

Individuals & Societies Subject Group Overview

Grade	Unit 1	Unit 2	Unit IDU	Unit 3	Unit 4
6	Forces of the Earth Key Concept: Change Related Concept: Causality (cause and consequence), Processes Global Context: Scientific and technical innovation SOI: Understanding processes behind environmental changes can help communities innovate to protect themselves from dangerous consequences. Assessment: 1. Knowledge test (Criterion A) 2. Newspaper Article (Criteria C) ATL skills: C1: I can listen actively to understand information and ideas. C3: I can engage meaningfully in discussions to explore ideas critically and creatively. Content summary: Identify the structure of the earth Describe tectonic plate interactions Explain the effect of different plate boundary interaction Identify key terms to explain processes of volcanic eruptions and earthquakes Understand how to describe and measure some differences between	Settlements Key Concept: Change Related Concept: Processes and sustainability Global Context: Identity and relationships: Identity SOI: Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location. Assessment: 1. Critical thinking primary source task (Criterion D) 2. Settlements investigation and writing task (Criteria B + C) ATL skills: R4: I can extract, summarise, and organise key points from research sources. SM3: I can apply organisational strategies to manage time and resources effectively. S2: I can build relationships and work effectively with diverse peers. Content summary: - Settlement hierarchy - Settlement pattern and function - Site and situation - Abandoned settlements - Urban growth	IDU (with Design) Designing Sustainable Cities Key Concept: Development, Globalization & Sustainability Related Concept: strategy and infrastructure Global Context: Urban planning, strategy and infrastructure SOI: How can urban design support the development of sustainable and connected communities? Assessment: 1. Clay model city segment discussion (Ai, Bi, Bii) 2. Reflective discussion (Aii, Ci, Cii) ATL skills: S3: I can support others to participate and succeed through inclusive and productive collaboration Content summary (from I&S): - Development in Nordhavn - Principles of Urban Design	Your Choice Matters! Key Concept: Global interactions Related Concept: Choice, Sustainability Global Context: Globalization and Sustainability SOI: The choices people make as consumers can have effects across the globe. These include consequences for environmental sustainability and fairness for people in different communities. Assessment: 1. Mini investigation (Criterion B) 2. Critical thinking task (Criterion D) ATL skills: C5: I can effectively structure and organise information using an appropriate format. R5: I can conduct research ethically and with academic integrity, managing and citing sources correctly. Content summary: Understand factors behind consumer choice and the role of the supply chain 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	Government Key Concept: Systems Related Concept: Citizenship, rights, government Global Context: Fairness and development: Democracy, politics, rights and civil society SOI: Governments are political systems which influence citizens' rights and responsibilities in society Assessment: 1. Bill presentation (Criteria A + C) 2. Knowledge test (A) ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. SM1: I can maintain focus and overcome distractions. Content summary: - Why do we need government? - Sovereignty - Types of government - democracy and autocracy - Limits of government - Branches of power

	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 Identify key features of a news article Research and write a news article about a recent natural disaster			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	
7	International Relations: What makes a country successful? Key Concept: Systems Related Concept: Perspectives, Processes Global Context: Globalization and Sustainability: systems, models, methods SOI: A country's success can only be measured by gathering and analysing data from a variety of interconnecting perspectives and systems. Assessment: 1. Knowledge test (Criteria A) 2. Changing the World One Cup of Coffee at a Time Assessment (Criteria B, C, D) ATL skills: C3: I can engage meaningfully in discussions to explore ideas critically and creatively. T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. Content summary:	World Religions Key Concept: Systems Related concept: Culture, Identity Global Context: Identities & Relationships: Identity Formation SOI: Religion emerged as systems to serve the needs of individuals and societies and, in turn, influences identity and culture by helping people to develop beliefs and values. Assessment: 1. Venn Diagram assessment comparing/contrasting two of the six main world religions (Criteria A & D) 2. Poster project showcasing a lesser-known religion (Criteria B & C) 3. Writing Assessment on whether Atheism qualifies as a religion (Criteria A,C,D) 4. Moral Code Project (overall 'C') ATL skills: C5: I can effectively structure and organise information using an appropriate format.	Change in the Medieval World Key Concept: Change Related Concept: Perspective and Causality Global Context: Fairness and Development: identity and development of society SOI: Internal and external change impacts the identity of societies and influences the development of their beliefs, perspectives, and organisational systems. Assessment: 1. Assessment (Criteria A) 2. Conflict Research Project (Criteria B & C) 3. Venice Convention Assessment (Criteria B, C, D) ATL skills: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. R1: I can formulate effective questions and prompts for research. Content summary: Understand what the term 'Middle Ages' means and why it is often referred to as 'the Dark		

	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	SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. 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	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 Key Concept: Systems Related Concept: Governance, Equity and Power Global Context: Fairness and Development SOI: Conflicts are often the result of social, economic and political systems that cause inequalities in the distribution of power. Assessments: 1. Conflict in Yemen RAFT Task (Criteria A & C) 2. Civil Rights Movement DBQ - source analysis written assessment (Criteria D) ATL skills:	The Renaissance Key Concept: Time, Place and Space Related Concept: Scientific & Technical Innovation Global Context: Orientation in Space and Time SOI: Contact between peoples stimulated significant cultural, social, economic, and political changes, which fostered both innovation and revolution. Assessment: 1. Renaissance and Early Reformation Test (Criteria A & D) 2. DaVinci vs. Michaelangelo comparative writing task (Criteria C)	Colonisation and Indigenous Cultures Key Concept: Change Related Concept: Causality, Culture and Sustainability Global Context: Globalisation and sustainability SOI: Exploration and colonisation had varying and lasting consequences for indigenous groups across the globe. Assessments: 1. Spanish Systems of Control (Criteria A & C) 2. Indigenous Peoples Investigation Process Journal (Criterion B) ATL skills:	The United Nations Key Concept: Systems Related Concept: Cooperation, Perspective and Leadership Global Context: Identities & Relationships SOI: Global interactions expose differing perspectives on power and freedom. Assessments: 1. United Nations Quiz (Criteria A) 2. Country Position Paper (Criteria B, C & D) 3. Mock General Assembly (Criteria C & D) ATL skills: S1: I can listen with an open mind to different perspectives and respond thoughtfully.	

	C2: I can express clear, concise, and relevant ideas using subject-specific language. R2: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. 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.	3. OPVL document analysis task (Criteria B) ATL skills: C5: I can effectively structure and organise information using an appropriate format. R4: I can extract, summarise, and organise key points from research sources. 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.	R1: I can formulate effective questions and prompts for research. SM3: I can apply organisational strategies to manage time and resources effectively. 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.	T1: I can explore concepts and develop solutions with curiosity and creativity . 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 similar issues 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 Key Concept: Systems Related Concept: Identity, Innovation & Revolution Global Context: Orientation in Time & Space - Turning Points SOI: Revolutions are turning points motivated by	Human Geography Key Concept: Communities Related Concept: Resources & Sustainability Global Context: Globalisation & sustainability - Human impact on the environment SOI: Sustainable use of resources by communities	World At War Key Concept: Change Related Concept: Causality & Power Global Context: Fairness & Development: Power & Privilege SOI: Conflict can be caused by changes in power and privilege. Assessment:	Sustainable Entrepreneurship Key Concept: Global Interactions Related Concept: Sustainability & equity Global Context: Scientific & technical innovation - products, processes & solutions	IDU

	a population's identity and ideology within a system. Assessment: - Analytical essay (Criteria A & C) ATL skills: I can effectively structure and organise information using an appropriate format. Content summary: - Types of government - 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	influences human impact on the environment. Assessment: - Investigation assignment (Criteria B & D) - Written unit quiz (Criterion A) ATL skills: I can extract, summarise, and organise key points from research sources. I can conduct research ethically and with academic integrity, managing and citing sources correctly. 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	- Investigation assignment & documentary making (Criteria A, B & C) - OPCVL source analysis (Criterion D) - Written exam (Criteria A & D) ATL skills: I can interpret, analyse, and synthesise information to form evidence-based conclusions. 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.	SOI: Sustainable products, processes and solutions can have a positive impact on global interactions and equity. Assessment: - Written exam (Criteria A & D) - Group presentation (Criterion C) ATL skills: I can support others to participate and succeed through inclusive and productive collaboration. 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	
10	Unit Title: Power & Authority Key Concept: Change Related Concept: Causality, Transitions Global Context: Identities and relationships SOI: Political and social change can cause transitions in power Assessment: - PEEL-structured essay - Why did Hitler and the Nazi Party rise to power? (Criteria A, C) - Source Analysis (Criterion D)	Unit Title: Development Economics Key Concept: Development Related Concept: Processes, Equity Global Context: Globalization and Sustainability SOI: Equity and diversity can be achieved through interconnected processes Assessment: Research project and presentation - What is the impact of infrastructure on economic growth and	Unit Title: Geography of Food Security Key Concept: Global Interactions Related Concept: Resources, Sustainability Global Context: Globalization & Sustainability SOI: Ethical global interactions can promote sustainable consumption of scarce resources Assessment: Research into food security and management techniques - presented as a 'Food Security Summit' debate - What is the	Unit Title: The Cold War Key Concept: Global Interactions Related Concept: Perspective, Power Global Context: Fairness and Development SOI: Opposing political perspectives can define an era in global power interactions Assessment: - Investigation about a Cold War topic of students' choice (Criteria B) - Written exam (Criteria A, C & D) ATL skills:	

	ATL skills: I can express clear, concise, and relevant ideas using subject-specific language. I can reflect on my strengths and areas for development, acting on feedback to grow. Content summary: • Government types • The interwar years in Germany • Hitler's rise to power • Strengths of the Nazi Party	development? (Criteria A, B, D) ATL skills: I can build relationships and work effectively with diverse peers. I can explore concepts and develop solutions with curiosity and creativity . Content summary: • Economic indicators of growth • Economic growth vs development • The 'poverty cycle' • Factor of Production • Externalities of production and consumption	best way to ensure global food security by 2050? (Criteria A, D) 2. Written exam (Criteria A, C & D) ATL skills: I can listen with an open mind to different perspectives and respond thoughtfully. I can critically evaluate ideas and decisions with attention to ethics and sustainability. 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	I can formulate effective questions and prompts for research. I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. 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	
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