



Individuals and Societies

Subject Overview

Year 2 (Grade 7)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	Summative task
1. What is global citizenship and the impact of globalization?	Global interactions/ Change	Globalization, power; choice	Globalization and sustainability	Global problems are a reality, but individuals have the power and choice to make a positive difference.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically.	Communication Creative thinking Critical thinking Information literacy	<ul style="list-style-type: none"> Issues facing the world (terrorism, wars, human rights, health, resources, political representation) Water pollution (plastics in the ocean) Deforestation Causes of globalisation Transnational corporations (TNCs) 	
2. How can maps provide us with a sense of place, space, and time?	Time, place and space	Perspective; scale	Orientation in space and time	Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically.	Communication Creative thinking Critical- thinking Information literacy Reflection	<ul style="list-style-type: none"> Types of maps Using maps (direction, scale, symbols, grid references) Representing heights in maps Using maps to understand time, place, and space. Can we always trust maps? 	
3. What can we learn from different civilizations?	Time, place and space	Significance, innovation, revolution	Scientific and technical innovation	Civilizations have developed at different times and locations bringing about change and innovation that often influence	A- Knowledge and Understanding C- Communicating	Communication Creative thinking Critical thinking Information literacy	<ul style="list-style-type: none"> Primary and secondary sources Civilizations-meaning Sumerian Mesopotamia Egyptian Greek civilization Roman 	

				how we view them today.	D-Thinking critically	Reflection	<ul style="list-style-type: none"> • The Maya • The Inca 	
4. Where do we live?	Change	Process; sustainability	Identities and relationships	Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.	B- Investigating C- Communicating D- Thinking critically	Communication Creative thinking Critical thinking Information literacy	<ul style="list-style-type: none"> • Types of settlements • Settlement hierarchy • Settlement function (dispersed, linear, and nucleated settlements) • Location for settlements-determinants • Urban growth • Abandoned settlements. • Sustainable practices for cities 	
5. What is culture and what do people believe in?	Time place and space/ systems	Culture; identity; belief	Personal and cultural expression	Culture forms part of our shared identity with others and is dependent on time, place and space. Belief systems provide guidance to people in different ways and can shape personal identity and culture.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Critical thinking Creative thinking Transfer skills Information literacy	<ul style="list-style-type: none"> • Defining culture (cultural iceberg, multiculturalism, subculture, intangible cultural heritage, material culture) • Expressing culture (food, arts, holidays, celebrations, clothing, traditional crafts, architecture) • Factors affecting culture. • Beliefs of major world religions (Buddhism, Islam, Hinduism, Christianity, indigenous beliefs) 	
6. How have innovations and ideas changed the world?	Change	Causality; innovation and revolution	Personal and cultural expression	Innovations and ideas are developed by a variety of causes and can bring about lasting	A- Knowing and Understanding B- Investigating	Communication Critical thinking	<ul style="list-style-type: none"> • What is an idea/ innovation? • Innovations/ ideas from Renaissance 	

				change to individuals and societies.	C- Communicating D- Thinking critically		<ul style="list-style-type: none"> • Key ideas from renaissance (humanism, classicism, perspective, natural world) • Significant individuals of renaissance (Leonardo Da Vinci, Michelangelo) • Important changes during the Enlightenment • Scientific ideas of the Enlightenment • Politics and the Enlightenment 	
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Subject Overview

Year 3 (Grade 8)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	Summative assessment
1. Why are natural environments important to individuals and societies?	Systems	Sustainability	Identities and relationships	The relationships between living things in different environments can be viewed as a system and sustainability can help these environments to last in the future.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Organization Information literacy Critical thinking Creative thinking Transfer	<ul style="list-style-type: none"> • Biomes and their location (desert, grassland, rainforest, tundra) • Effect of climate on the make-up of biomes • Representing climate on a graph • Understanding ecosystems • Food webs • Effects of climate change on natural 	

							environments of the world	
2. How are societies governed?	Systems	Power	Fairness and development	The governance of societies is organised by different systems that are used to distribute power, affecting fairness and development. .	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Information literacy Critical thinking Creative thinking	<ul style="list-style-type: none"> • Monarchies (UK and Japan) • Democracy- how does it work? (Athens) • Dictatorship- features of totalitarian states • Past dictatorships (Germany, Italy, Japan) • Life in North Korea. 	
3. What was life like in the Middle Ages?	Time, place and space	Perspective; identity	Fairness and development	The identity and development of past societies can be explored through the perspectives of the people who lived there	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Critical thinking Creative thinking	<ul style="list-style-type: none"> • When was the Middle Ages? • Importance of continuity in the study of history • Decline of the Roman Empire • The feudal system • Life in Britain during the Middle Ages • The Golden Age of Islam • The Crusaders • The Mongol Empire during the Middle Ages • Life in China during the Middle Ages 	
4. How can energy be produced sustainably?	Time, place and space	Resources	Scientific and technical innovation	Humans use resources in different ways around the world and use innovative methods to be sustainable.	C- Communication D- Thinking critically	Communication Information literacy Critical thinking	<ul style="list-style-type: none"> • Natural resources • Human and economic resources • Renewable (HEP, Solar, Wind, Geothermal power) non-renewable (fossil fuels) and sustainable resources • Is wind power a viable option? 	

5. What are natural hazards and how do societies respond to them?	Systems	Resources	Time, place and space	Societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them.	A- Knowing and Understanding B-Investigating C- Communicating	Communication Critical thinking Organization Information literacy Media literacy Transfer	<ul style="list-style-type: none"> • The structure of the Earth • Plate tectonics • Plate boundaries (divergent, convergent and transform) • Earthquakes-causes and consequences • Volcanoes-causes and consequences • Responding to natural disasters • How do disasters affect the identities of societies? 	
6. Why do societies experience revolutions?	Change	Causality; significance	Orientation in time and space	At different times and locations, societies can experience revolutionary change, due to a variety of causes and often with long-lasting consequences.	A- Knowing and Understanding B-Investigating C- Communicating D-Thinking critically	Organization Information literacy Critical thinking Creative thinking	<ul style="list-style-type: none"> • What is a revolution? • Types of revolution (political, social, technological, cultural and religious) • Causes and consequences of the Russian Revolution • The role of propaganda in revolutions • Causes and consequences of Chinese Revolution 	

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Subject Overview

Year 4 (Grade 9)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	Summative assessment
1. Why do individuals form social groups?	Time, place and space	Culture; identity; perspectives	Orientation in space and time	Individuals can change the world they inherit, but to do so, they must understand how human societies and environments depend on each other.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Creative thinking Information literacy Critical thinking	<ul style="list-style-type: none"> Maslow's hierarchy of needs Structure of social groups Economic systems for resource allocation (slavery, feudalism, capitalism, communism) Norms and values, culture, cultural diffusion Social groups and sustainability of resources Studying individuals and Societies (sources, observations, graphical skills, interpreting data, critical thinking) 	Criterion A
2. Why are empires formed?	Systems	Conflict; Power; Resources	Identities and relationships	Empires are systems of power arising from conflict over resources, creating new identities and relationships.	A- Knowing and Understanding B- Investigating C- Communicating	Communication Collaboration Information literacy Critical thinking	<ul style="list-style-type: none"> Characteristics of empires Role of military in empire development Role of innovation and technology in empire development Role of economics in empire development 	

					D-Thinking critically	Creative thinking Transfer	<ul style="list-style-type: none"> • Role of climate in development of empires • To what extent can we consider empires a thing of the past? 	
3. How do empires work?	Global interactions	Governance; Interdependence	Personal and cultural expression	Empires are governed by leaders who must control the interactions between different cultures both internally and globally.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Collaboration Information literacy Critical thinking Transfer	<ul style="list-style-type: none"> • Systems that keep empires in place • Effects of an empire's global interactions • How empires can successfully defend themselves from challenges and threats. • Important factors for maintaining a successful empire • Role of leadership in the maintenance of an empire 	
4. How do empires fall?	Change	Conflict; Innovation and revolution	Scientific and technical innovation	Societies survive, fail or transform according to their ability to change in the face of innovation.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Collaboration Information literacy Critical thinking Transfer skills	<ul style="list-style-type: none"> • Reasons why empires fail. • Effect of environmental factors on stability of an empire • Internal factors that have led to empire failures. • External factors that have led to empire failure • Beyond an empire's collapse- what is left? 	

							<ul style="list-style-type: none"> Have empires and superpowers led to a more peaceful world? 	
5. what impact do humans have on natural environments?	Time, place and space, Change	Perspective; Sustainability	Globalisation and sustainability	Human choices, through time and different places, have led to global environmental change that may make our current way of life unsustainable.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Collaboration Organisation Reflection Information literacy Media literacy Critical thinking Transfer	<ul style="list-style-type: none"> Where are different environments located? Characteristics of natural environments Human impact on natural environments Sustainability of resources Globalization-a driver for development or destruction? 	
6. How does population change affect individuals and societies?	Change	Causality	Orientation in space and time	Population change in certain places and times drives social and environmental change, but we must take action to ensure that the benefits are shared by all.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Collaboration Organization Media literacy Critical thinking	<ul style="list-style-type: none"> Population growth in different parts of the world Variations in population within countries Forced migration and internal displacement. Measuring population change over time. Managing population change Consequences of megacity growth Is population growth destructive or is it a driver for development? 	

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Subject Overview

Year 5 (Grade 10)

Unit title	Key Concepts	Related Concepts	Global Context	Statement of inquiry	MYP Objectives	ATL Skills	Content	Summative assessment
1. Can urban systems and environments be managed sustainably?	Systems	Sustainability; innovation and revolution	Scientific and technical innovation	Sustainable living in future urban communities will require new ideas, scientific and technical innovation and systems, and revolution in our way of life.	A- Knowing and Understanding B- Investigating C- Communication D- Thinking critically	Communication Collaboration Organisation Critical thinking Creative thinking	<ul style="list-style-type: none"> Sustainable development Cities as systems Problems urban areas face Sustainable cities (Masdar) Innovation and sustainability Can a truly sustainable city exist? 	
2. How do we decide what to produce?	Systems	Resources; Choice; Perspective	Personal and cultural expression	Different individual choices by consumers and producers in a market system lead to the allocation of resources.	A- Knowing and Understanding B- Investigating C- Communication D- Thinking critically	Communication Information literacy Critical thinking Media literacy skills	<ul style="list-style-type: none"> Economic systems for allocating resources (command economies, market economies) Markets (demand, supply, supply and demand diagram) Changing markets To what extent do markets improve our lives? Government involvement in markets (taxes, subsidies, price ceilings, price floors, laws and regulation) Understanding an economy Recession Role of government in shaping the economy 	

3. Can we make a fairer world through trade?	Global interactions	Causality; Identity; Processes	Fairness and development	Global trade brings with it global responsibilities to make a future that is fair for all.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Information literacy Media literacy Critical thinking	<ul style="list-style-type: none"> Globalization Why do we trade? (The theory of Comparative advantage) The role of trade in the success of a society Reasons for trade restrictions by some countries. 	
4. How can developing countries successfully increase standards of living?	Change	Equity; Resources	Fairness and development	Improved standards of living can be achieved through equitable distribution of resources.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Information literacy Media literacy Critical thinking	<ul style="list-style-type: none"> Measuring growth and development Economic growth and development (vicious cycle of poverty) Characteristics of developing countries International development goals Challenges faced by developing countries. To what extent does development require intervention in markets? 	
5. Is our exploitation of the Earth sustainable?	Time, place and space	Resources	Globalisation and sustainability	Since resources are unevenly distributed around the world, reliance on resource extraction as a source of growth and development can threaten a country's sustainability and security.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Collaboration Organization Information literacy Critical thinking	<ul style="list-style-type: none"> Who produces oil? Extraction of resources (oil) Crude oil How has the world become so reliant on crude oil? Volatility of oil prices Evaluating reliability of resource extraction as a source of development Are resource extraction industries sustainable? Alternatives to oil 	

6. How has our perspective changed now?	Time, place and space	Causality; Perspective	Orientation in space and time	Our perspective changes over time; reflection allows us to see the causes and impacts of events in different times and places.	A- Knowing and Understanding B- Investigating C- Communicating D- Thinking critically	Communication Organization Collaboration Critical thinking Research Information literacy Media literacy	<ul style="list-style-type: none"> Approaches to learning skills (How do we gather data? How do we frame an investigation?) Developing research questions based on current issues. How do our perspectives change as we learn through different subjects? How do we know the information we read is true? Answering exam-style questions 	
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