

Individuals & Societies Subject Group Overview

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6	Forces of the Earth Concepts: Change, Causality (cause and consequence), Processes Global Context: Scientific and technical innovation Inquiry: How can understanding processes behind environmental changes help communities innovate to protect themselves from dangerous consequences? Assessment: 1. Knowledge test (Criterion A) 2. Newspaper Article (Criteria C) ATL skills: - Communication skills: Use appropriate forms of writing for different purposes and audiences; Read critically and for comprehension; Paraphrase accurately and concisely; Make effective summary notes for studying - Collaboration skills: Listen actively to other perspectives and ideas Content summary: - Identify the structure of the earth - Describe tectonic plate interactions - Explain the effect of different plate boundary interaction	Your Choice Matters! Concepts: Global interactions, Choice, Sustainability Global Context: Globalization and Sustainability Inquiry: How do consumer choices affect individuals and societies?. What are the consequences for environmental sustainability and equity? Assessment: 1. Mini investigation (Criterion B) 2. Critical thinking task (Criterion D) ATL skills: - Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences. - Information literacy skills: Use critical-literacy skills to analyse and interpret media communications; Collect, record and verify data. Critical-thinking skills: Gather and organise relevant information to formulate an argument; Consider ideas from multiple perspectives Content summary: - Understand factors behind consumer choice and the nature of the supply chain	Settlements Concepts: Change Processes and sustainability Global Context: Identity and relationships: Identity Inquiry: How do settlements develop and change and how can they continue to be sustainable in different locations? Assessment: 1. Critical thinking primary source task (Criterion D) 2. Settlements investigation and writing task (Criteria B + C) ATL skills: - make effective notes for studying - structure info in summaries, essays etc - create plans to prepare for assessments - interpret data - identify primary and secondary sources Content summary: - Understand what settlement hierarchy, pattern and function are - Understand connections between site and situation and reasons for settlement - Understand how the industrial revolution was linked to urbanisation and how it changed settlement development - Analyse sources to understand the impact of urbanisation and industrialisation	Types of Government Concepts: Systems, Citizenship, rights, government Global Context: Fairness and development: Democracy, politics, rights and civil society Inquiry: In what ways can governments best function? Assessment: 1. Bill presentation (Criteria A + C) 2. Knowledge test (A) ATL skills: - use a variety of speaking techniques to communicate with different audiences - listen actively to other perspectives and ideas - gather and organise relevant info to form an argument Content summary: - Understand different governmental systems and evaluate democracy and monarchy - Understand Hobbes's and Locke's views of why we need government, and what government's role is? - Identify what makes up a state - Explore the role of the different branches of power and how government power is limited through understanding the U.S. constitutional system - Understand how laws are made	IDU / Design

	- Identify key terms to explain processes of volcanic eruptions and earthquakes - Understand how to describe and measure some differences between more and less developed economies - Explain how development levels might affect disaster preparation and response - Describe the events and effects of the Vesuvius eruption of 79 CE - Research and write an explanation of causes and consequences of a recent natural disaster	- Identify different approaches to ethical decision-making - Understand the links between energy use and climate change - Understand how to evaluate the sustainability of materials - Understand the difference between organic and industrial farming - Conduct research into food waste - Evaluate how ethical a business claims to be - Understand what activism means - Describe why labour rights are important - Research, prepare, present a persuasive speech on ethical consumerism	- Understand why settlements become abandoned - Explore the development of Copenhagen (including museum visit) - Think about how cities will develop, including the development of Nordhavn (with walking tour)	Prepare a persuasive speech about changing something about the school	
7	International Relations: What makes a country successful? Concepts: Systems, Perspectives, Processes Global Context: Globalization and Sustainability: systems, models, methods Inquiry: What factors and perspectives need to be considered in order to evaluate the 'success' of countries? Assessment: - Knowledge test (Criteria A) - Changing the World One Cup of Coffee at a Time Assessment (Criteria B, C, D) ATL skills: Communication skills	World Religions Concepts: Systems, Culture, Identity Global Context: Identities & Relationships: Identity Formation Inquiry: In what ways is religion a system, and how do the beliefs and values it gives people impact their sense of individual and community-based identity? Assessment: - Venn Diagram assessment comparing/contrasting two of the six main world religions (Criteria A & D) - Poster project showcasing a lesser-known religion (Criteria B & C)	Change in the Medieval World Concepts: Change, Perspective and Causality Global Context: Fairness and Development: identity and development of society Inquiry: How do changes inside or outside of countries impact the development of their beliefs, perspectives, and organisational systems? Assessment: - Assessment (Criteria A) - Conflict Research Project (Criteria B & C) - Venice Convention Assessment (Criteria B, C, D) ATL skills: Communication Skills Read critically and for comprehension		

	Preview and skim texts to build understanding Make effective summary notes for studying Collaboration skills Listen actively to other perspectives and ideas Organisational Skills Plan short- and long-term assignments; meet deadlines Critical Thinking Skills Interpret Data Draw reasonable conclusions and generalisations Content summary: How we define success How alliances and perceptions of success can impact countries' experiences with each other Key measurement tools to understand relative success Skimming and scanning texts Interpreting 'measurements' of success How success in one factor eg. economic can influence others eg. social Link measurement tools and factors to real-world business success criteria Explore case studies	3. Writing Assessment on whether Atheism qualifies as a religion (Criteria A,C,D) 4. Moral Code Project (overall 'C') ATL skills: Organisational Skills Set goals that are challenging and realistic Critical Thinking Analyse complex concepts and synthesise them to create new understanding Creative thinking skills Create original works and ideas Generate metaphors and analogies Content summary: Understand why religions developed and what form they tend to take (key elements) 6 major world religions and be able to compare and contrast two Investigate a lesser-known religion and teach peers about its core elements Analyse whether Pastafarianism or Atheism fulfil the criteria for religions Persuasive piece about whether or not Atheism is a religion. Values, morals and ethics, influenced by religion Consider own core values, how they were shaped and the impact they have	Use and interpret and a range of discipline-specific terms and symbols Media Literacy Skills Understand the impact of media representations and modes of presentation Critical Thinking Skills Gather and organise relevant information to formulate an argument Consider ideas from multiple perspectives Recognize unstated bias and assumptions Content summary: Understand what the term 'Middle Ages' means and why it is often referred to as 'the Dark Ages', and consider whether this is a fair representation. Medieval Europe and how governance(e.g. impact of the Fall of Rome, rise and fall of feudalism and feudal roles) Conflicts from this time period and their influence on Europe (e.g. Viking raids, Mongolian Invasions, Crusades) Consider what was happening in other world civilizations during this time Innovations of this time The impact of the Black Death as content to develop further note-taking and research cycle skills		
8	Conflict and Peace Concepts: Systems of Governance, Equity and Power Global Context: Fairness and Development at the individual, local and global level	The Renaissance Concepts: Commerce, Culture, Innovation and Revolutionary Change Global Context: Causes and Consequences of socio-economic change at	Colonisation and Indigenous Cultures Concepts: Causality, Culture and Sustainability Global Context: Consequences of colonisation at individual, local and global level	The United Nations Concepts: Cooperation, Perspective and Leadership Global Context: National, Regional and Global Identities & Relationships Inquiry:How do global interactions expose differing	

	Inquiry: How might social, economic and political systems cause inequalities that lead to conflict? Assessments: 1. Conflict in Yemen RAFT Task (Criteria A & C) 2. Source analysis (Criterion D) ATL skills: Reflection skills - Consider ethical, cultural and environmental implications Information literacy skills - Critical-thinking skills - Gather and organise relevant information to formulate an argument, Consider ideas from multiple perspectives Content summary: Through exploration of current and historical case studies, students will understand why conflicts happen and how they can affect individuals and societies. They will compare and contrast different social, economic and political systems and their relationship to conflicts through a wide range of source materials. Conflicts will be considered from multiple perspectives and at different scales. Students will construct arguments using their prior knowledge and evidence from source material to support their claims. Students will understand how civil disobedience has been used successfully to bring about social change and resolve conflicts, without resorting to violence.	the individual, local and global level Inquiry: How did contact between peoples foster both innovation and revolution? Assessment: 1. Early Renaissance Test (Criteria A & D) 2. Renaissance Figure research notes (Criterion B) 3. Reformation and Scientific Revolution Test (Criterion A) ATL skills: Organisation skills - Keep an organised and logical system of information files/notebooks Critical-thinking skills - Draw reasonable conclusions and generalisations Transfer skills - Apply skills and knowledge in unfamiliar situations Content summary: Students will understand the causes for changes during this historical period, including shifting social values and new economic opportunities. Students will explore how this era is linked to Classicism and Humanism, as well as how the Renaissance fostered learning, particularly in the arts. Finally, students will learn how the era led to many significant scientific developments and how it was a catalyst for the Protestant Reformation. During the unit students will practise various note-taking strategies and apply their knowledge in different contexts.	Inquiry: What were the long-term consequences of European exploration and colonisation for indigenous people across the globe? Assessments: 1. Source Analysis (Criterion D) 2. Indigenous Peoples Investigation Process Journal (Criterion B) ATL skills: Organisation skills - Use appropriate strategies for organising complex information Information literacy skills - Make connections between various sources of information; Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions Content summary: Students will investigate the historical causes and long-term effects of European exploration on indigenous peoples. Using case studies, students will evaluate the impact that exploration has had on three different populations, before embarking on their own investigation of an indigenous group of their choice. Prior to beginning their inquiry, students will hone critical investigation skills, such as creating good research questions and tips for using online search engines. As they research, they will record their methodology and reflect on their progress in a process journal.	perspectives on power and freedom? Assessments: 1. United Nations Test (Criterion A) 2. Country Position Paper (Criteria C & D) ATL skills: Information literacy skills - Access information to be informed and inform others Media literacy skills - Seek a range of perspectives from multiple and varied sources Critical-thinking skills - Gather and organise relevant information to formulate an argument; Propose and evaluate a variety of solutions Creative-thinking skills - Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments Content summary: Students will learn about the origins, structure and aims of the United Nations. Students will take on the role of delegate and will research their chosen country's stance on policy and past events, to craft a position paper in response to a fictional global emergency scenario. Students will practise debate skills and parliamentary procedure, before participating in a mock General Assembly session in their delegate roles.	
--	---	--	---	--	--

9	Revolutions Concepts: Systems, Identity, Innovation & Revolution Global Context: Orientation in Time & Space - Turning Points Inquiry: To what extent are revolutions turning points motivated by a population's identity and ideology within a system? Assessment: 1. Analytical essay (Criteria A & C) ATL skills: Communication skills: Make effective summary notes for studying; Structure information in summaries, essays and reports Collaboration skills: Listen actively to other perspectives and ideas Critical thinking skills: Gather and organise relevant information to formulate an argument. Content summary: - Types of government - Political ideas - Theory of revolutions - Causes of the French Revolution - Causes of the Jasmine Revolution - Comparison of different revolutions & their causes - How to write an analytical essay	Human Geography Concepts: Communities, Resources & Sustainability Global Context: Globalisation & sustainability - Human impact on the environment Inquiry: How does sustainable use of resources by communities influence human impact on the environment? Assessment: 1. Investigation assignment (Criteria B & D) 2. Written unit quiz (Criterion A) ATL skills: Communication skills: Make inferences & draw conclusions Organisation skills: Plan short and long-term assignments; meet deadlines Information literacy skills: Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions. Content summary: - Fresh water access & usage - Renewable energy - Responsible consumption & production - Migration - causes & effects - Population growth - causes & effects - Urbanisation - causes & impact - Impact of human activity on life on land & below water	World At War Concepts: Change, Causality & Power Global Context: Fairness & Development: Power & Privilege Inquiry: How can conflict be caused by changes in power and privilege? Assessment: 1. Investigation assignment & documentary making (Criteria A, B & C) 2. OPCVL source analysis (Criterion D) 3. Written exam (Criteria A & D) ATL skills: Organisation skills: Keep an organised & logical system of information files/notebooks Information literacy skills: Make connections between various sources of information Critical-thinking skills: Recognise unstated assumptions & bias Content summary: - The causes of the First World War, including militarism, imperialism, industrialisation, nationalism, alliance-building & spark. - Progress & key events of the First World War - Impact of the war on combatants & combatant nations - Peace-making, including the Paris Peace Conference & Treaty of Versailles.	Sustainable Entrepreneurship Concepts: Global Interactions, Sustainability & equity Global Context: Scientific & technical innovation - products, processes & solutions Inquiry: How can sustainable products, processes and solutions have a positive impact on global interactions and equity? Assessment: 1. Written exam (Criteria A & D) 2. Group presentation (Criterion C) ATL skills: Communication skill: Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills: Build consensus Exercise leadership and take on a variety of roles within groups Content summary: - What is economics? - Scarcity & the four factors of production - Impact of choice and identification of global, national & local issues - Global trade & interdependence - Goods, services & price - Entrepreneurship	IDU (with Maths) Urbanization Concepts: Change & Patterns Inquiry: What sustainable changes can be made as a result of exploring and understanding patterns and processes in communities? Assessment IDU: 1. Assessed through semester 1 exams in both I&S & Math (Criteria Ai, Bi) 2. Written reflection (Criteria Aii, Bii, C) ATL skills: Thinking skills: analyse complex information Content summary: - Geography content covered in I&S, including urbanisation, population growth and migration. - Maths content - statistics
10	Unit Title: Power & Authority	Unit Title: Development Economics	Unit Title: Geography of Food Security	Unit Title: The Cold War	

	Concepts: Change, Causality, Transitions Global Context: Identities and relationships Inquiry: How can political and social change cause transitions in power? Assessment: 1. PEEL-structured essay - Why did Hitler and the Nazi Party rise to power? (Criteria A, C) Source Analysis (Criterion D) ATL skills: Communication Skills - use appropriate forms of writing for different purposes and audiences, structure information in essays Critical-thinking Skills - gather and organize relevant information to formulate an argument Content summary: - Government types - The interwar years in Germany - Hitler's rise to power - Strengths of the Nazi Party	Concepts: Development Related Concept: Processes, Equity Global Context: Globalization and Sustainability Inquiry: To what extent can equity and diversity be achieved through interconnected processes? Assessment: 1. Research project and presentation - What is the impact of infrastructure on economic growth and development? Group presentations. (Criteria A, B, D) ATL skills: Collaboration Skills - exercise leadership and take on a variety of roles within groups Organization Skills - Plan short and long-term assignments; meet deadlines Communication Skills - collaborate with peers using a variety of media Content summary: - Economic indicators of growth - Economic growth vs development - The 'poverty cycle' - Factor of Production - Externalities of production and consumption	Concepts: Global Interactions, Resources, Sustainability Global Context: Globalization & Sustainability Inquiry: Can ethical global interactions promote sustainable consumption of scarce resources? Assessment: 1. Food security and management techniques - presented as a 'Food Security Summit' debate - What is the best way to ensure global food security by 2050? (Criteria A, D) 2. Written exam (Criteria A, C & D) ATL skills: Organization Skills - Create plans to prepare for summative assessments Critical Thinking Skills - Consider ideas from multiple perspectives Information Literacy Skills - Make connections between various sources of information Content summary: - Food production and consumption - Conflict and man-made famine - Impact of climate change on agriculture - Soil Degradation - Food Waste - Population growth and distribution of resources - The Future of Farming - Agricultural Technology	Concepts: Global Interactions, Perspective, Power Global Context: Fairness and Development Inquiry: How can opposing political perspectives define an era in global power interactions? Assessment: 1. Investigation about a Cold War topic of students' choice (Criteria B) 2. Write-up of research with a choice of final product (Criteria A & C) 2. Written exam (Criteria A & D) ATL skills: Communication Skills - Read critically and for comprehension, write for different purposes Organization Skills - Create plans to prepare for summative assessments Content summary: - The division of Germany - Formation of alliances - European Uprisings - The Berlin Wall - Life During the Cold War - The Cuban Missile Crisis - Proxy Wars in Asia - Fall of the Soviet Union	
--	---	---	--	--	--