant changes in the fairness and equality of societies	Information Literacy Skills: • Access info to be informed & to inform others. • Present info in a variety of platforms & formats (SA) Media Literacy Skills: • Demonstrate awareness of media representation of events, ideas. (SA) Learner Profile: Communicator	Topics 1.Civil Rights and Social Protest ● Basic Civil Rights for an individual 2.Civil Rights and Social Protest groups-changes and impact ● The Civil Rights Movement • Civil Rights in America • Situation in the Southern States of USA • Segregation in practice • Voting Rights of people • Jim Crow laws • Situation in the Northern States of the USA • Attempts to improve the situation of Black americans before 1950 • The legal and the community actions • The Ku Klux Klan • The impact of Montgomery bus boycott • Marches at Birmingham and Washington .The Civil Rights Act 1964 • Factors that led to the progress of Civil Rights • The ‘Black Power’ • Martin Luther King and the impact of non-violent	Summative: <u>Criterion B Investigating Protest Movement Source Catalogue B, D</u> Students develop a research question focusing on one of the protest movements studied. Students select and analyze sources according to a clearly defined plan, establishing origin, content and purpose coverig values and limitations <u>Criterion D - Thinking Critically</u> Students will summarize the causes and impacts of the Social protest for their chosen case study. Students will evaluate their solution using the Levels of Analysis framework.

Unit 3 - Why do nations build empires and form supra-national alliances and organizations? 6 weeks <u>History module</u>	Global Interactions	Significance, Perspective	Orientation in space and time	Global Interactions play a significant role in shaping perspectives through exchange of ideas	Creative Thinking Skills: • Practice flexible thinking - develop multiple opposing, contradictory & complementary arguments. (SA) • Use brainstorming & visual diagrams to generate new ideas & inquiries. Info Literacy Skills: • Present info in a variety of formats & platforms. • Make connections between various sources of info. <u>Learner Profile:</u> Balanced	Topics 1.Aftermath of World War 1● Rise of Hitler (Nazism) ● Rise of Mussolini (Fascism) ● Political Expansions 2. World War 2 ●Countries involved ● Major treaties ● Causes & Consequences ● Major events & the turning points of the war ● End of the War ●Formation & Significance of the UNO Formation of African Union and its significance 3. Significant individuals and their perspectives ● Adolf Hitler ● Benito Mussolini ● Joseph Stalin ●Winston Churchill ●Franklin D.Roosevelt ● Harry S.Truman ● Neville Chamberlain ●George Marshall - Nelson Mandela - Kwame Nkuruma - Sam Njoma	Summative: Supra-National Alliance Analysis A Students select one of the supra-national alliances described in the textbook and produce a detailed analysis of their history, member states, accomplishments and failures. Superpower Confrontation Investigation B, C, D Students select one of the Cold War confrontations that took place in the latter half of the 20th century, and devise a research question around it. Students will need to select a range of sources to support their investigation, and analyse them clearly to provide evidence and support for their arguments. These investigations will be compiled and communicated in a video presentation, including voice-over, animations, regular citations, and a full works cited section at the end
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Unit 4 - In what ways does globalization affect us? 6 weeks <u>Geography module</u>	Systems	Globalization, networks	fairness and development.	Raw materials, industry, trade and transport are connected in the global system that acts as a network of today's economically intertwined world.	Information Literacy Skills: • Collect, record, verify data. (SA) • Access info to be informed & to inform others. (SA) Critical Thinking Skills: • Gather & organize relevant info to formulate an argument. • Interpret data. Social: Collaboration skills -work collaboratively in teams <u>Learner Profile:</u> Communicator	Carriers of globalization Importance of trade and transport Industry as a system Distribution of natural resources Factors affecting industry Development of industry in developed and developing countries -understanding inputs, processes and outputs in industrial system -recognizing differences in distribution of natural resources and how they affect development of industry in the world -understanding factors that affect location of industry and how their importance can change -practising team work, role play and decision- making skills (deciding for the location of a factories	Summative: In this individual task, you will create an infographic to visually represent key data on industrial development in a country of your choice. The infographic will showcase information about the country's industrial sectors, trade, natural resources, and economic indicators that are influenced by globalization. Alongside the infographic, you will submit an action plan that explains the key elements of your infographic and includes a bibliography of your sources. Criterion B: Investigating (ii, iii) Criterion C: Communication (i)
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