Development—Pandemics - IDU with History and Mathematics

Pandemics occur over space and time. Whilst the cause and scale of impact can vary; there is a common need to be more prepared for such events by looking at relationships between outbreaks and other variables in both past, present and future events .

SOI: Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions that can also lead to inequality.

Key and Related Concepts: Time, place and space, Scale (Geography) Causality (History) Relationships (Maths)

Global Context Fairness and development

ATL skills to be assessed: Communication, Information Literacy, Critical

IB Learner Profile: Thinkers, researchers, communicators

Language development: Formal writing pieces on development and development indicators, analysis and interpretation of Pandemic data, Final presentation on Pandemics as part of the IDU.

Summative assessment: Criterion A, C and D-Written responses on development and Pandemic data and value of sources used As part of the IDU, students will be asked to create a presentation on

Mid Term: 16th Oct-18th Oct

Weather and Climate

SOI: As climatic systems change so does the pattern of where and how we live. Simple adaptations and technical innovations can help us manage extreme climatic environments

Key and Related Concepts: Change Patterns and trends, management

Global Context Scientific and Technological Innovations Exploration: Adaptation

ATL skills to be assessed: Communication, Subject Specific Skills (measuring the weather) information literacy skills IB Learner Profile: inquirers, knowledgeable, thinkers Language development: Choosing and justifying a research question, Following an action plan, collection of secondary sources, formal report based on Criterion B research into adapting to the UAE's extreme climate, reflection writing. No of weeks: 10 Weeks

Summative assessment: Criterion A, B and C - Students submit evidence of the investigation process, essay on, how communities in the UAE have adapted to the extreme climate.

Winter Holidays

11th Dec—2nd Jan

5 weeks

(1 week to Assessments)

As climatic systems change so does the pattern of where and how we live. Simple adaptations and technical innovations can help us mange extreme climatic environ-

Kev and Related Concepts: Change

Patterns and trends, management and intervention Global Context Scientific and Technological Innovations

ATL skills to be assessed: Communication, Subject Specific Skills (measuring the weather) information literacy skills. Social Skills

IB Learner Profile: inquirers, knowledgeable, thinkers

Language development: Group work on microclimate investigation, recording and interpretation on results, evaluation of methodology.

Summative assessment: Criterion A -D- Project on where to site a Picnic area in the school involving primary and secondary data. Critical thinking piece on the value of primary and secondary data collected.

Subject Overview



Year Group: Year 7

Subject: Geography

5 weeks

(Ramadan wb 11th Mar)

Map Skills

SOI: The process of maps making provides insights into how the world has changed over time, Map skills help us to explore place and space across different scales.

Key and Related Concepts: Time, place and space

Scale, Process Global Context: Orientation in space and time

Exploration: Scale

ATL skills to be assessed: Subject Specific Skills (map skills) Critical Thinking Skills

Communication Skills

IB Learner Profile: Communicators, inquirers, thinkers

Language development: Essay writing and the use of maps to create and follow written instruction

Criterion A formal report on the value of maps in society. Criterion A and C-Google Form-Multiple Choice Activity on the use of map skills

The consumption of energy resources varies around the world. Communities and governments have a local and global responsibility to manage energy consumption sustainably. Counties of power have a responsibility to lead such change.

Key and Related Concepts: Global Interactions Sustainability, Manage ment and Intervention, power

Global Context: Globalisation and sustainability

Exploration: Consumption

ATL skills to be assessed: Communication, Communication, Research, Critical thinking

IB Learner Profile: Inquirers, Knowledgeable, Communicators

Language development: Discussion on the benefits and drawbacks of solar energy. Use investigative writing skills to explore the sustainable features of Masdar City.

Summative assessment: Criterion A. B and D— Critical thinking tasks on whether we should the Sahara Desert in Solar Panels and an investigation into the Sustainability of Masdar City.

Summer Assessment (Y7-13)

15th April—1st July

Summer Term :

SOI: The consumption of energy resources varies around the world. Communities and governments have a local and global responsibility to manage energy consumption sustainably. Counties of power have a responsibility to lead such change.

Key and Related Concepts: Global Interactions Sustainability, Management and Intervention, power Global Context: Globalisation and sustainability

Exploration: Consumption

ATL skills to be assessed: Communication, Research, Critical thinking IR Learner Profile: Inquirers Knowledgeable Communicators

Language development: Discussion on the benefits and drawbacks of different types of energy

Report writing on an investigation into how we use energy in the UAE.

No of weeks: 10 Weeks

Summative assessment: Criterion A, B and C— On-going report where students show evidence of the investigation process from selecting an inquiry question, following an action plan, collecting primary and secondary data and evaluating the investigation process. Extended

> **Spring Holidays** 25th March—15th Apr

Spring Term:2nd Jan—9th Feb

Ecosystems

Statement of Inquiry - Changes in the processes within different biomes can be managed sustainably for all to benefit.

Key and related concepts - systems, management and intervention, scale, sustainability,

Global context - Globalisation and Sustainability

ATL Skills Assessed - communication, collaboration and critical

IB Learner Profile - Caring, principled and thinkers.

Language Development - development of persuasive language techniques.

No. of Weeks - 12 weeks

Summative Assessment (format/timeframe) - Speech from the perspective of an indigenous tribal leader in the rainforest.

Criterion A, C and D

Mid Term: 16th Oct-18th Oct

Globalisation

Statement of Inquiry - Globalisation has occurred due to a variety of processes that have changed the world, bringing both opportunities

Key and related concepts - Global Interactions, globalization and

Global Context - Globalisation and sustainability.

ATL Skills Assessed - Communication and Critical thinking

IB Learner Profile - Thinkers and Reflective

Language Development - Academic essay writing jargon

Summative Assessment (format/timeframe) - Essay on the impacts of globalisation—40 minutes. Criterion A and C

Winter Holidays

11th Dec—2nd Jan

Subject Overview



Year Group: Year 8

Subject: Geography

5 weeks

(1 week to Assessments)

Coastal Landscapes

Statement of Inquiry - Coastal systems involve dynamic processes that with intervention can be managed sustainably to meet the needs of the local community and the environment over time place and space.

Key and related concepts - Systems, processes, sustainability.

Global context - Orientation in space and time.

ATL Skills Assessed - Communication, research, thinking IB Learner Profile - Thinkers, communicators, risk takers.

Language Development - development of persuasive techniques.

No. of Weeks - 8 weeks

Summative Assessment (format/time) - Article on management strategies (40 mins) Creating a virtual tour/factfile on a coastline if your choice - Criterion A, B, C and D.

5 weeks

(Ramadan wb 11th Mar)

Coastal Landscapes

Statement of Inquiry - Coastal systems involve dynamic processes that with intervention can be managed sustainably to meet the needs of the local community and the environment over time place and space.

Key and related concepts - Systems, processes, sustainability.

Global context - Orientation in space and time.

ATL Skills Assessed - Communication, research, thinking IB Learner Profile - Thinkers, communica-

Language Development - development of persuasive techniques.

No. of Weeks - 8 weeks

Vid.

Summative Assessment (format/time) - Article on management strategies (40 mins)

Climate Change

Statement of Inquiry - Both the causes and consequences and climate change are global in scope; we must ensure that we manage the changes sustainably

Key and related concepts - causality, patterns and trends

Global context - Globalisation and Sustainability

ATL Skills Assessed - communication, research, thinking

IB Learner Profile - halanced, communicators, thinkers

Language Development - development of article writing skills

No. of Weeks - 10 weeks

Summative Assessment (format/timeframe) - AssessPrep Exam Criterion A, C and D. 40 minutes.

Summer Assessment (Y7-13)

15th April—1st July

Summer Term:

Climate Change

Statement of Inquiry - Both the causes and consequences and climate change are global in scope; we must ensure that we manage the

Key and related concepts - causality, patterns and trends

Global context - Globalisation and Sustainability

ATL Skills Assessed - communication, research, thinking

IB Learner Profile - balanced, communicators, thinkers

Language Development - development of article writing skills

No. of Weeks - 10 weeks

tive Assessment (format/timeframe) - AssessPrep Exam Criterion A, C and D. 40 minutes.

> **Spring Holidays** 25th March—15th Apr

Dec

Population and Migration

Statement of Inquiry - The scale and patterns of population and migration can change over time and this helps shape personal identities and the relationships they have.

Key and related concepts - Change. Patterns and trends, Scale

Global Context - Identities and relationships

ATL Skills Assessed - Communication, Research, Thinking

IB Learner Profile - Inquirers, Knowledgeable,

Communicators, Caring

Language Development - Vocabulary building by providing key terms

Scaffolding learning in activities e.g. writing frames, sentence starters,

No. of Weeks - 10 weeks

Summative Assessment (format/timeframe) - How does migration contribute to population change? All of criterion B & Criterion D (i + ii)

Conduct an independent investigation into migration from Mexico to the USA, Criterion B

Mid Term: 16th Oct-18th Oct

Population and Migration

Statement of Inquiry - The scale and patterns of population and migration can change over time and this helps shape personal identities and the relationships they have.

Key and related concepts - Change. Patterns and trends, Scale

Global Context - Identities and relationships

ATL Skills Assessed - Communication, Research, Thinking

IB Learner Profile - Inquirers, Knowledgeable, Communicators, Caring

Language Development - Vocabulary building by providing key terms

Scaffolding learning in activities e.g. writing frames, sentence starters,

No of Weeks - 10 weeks

Summative Assessment (format/timeframe) - How does migration contribute to population change? All of criterion B & Criterion D (i + ii)

Winter Holidays

11th Dec—2nd Jan

Subject Overview



Year Group: Year 9

Subject: Geography

5 weeks

(1 week to Assessments)

Tectonic Hazards and Vulnerability

Statement of Inquiry - Living in tectonically active areas poses risk but scientific innovation, management and preparation can influence the vulnerability across space and place

Key and related concepts - Time, Place and Space, Causality (cause and consequence).

Global Context - Orientation in space and time

ATL Skills Assessed - Communication and Research

IB Learner Profile - Communicators, thinkers and knowledgeable

Language Development - Through discussions/questioning in class to improve their

Through writing extended pieces of writing such as argumentative essays, using linking

5 weeks

(Ramadan wb 11th Mar)

Tectonic Hazards and Vulnerability

Language Development - Through discussions/questioning in class to improve their verbal

Through writing extended pieces of writing such as argumentative essays, using linking terms, a clear flow of ideas, using case study information and research.

Reading various sources and providing a summary of the main ideas.

No. of Weeks - 11 weeks

Feb

Summative Assessment (format/timeframe) - Criterion A: Knowledge and Understanding

Create a diary entry describing and explaining the primary and secondary impacts of the Indonesian eruption of December 2021. You must imagine you witnessed the volcanic eruption and are writing about it one month after the event (present day).

Criterion D - Critical thinking

Statement of Inquiry - Urban areas work as systems that emerge in particular places and at particular times, due to a variety of reasons but their sustainable developmen

Key and related concepts - Change, Causality (cause and consequence), Management

Global Context - Orientation in space and time

ATL Skills Assessed - Communication and thinking

IB Learner Profile - Inquirers, knowledgeable, communicators

Language Development - Students will discuss and share their ideas collaboratively through group tasks and paired work. Students will also develop their persuasive writing

Weeks

weeks

10

Summative Assessment (format/timeframe) - Will assess criterion A. C. and D. Kev terms, multiple choice questions etc for criterion A based on key terms and functions of

Criterion C - Write a letter to argue which site the settlement will be built on argumentative writing / use of geographical key terms related to settlement

Summer Assessment (Y7–13)

15th April—

Summer Term :

Key and related concepts - Change, Globalization, Scale

Global Context - Globalization and sustainability

ATL Skills Assessed - Research and communication

IB Learner Profile - Thinkers, communicators, knowledgeable

Language Development - Vocabulary building by providing key terms in each lesson. caffolding learning in activities e.g. writing frames, sentence starters, success criteria Skills focus on ATL clusters

No. of Weeks - 10 weeks

Criterion A, C, D

To what extent can the process of tourism ever be sustainable across its diverse

Spring Holidays 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

Spring Term:2nd Jan—9th Feb

Autumn Term Autumn Term Bag, Alaska-Criterion B **Winter Holidays**

Urbanisation Statement of Inquiry - Urban areas work as systems that emerge in particular places and at particular times, due to a variety of reasons, but their sustainable development requires managed intervention.

Key and related concepts - Systems, causality, management and

Global Context - Orientation in time and space

ATL Skills Assessed - communication, research and self-management

IB Learner Profile - Knowledgeable, thinkers

Language Development - development of persuasive techniques

No. of Weeks - 7 weeks Reflection (format/timeframe)

Summative Assessment (format/timeframe) - Essay on urban stress in Dubai (45 minutes) Criterion A and C

Mid Term: 16th Oct-18th Oct

Statement of Inquiry - Increasing human interactions within extreme environments has consequences that require intervention to the benefit of the world as a whole.

Key and related concepts - causality, management and intervention.

Global context - Globalisation and Sustainability

ATL Skills Assessed - communication, research and critical thinking.

IB Learner Profile - balanced, communicators, thinkers

Language Development - development of persuasive techniques.

Summative Assessment (format/timeframe) - Essay on resource extraction in Arctic Criterion A, C and D

Students complete an evaluation of their virtual fieldwork in Prudhoe

Subject Overview



Year Group: Year 10

Subject: Geography

8 weeks

(1 week to Assessments)

consequences that require intervention to the benefit of the world as a whole.

Key and related concepts - causality, management and intervention.

IB Learner Profile - balanced, communicators, thinkers

No. of Weeks - 14 weeks

6 weeks

(Ramadan wb 11th Mar)

Statement of Inquiry - Both the causes and consequences and climate change are global in scope; we must ensure that we manage the changes sustainably.

Key and related concepts - causality, patterns and trends

Global context - Globalisation and Sustainability

ATL Skills Assessed - creative thinking, communication, information literacy

IB Learner Profile - balanced, communicators, thinkers

Language Development - development of speech writing

No. of Weeks - 6 weeks

tive Assessment Essay on climate change management strategies (40 minute) Criterion A,C

Coastal Landscapes

Statement of Inquiry - Technology enables us to manage the systems and processes in which water and the land interact; scientific understandina enables us to do so sustainably.

Key and related concepts - Systems. Management and intervention,

Global context - Scientific and technological innovation

ATL Skills Assessed - collaboration, communication, critical thinking.

IB Learner Profile - principled, inquirers.

Language Development - key terms and definitions

No. of Weeks - 5 weeks

Summative Assessment - Article on soft engineering coastal management strategies (40 minutes) Criteria A, B, C and D

Summer Assessment (Y7-13)

Statement of Inquiry - Technology enables us to manage the systems and processes in which water and the land interact; scientific understandina enables us to do so sustainably.

Key and related concepts - Systems. Management and intervention, processes, sustainability.

Global context - Scientific and technological innovation.

ATL Skills Assessed - collaboration, communication, critical thinking.

IB Learner Profile - principled, inquirers.

Language Development - development of essay writing

6 weeks

ative Assessment - Essay on river management (40 minutes)

Criterion A. C and D.

Spring Holidays 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

11th Dec—2nd Jan

Statement of Inquiry - Increasing human interactions within extreme environments has

Global context - Globalisation and Sustainability

ATL Skills Assessed - communication, research and critical thinking.

Language Development - development of persuasive techniques.

Spring Term:2nd Jan—9th Feb

Spring Term:2nd Jan—9th Feb

Ancient Civilisations

Statement of Inquiry - Civilisations have developed at different times and locations bringing about change and innovation that often influence how we live today.

Key and related concepts - Time, place and space. Innovation and revolution, significance.

Global Context - Scientific and technical innovation.

ATL Skills Assessed - Communication, Research and

IB Learner Profile - Knowledgeable, thinkers

Language Development - Development of keywords and definitions. Debates and persuasive language.

No. of Weeks - 12 weeks Reflection (format/timeframe) -

Summative Assessment (format/timeframe) - Research Task on Ancient Egypt. Newspaper Article. (45 minutes)

Mid Term: 16th Oct-18th Oct

Ancient Civilisations

Statement of Inquiry - Civilisations have developed at different times and locations bringing about change and innovation that often influence how we live today

Key and related concepts - Time, place and space. Innovation and

Global Context - Scientific and technical innovation.

ATL Skills Assessed - Communication, Research and Thinking.

Language Development - Development of keywords and definitions. Debates and persuasive language.

No. of Weeks - 12 weeks Reflection (format/timeframe) -

Summative Assessment (format/timeframe) - Research Task on Ancient Egypt. Newspaper Article. (45 minutes)

> **Winter Holidays** 11th Dec—2nd Jan

Subject Overview



Year Group: Year 7

Subject: History

Feb

5 weeks

(1 week to Assessments)

Life in the Middle Ages

Statement of Inquiry - The identity and development of past socities can be explored through the perspective

Key and related concepts - Time place and space, Identity, Perspective

Global context - Fairness and Development

ATL Skills Assessed - Communication and Thinking

Summative Assessment (format/timeframe) - Source Analysis Task: (40 minutes) MCQ

(Ramadan wb 11th Mar)

6 weeks

Life in the Middle Ages

Statement of Inquiry - The identity and development of past socities can be explored through the perspectives of the people

Key and related concepts - Time place and space, Identity, Perspective

Global context - Fairness and Development

ATL Skills Assessed - Communication and Thinking

Summative Assessment (format/timeframe) - Source Analysis Task: (40 minutes) MCQ

Significant Individuals.

Statement of Inquiry - Significant Individuals have impacted the development of their nations by bringing about change and innovation that often influence how we live today.

Key and related concepts - Time, place and Space, Identity.

Global context - Identities and relationships

ATL Skills Assessed - Self Management, communication, Thinking.

IB Learner Profile - Knowledgeable, Daring.

Language Development - Development of essay writing, Scaffolding learning, Skills focus on ATL clusters.

No. of Weeks - 11 weeks

Summative Assessment (format/timeframe) - Essay on significant

individual. MCQ on Significant Individuals

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

Significant Individuals.

Statement of Inquiry - Significant Individuals have impacted the development of their nations by bringing about change and innovation that often influence how we live today.

Key and related concepts - Time, place and Space, Identity.

Global context - Identities and relationships.

ATL Skills Assessed - Self Management, communication, Thinking.

IB Learner Profile - Knowledgeable, Daring.

Language Development - Development of essay writing, Scaffolding learning, Skills focus on ATL clusters.

Summative Assessment (format/timeframe) - Essay on significant individual. MCQ on Significant Individuals

> **Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

Spring Term:2nd Jan—9th Feb

Spring Term:2nd Jan—9th Feb

Spring Term:14th Feb—22nd Mar

Summer Term :

Statement of Inquiry - Medical systems over space and time reveal multiple perspectives on scientific and technical innovations within medical knowledge and public health.

Key and related concepts - Systems, Innovation and Revolution,

Global Context Scientific and technical innovation

ATL Skills Assessed - communication, information literacy and

IB Learner Profile - Knowledgeable, open-minded

Language Development - development of historical vocabulary

Summative Assessment (format/timeframe) - Key terms and knowledge test (Crit. A) on Medicine in Ancient Greece and Rome

Mid Term: 16th Oct-18th Oct

Medicine and Health Through Time

Statement of Inquiry - Medical systems over space and time reveal multiple perspectives on scientific and technical innovations within medical knowledge and public health.

Key and related concepts - Systems, Innovation and Revolution,

Global Context Scientific and technical innovation

critical thinking.

IB Learner Profile - Knowledgeable, open-minded

Language Development - development of historical vocabulary

No. of Weeks - 13

Summative Assessment (format/timeframe) - Key terms and knowledge test (Crit. A) on Medicine in Ancient Greece and Rome **Subject Overview**



Year Group: Year 9

Subject: History

5 weeks

(1 week to Assessments)

How societies were governed.

Statement of Inquiry - Ideology influences governance in different places and at different times and this impacts fairness and development

Key and related concepts - Time, place and space, governance and ideology

Global context - Fairness and development

ATL Skills Assessed - Communication . Self Management and Creative Thinking

IB Learner Profile - risk takers, communicators

Language Development - development of etymological understanding of English words

No. of Weeks - 10

Summative Assessment (format/timeframe) - Exam on the governance of Japan

5 weeks

(Ramadan wb 11th Mar)

How societies were governed.

Statement of Inquiry - Ideology influences governance in different places and at different times and this impacts fairness and development

Key and related concepts - Time, place and space, governance and ideology

Global context - Fairness and development

ATL Skills Assessed - Communication , Self Management and Creative Thinking

IB Learner Profile - risk takers, communicators

Language Development - development of etymological understanding of English words

No. of Weeks - 10

Mid

Summative Assessment (format/timeframe) - Exam on the governance of Japan

The causes and consequences of World War Two

Statement of Inquiry - The cause of conflict have consequences on the nature of global interactions over space and time.

Key and related concepts - Global interactions, Conflict, Causality

Global context - Orientation in time and space

ATL Skills Assessed - collaboration, organisation, critical thinking.

IB Learner Profile - Inquirers, Reflective

Language Development - development of essay writing and vocab

Summative Assessment (format/timeframe) - Multiple choice and

essay on the causes of WW2

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

The causes and consequences of World War Two

Statement of Inquiry - The cause of conflict have consequences on the nature of global interactions over space and time.

Key and related concepts - Global interactions, Conflict, Causality

Global context - Orientation in time and space

ATL Skills Assessed - collaboration, organisation, critical thinking.

IB Learner Profile - Inquirers, Reflective

Language Development - development of essay writing and vocab

No. of Weeks - 11 weeks

6 weeks

Summative Assessment (format/timeframe) - Multiple choice and

Spring Holidays 25th March—5th Apr **Eid Holiday** 9th Apr—15th Apr

11th Dec—2nd Jan

Winter Holidays

Spring Term:2nd Jan—9th Feb

Unit title: How revolutionary was the Industrial Revolution?

Statement of Inquiry: Innovations in science and technology can lead to revolutionary changes in the way we live and work.

Key concept: Change

Related Concepts: Innovation and revolution

Global Context: Scientific and Technical Innovation

ATL Skills Assessed: Communication, Critical Thinking, Transfer and Information Literacy Skills

IB Learner Profile: Knowledgeable

No. of Weeks: 5

Reflection (format/timeframe)

Summative Assessment (format/timeframe): 24 marks Analytical essay on the impact of Industrialisation, Criteria A, C and D (Rubric provided)

Mid Term: 16th Oct—18th Oct

Unit title: What impact have pioneers, innovator's and developers had in

Statement of Inquiry: The significance of pioneers, developers and innovators is dependent on their time place and space

Key concept: Time, Place and Space

Related concept: Significance

Global Context: Orientation in space and time

ATL Skills Assessed: Communication, Critical thinking, information Literacy,

IB Learner Profile: Inquirer

No. of Weeks: 4

Reflection (format/timeframe)

Summative Assessment (format/timeframe):

Criteria A, C and B: Students will complete a guided inquiry about a pioneer or innovator from their own country using an action plan. Students will then write a report about the individual

Unit title: Why have our everyday lives changed over the past century?

Statement of inquiry: Scientific and technical innovations

Key concept: Change

Global Context: Scientific and Technical innovation change individuals, households and daily life.

IB Learner profile: Inquirer

No. of weeks: 3

Summative Assessment: Student will investigate and prepare a presentation on the impact of WW2 on daily life of people in selected countries. A C

Subject Overview



Year Group: Year 10

Subject: History

Feb

Feb

12th

5 weeks

(1 week to Assessments)

Unit title: How have civil rights and protest movements brought about change?

Statement of Inquiry: Civil rights and social protest movements have led to significant changes in the fairness and equality of societies.

Key concept: Change. Related concepts: Causality

ATL Skills Assessed: Collaboration, Communication, Critical-thinking, Information Literacy,

IB Learner Profile: Communicator

Assessment

19th Jan

Reflection (format/timeframe)

Summative Assessment (format/timeframe): Assessprep task: Criterion A and C e-Assessment

5 weeks

(Ramadan wb 11th Mar)

Unit title: Why have nationalistic movements been successful?

Statement of Inquiry: Unequal interstate relationships, empires are created for economic and ideological reasons. Nations develop systems of interdependence to protect their interests.

Key and related concepts: Time Place and Space. Related concept: Identity

ATL Skills Assessed: Collaboration, Communication, Creative-thinking, Critical-thinking, Information Literacy, Media

IB Learner Profile: Inquirer

select one country from a list. Students complete the investigation using the action plan and create an infographic of fact file of the actions and strategies used by individuals and groups to gain independence countries

Does trade and exchange promote cooperation or lead to exploita-

Statement of Inquiry: Cooperation in trade can foster positive global interactions. However, global trade based on exploitation is unsustainable and can cause conflict

Key concept: Global interactions Related concepts: Cooperation

Global Context: Globalisation and Sustainability

ATL Skills Assessed: Critical-thinking, Information Literacy, Transfer

IB Learner Profile: Inquirer

No. of Weeks: 5

Reflection (format/timeframe)

Summative Assessment (format/timeframe): Essay question on Assessprep. Criterion A , C and D. e-Assessment format.

Summer Assessment (Y7-13)

TBC

Unit title: How have medicine and health improved over time?

Statement of Inquiry: The health of communities requires effective govern ance and the development of welfare systems.

Key concept: System Related Concept: Governance

Global Context: Fairness and development

ATL Skills Assessed: Critical-thinking, Information Literacy, Media Literacy,

IB Learner Profile: Open-minded

No. of Weeks: 5

Reflection (format/timeframe)

Summative Assessment (format/timeframe): Using an action plan, conduct an individual research project on key discoveries and developments that have taken place in medicine since the 1950s. Prepare a presentation.

> **Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr-15th Apr

Spring Term:2nd Jan—9th Feb

Does Trade and exchange promote cooperation lead to exploitation?

Statement of Inquiry: Cooperation in trade can foster positive global relations; however global trade based on exploitation is not sustainable and can cause conflict.

Key and related concepts: Global interactions and Cooper-

Global Context: Globalisation and sustainability

ATL Skills Assessed: Communication, Critical Thinking, Transfer and Information Literacy Skills

IB Learner Profile: Inquirer

No. of Weeks: 4

Reflection (format/timeframe)

Summative Assessment (format/timeframe): 15 mark question about trade and benefits to human society.

Mid Term: 16th Oct—18th Oct

How have ideas reflected change in the last 200 years?

Statement of Inquiry: Intellectual and ideological movements of the 19th and

Key and related concepts: Change

Global Context: Identities and relationships

organisation and Transfer

IB Learner Profile: Knowledgeable

Reflection (format/timeframe)

Summative Assessment (format/timeframe): Part 1: (Criteria B Strands i and

- . Students select an ideology and create a research question. (S.O.I) will be
- provided to guide the creation of the RQ) i. Students will be prompted to give a plan of action on how they will investigate their created RQ on their chosen ideology. This would include

creating sub questions and different steps they would follow to complete their investigation. (Specific guidelines given in the task)

Speech about chosen Ideology. Students will be given some images that they

Winter Holidays 11th Dec—2nd Jan

Subject Overview



Year Group: Year 11

Subject: History

Feb

Feb

12th

Mid

6 weeks

(Ramadan wb 11th Mar)

Why do nations build empires and form supra-national alliances and organisations?

Statement of Inquiry: Unequal interstate relationships, empires are created for economic and ideological reasons. Nations

ATL Skills Assessed: Collaboration, Communication, Creative-thinking, Critical-thinking, Information Literacy, Media

IB Learner Profile: Knowledgeable

Summer Assessment (Y7-13)

Summer Term: 15th April—1st July

TBC

What are the consequences of inaction?

Statement of Inquiry: Inaction by individuals can be a significant factor in the development of inequality and discrimination in society.

Key and related concepts: Global Interactions and Significance

Global Context: Fairness and development

Revision and E-Assessments

ATL Skills Assessed: Critical-thinking, Information Literacy, Media Literacy, Organisation

IB Learner Profile: Thinker

No. of Weeks: 3

Reflection (format/timeframe)

Summative Assessment (format/timeframe): Conduct an individual research project analysing the causes of an instance of genocide in the

> **Spring Holidays** 25th March—5th Apr **Eid Holiday** 9th Apr-15th Apr

(1 week to Assessments)

9 weeks

Why do Nations go to war and why is peace-making difficult?

Statement of Inquiry: Global competition for resources can be a cause of conflict and peace making is dependent on global cooperation and justice.

ATL Skills Assessed: Collaboration, Communication, Critical-thinking, Information Literacy,

IB Learner Profile: Thinker

Internal Assessment

19th Jan

Summative Assessment (format/timeframe): Create an investigation with errors within it that the students need to state what other methods should have been used and why and then they

Spring Term:2nd Jan—9th Feb