

**Subject Overview**

**MYP History  
Grade 9**



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 - How revolutionary was the Industrial Revolution?  5 weeks	Change	Innovation and revolution	Scientific and technical innovations  Exploration - the impact of scientific and technological advances on society and on the environment.	Innovations in Science and technology can lead to revolutionary changes in the ways we live and work	<p>Communication Skills:</p> <ul style="list-style-type: none"> <li>Paraphrase accurately &amp; concisely</li> <li>Negotiate ideas &amp; knowledge with peers &amp; teachers</li> <li>Use appropriate forms of writing for different purposes &amp; audiences</li> <li>Organize &amp; depict info logically</li> <li><b>Structure info in summaries, essays &amp; reports (2) (SA)</b></li> <li><b>Read critically &amp; for comprehension (SA)</b></li> <li><b>Make inferences &amp; draw conclusions (SA)</b></li> </ul> <p>Thinking - Creative-thinking Skills:</p> <ul style="list-style-type: none"> <li>Create original works &amp; ideas</li> <li>Use existing works &amp; ideas in new ways</li> </ul> <p>Thinking - Transfer Skills:</p> <ul style="list-style-type: none"> <li>Inquire into different contexts to gain different perspectives</li> </ul> <p>Thinking - Critical Thinking Skills:</p> <ul style="list-style-type: none"> <li>Gather &amp; organize relevant info to formulate an argument</li> <li>Recognize unstated assumptions &amp; bias</li> <li>Evaluate evidence &amp; arguments</li> <li>Consider ideas from multiple perspectives</li> <li>Analyze complex concepts &amp; projects into their constituent parts &amp; synthesize them to create new understanding</li> <li><b>Draw reasonable conclusions &amp; generalizations (SA)</b></li> </ul> <p><b>Learner Profile</b></p>	<p><b>Find out</b> how environmental, political, social &amp; economic factors led to revolutionary changes in industry &amp; working conditions in Britain and Japan</p> <p><b>Explore</b> key events &amp; changes that led to the industrial revolution, the relationship &amp; links between causal factors &amp; the impact of revolutionary change on society, the relationship between innovation &amp; revolution</p> <p>The following case studies will be looked at within this unit:</p> <p>The Industrial Revolution in Britain and Japan</p> <p><b>Service Learning</b> <b>Take action</b> by exploring where child labour still exists today &amp; make some awareness posters to put up around the school</p>	<p><b>Summative:</b> Students will write an essay assessing the impact of industrialization. There is no word limit. They will have 1 hour to complete the essay by answering the following question:</p> <p>“Industrialization brings benefits to society.” To what extent do you agree with this claim?</p> <p>Criterion A: Knowing and understanding (i, ii)</p> <p>Criterion D: Thinking Critically (ii, iii, iv)</p>

					Knowledgeable		
<p>Unit 2 - What impact have pioneers; innovators &amp; developers had on societies?</p> <p>5 weeks</p>	Time, Place and Space	Significance	<p>Orientation in space and time</p> <p>Exploration - the discoveries</p>	<p>The significance of pioneers, innovators and developers is dependent on their time and place.</p>	<p>Thinking - Critical-Thinking:</p> <ul style="list-style-type: none"> <li>• <b>Evaluate evidence &amp; arguments (4) (SA)</b></li> <li>• Gather &amp; organize relevant info to formulate an argument</li> <li>• Use models to explore complex systems &amp; issues</li> <li>• Revise understanding based on new info &amp; evidence</li> <li>• <b>Interpret data (SA)</b></li> </ul> <p>Research - Information Literacy Skills:</p> <ul style="list-style-type: none"> <li>• <b>Identify primary &amp; secondary sources (2) (SA)</b></li> <li>• Collect, verify &amp; record data</li> <li>• Create references &amp; citations, use footnotes/endnotes &amp; construct a bibliography according to conventions</li> <li>• <b>Collect &amp; analyze data to identify solutions &amp; make informed decisions (SA)</b></li> </ul> <p>Thinking - Transfer Skills:</p> <ul style="list-style-type: none"> <li>• Inquire into different contexts to gain a different perspective</li> </ul> <p>Communication skills:</p> <ul style="list-style-type: none"> <li>• Negotiate ideas &amp; knowledge with peers</li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p><b>Find out</b> what it means to be a pioneer, innovator or developer &amp; why nineteenth-century America was a time of innovation</p> <p><b>Explore</b> the achievements of different pioneers in nineteenth-century America, the factors that encourage &amp; hold back innovation &amp; the ways in which pioneers &amp; innovators have been products of their time</p> <p><b>Take action</b> by reviewing the work of the pioneers &amp; innovators of today</p> <p><b>Service Learning</b> <b>Conduct</b> interviews with your teachers to find out who they consider great innovators. <b>Create</b> a display of these pioneers, innovators &amp; developers for the school community to learn about</p>	<p><b>Summative:</b> Students will find out more about a pioneer or innovator from their own country. They will need to research their chosen individual &amp; write a 700 - 1500-word report on him/her. The report must be clearly structured &amp; accurately cite sources &amp; have a bibliography.</p> <p>Criterion B: Investigating (i, ii, iii, iv)</p> <p>Criterion C: Communicating (i, ii, iii)</p> <p>Criterion D: Thinking Critically (iii) FA</p>
<p>Unit 3 - Does trade and exchange promote co-orporation or lead to exploitation?</p> <p>5 weeks</p>	Global Interactions	Co-operation, development	<p>Globalization and sustainability</p> <p>Exploration - markets, commodities and commercialization</p>	<p>Corporation in trade can foster positive global relations; however, global trade based on exploitation is not sustainable and cause conflicts.</p>	<p>Thinking - Transfer skills:</p> <ul style="list-style-type: none"> <li>• Inquire in different contexts to gain a different perspective</li> </ul> <p>Research - Information literacy skills:</p> <ul style="list-style-type: none"> <li>• Collect, record &amp; verify data (2)</li> <li>• Make connections between various sources of info (2)</li> <li>• Process data &amp; report results</li> </ul> <p>Thinking - Critical Thinking skills:</p> <ul style="list-style-type: none"> <li>• Gather &amp; organize relevant info to formulate an argument (2)</li> <li>• Consider ideas from multiple perspectives</li> <li>• Evaluate evidence &amp; arguments (2)</li> <li>• Analyze &amp; evaluate issues &amp; ideas</li> </ul> <p>Communication skills:</p>	<p><b>Find out</b> about some of the international trade routes &amp; commodities</p> <p><b>Explore</b> the factors that led trade to encourage aid &amp; exchange as well as bring exploitation &amp; tension, the ways in which trade can foster both international co-operation &amp; international tension</p> <p><b>Take action</b> by investigating human trafficking today</p> <p><b>Service Learning</b> <b>Investigate</b> modern day slavery. <b>Prepare</b> a presentation for your year group on the issue of human trafficking &amp; the organizations that attempt to stop the 21<sup>st</sup> century slave trade.</p>	<p><b>Summative:</b> Students will make a presentation about international trade &amp; globalization. They will review the positives &amp; negatives of international trade &amp; globalization. They will consider what principles may make international trade more positive for all societies. They will select the IB learner attributes that would be useful as guidelines for the global markets. They will discuss how the international community could ensure that trade is fair.</p> <p>Criterion A: Knowing and understanding (i, ii)</p> <p>Criterion D: Thinking Critically (i, ii)</p>

					<ul style="list-style-type: none"> <li>• Read critically &amp; for comprehension</li> <li>• Make effective summary notes</li> <li>• <b>Collaborate with peers using a variety of digital environments &amp; media (SA)</b></li> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> </ul> <p><b>Learner Profile</b> Inquirer</p>		
<p>Unit 4 - Why have our everyday lives changed over the past century?</p> <p>5 weeks</p>	Change	Identity	<p>Scientific &amp; technical innovation</p> <p>Explorations - Adaption, ingenuity &amp; progress</p>	<p>Scientific &amp; technical innovations change individual, household &amp; daily life.</p>	<p>Thinking - Creative Thinking:</p> <ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p>Thinking - Critical Thinking:</p> <ul style="list-style-type: none"> <li>• Evaluate evidence &amp; arguments (2)</li> <li>• Draw reasonable conclusions &amp; generalizations.</li> <li>• Recognize unstated assumptions &amp; bias</li> </ul> <p>Research - Info literacy:</p> <ul style="list-style-type: none"> <li>• Access info to be informed &amp; to inform others.</li> <li>• Present info in a variety of formats &amp; platforms.</li> <li>• <b>Collect &amp; analyze data to identify solutions &amp; make informed decisions (SA)</b></li> </ul> <p>Research - Media literacy:</p> <ul style="list-style-type: none"> <li>• <b>Seek a range of perspectives from multiple &amp; varied sources. (SA)</b></li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p><b>Find out</b> about the impact of technology on daily life <b>Explore</b> the ways in which government can impact on daily life <b>Take action</b> by raising awareness of the fact that daily lives in developing countries are very different to daily lives in developed countries</p> <p><b>Service Learning</b> <b>Research</b> Millennium Development Goals &amp; investigate how far the world has been successful in implementing these goals <b>Prepare</b> a report or display to show your findings</p>	<p><b>Summative:</b> Students must find out about the impact of government on the daily lives of individuals at different times &amp; in different countries. They choose one of the countries/time periods (from the list) &amp; research the role of the government in impacting on the daily life of the individual. Students will present their findings in a brief presentation of 700-1500 words long.</p> <p>Criterion C: Communicating (i, ii, iii) Criterion D: Thinking Critically (I, ii)</p>
<p>Unit 5 - How have health and medicine improved over time?</p> <p>5 weeks</p>	Systems	Governance	<p>Fairness and development</p> <p>Exploration - Human capability &amp; development, Imagining a hopeful future</p>	<p>The health of communities requires effective governance and the development of welfare systems</p>	<p>Thinking - Critical Thinking skills:</p> <ul style="list-style-type: none"> <li>• Recognize unstated assumptions &amp; bias (2)</li> <li>• Gather &amp; organize relevant info to formulate an argument (3)</li> <li>• Consider ideas from multiple perspectives</li> </ul> <p>Social - Collaboration skills:</p> <ul style="list-style-type: none"> <li>• Listen actively to other perspectives &amp; ideas</li> </ul> <p>Social - Organizational skills:</p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex info</li> </ul>	<p><b>Find out</b> about some of the key changes in medicine &amp; health in the nineteenth &amp; twentieth centuries, about the factors that led to the improvement of health &amp; medical practice <b>Explore</b> the roles of significant individuals in improving medical knowledge, the role of war in medical progress <b>Take action</b> by raising awareness of global &amp; local health initiatives</p> <p><b>Service Learning</b> <b>Investigate</b> the actions of the World Health Organization (WHO) &amp; promote its initiatives in your school <b>Inquire</b> into local organizations in your community that fundraise for medical research &amp; find out how your class</p>	<p><b>Summative:</b> Students must research the key discoveries &amp; developments that have taken place in medicine since the 1950's. Examine the role of causal factors. E.g. war. Use this topic as a foundation to formulate &amp; refine your own research question. Students must evaluate their investigation process &amp; results. The report must be clear &amp; well-structured. Use Harvard style format to document your sources. Report should be between 700-1500 words long.</p>

					<p>Research - Info literacy skills:</p> <ul style="list-style-type: none"> <li>• <b>Access info to be informed &amp; to inform others (SA)</b></li> </ul> <p>Communication skills:</p> <ul style="list-style-type: none"> <li>• <b>Structure info in summaries, essays &amp; reports (SA)</b></li> </ul> <p><b>Learner Profile</b> Open-minded</p>	can support them	<p>Criterion B: Investigating (i, ii, iii, iv)</p> <p>Criterion C: Communicating (i, ii, iii)</p>
<p>Unit 6 - Do social, cultural and artistic movements reflect the era in which they take place?</p> <p>5 weeks</p>	Time, Place and Space	Civilization, Culture	<p>Personal and Cultural Expression</p> <p>Exploration - histories of ideas</p>	<p>Social, cultural and artistic movements reflects the time, place and space of their civilization.</p>	<p>Critical-thinking skills:</p> <ul style="list-style-type: none"> <li>• Evaluate evidence &amp; arguments</li> <li>• Recognize unstated assumptions &amp; bias</li> </ul> <p>Research - Information literacy skills:</p> <ul style="list-style-type: none"> <li>• <b>Access information to be informed (2) (SA)</b></li> </ul> <p>Thinking - Transfer skills:</p> <ul style="list-style-type: none"> <li>• Inquire in different contexts to gain a different perspective</li> </ul> <p><b>Learner Profile</b> Knowledgeable</p>	<p><b>Find out</b> about different art &amp; cultural movements</p> <p><b>Explore</b> the reasons why these movements developed, the impact of these movements</p> <p><b>Take action</b> by considering current cultural movements &amp; looking at how far they reflect today's society.</p> <p><b>Service Learning</b></p> <p><b>Investigate</b> artistic developments in one country today.</p> <p><b>Find out</b> if any, and how artists in this country are influenced by society and/or by government</p> <p><b>Make</b> a display of your findings</p>	<p><b>Summative:</b> Students will watch the video, "People's Century: New Release 1968" and answer questions 1-3. Now they will investigate the 1960's further. Get into groups &amp; investigate one area of youth culture. E.g. Dance. Your group will present their presentation via PPT, report, poster or video.</p> <p>Criterion C: Communicating (i, ii, iii)</p> <p>Criterion D: Thinking Critically (i, iv)</p>

**MYP History**

**Grade 10**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Summative Assessment & MYP Objectives
Unit 1 (8)- Why do nations go to war & why is peacemaking difficult?  8 weeks	Global interactions	Conflict, Perspectives	Globalization & Sustainability  Exploration - Human impact Commonality, diversity & interconnection	Global competition for resources can be a cause of conflict & peace making is dependent on global co-operation & justice	Social - Collaboration skills - • Practice empathy • <b>Listen actively to other perspectives &amp; ideas (SA)</b>  Communication skills - • Organize & depict info logically • Structure info in summaries, essays & reports (2) • Paraphrase accurately & concisely • Use appropriate forms of writing for different purposes & audiences  Thinking - Critical thinking skills - • Gather & organize relevant info to formulate an argument (3) • Evaluate evidence & arguments (5) • Recognize unstated assumptions & bias • Draw reasonable conclusions & generalizations • Develop contrary & opposing arguments • Consider ideas from multiple perspectives (2)  Research - Info literacy skills - • <b>Access info to be informed &amp; to inform others (3) (SA)</b> • Make connections between various sources of info  Social - Organization skills - • Use appropriate strategies for	<b>Find out</b> about why there were two world wars in the twentieth century <b>Explore</b> the nature of total war & its impact, the attempts at peace making <b>Take action</b> by investigating wars that are currently taking place around the world  <u><b>Service Learning</b></u> <b>Research</b> the wars which are taking place at this moment <b>Create</b> a display to show current conflicts & their impact	<p><b>Summative:</b>                      The students will conduct a war research assessment. Each group will be given a region to investigate. Identify the main causes of the war, the ways in which it was fought &amp; how peace was finally established. Prepare a 5 - 10-minute report which includes images &amp; interviews to present to the class. Also include a 700-word reflection report.</p> <p>Criterion A: Knowing and understanding (i, ii)</p> <p>Criterion D: Thinking Critically (i, ii, iii (FA), iv)</p>

					<p>organizing complex info (2)</p> <p>Thinking - Transfer skills -</p> <ul style="list-style-type: none"> <li>• Inquire into different contexts to gain a different perspective (3)</li> <li>• Change the context of an inquiry to gain different perspectives</li> </ul> <p><b>Learner Profile</b> Thinker</p>		
<p>Unit 2 (10) - Why have nationalist movements been successful?</p> <p>5 weeks</p>	<p>Time, place &amp; space Communities</p>	<p>Identity</p>	<p>Orientation in space &amp; time</p> <p>Exploration - Displacement, turning points Constraints &amp; adaption</p>	<p>In certain environments a sense of national identity within &amp; between communities fosters successful independence movements</p>	<p>Thinking - Critical skills -</p> <ul style="list-style-type: none"> <li>• Gather &amp; organize relevant info to formulate an argument (3)</li> <li>• Recognize unstated assumptions &amp; bias</li> <li>• Evaluate evidence &amp; arguments (4)</li> <li>• Recognize unstated assumptions &amp; bias</li> </ul> <p>Communication skills -</p> <ul style="list-style-type: none"> <li>• Use appropriate forms of writing to communicate with a range of audiences</li> </ul> <p>Social - Organizational skills -</p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex info</li> </ul> <p>Research - Info literacy skills -</p> <ul style="list-style-type: none"> <li>• <b>Access info to be informed and to inform others (SA)</b></li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p><b>Find out</b> about the forces for independence that developed in India &amp; Kenya, the actions &amp; strategies used by individuals &amp; groups in their attempts to get independence <b>Explore</b> the impact of these actions <b>Take action</b> by looking at forces of nationalism that exist today</p> <p><b>Service Learning</b> <b>Research</b> nationalist movements that exist today (their goals &amp; methods) <b>Create</b> a wall display, include recent news articles</p>	<p><b>Summative:</b> Students will research more about nationalist movements in other colonial states. E.g. Zimbabwe, Ghana, Portugal &amp; Ghana. They need to consider the factors that led to a nationalist movement, methods used to gain independence, reaction of the colonial power &amp; factors that finally led to the country getting independence.</p> <p>Criterion B: Investigating (i, ii, iii, iv)</p> <p>Criterion C: Communicating (i, ii, iii)</p> <p>Criterion D: Critical Thinking (iii FA)</p>
<p>Unit 3 (11) - How have civil rights &amp; social protest groups brought about change?</p> <p>6 weeks</p>	<p>Change</p>	<p>Causality</p>	<p>Fairness &amp; development</p> <p>Exploration - Democracy, politics, government &amp; civil society</p>	<p>Civil rights &amp; social protest moments have led to significant change in the fairness &amp; equality of societies</p>	<p>Social - Collaboration skills -</p> <ul style="list-style-type: none"> <li>• Practice empathy</li> <li>• Listen actively to other perspectives &amp; ideas</li> </ul> <p>Thinking - Critical</p>	<p><b>Find out</b> why there was a need for protest movements in America &amp; South Africa <b>Explore</b> the methods used by these protest movements, the impact of these protest movements <b>Take action</b> by finding out where people are still campaigning for civil rights today</p> <p><b>Service Learning</b></p>	<p><b>Summative:</b> Students will research what South Africa is like today. They will refer back to Nelson Mandela's speech at the Rivonia Trial. They must outline what South Africa is like today, its style of government &amp; the rights &amp; wealth of different sections of society. How far have Mandela's ideals been realized?</p>

			Rights, laws, civic responsibility & the public sphere		<p>thinking skills -</p> <ul style="list-style-type: none"> <li>• Evaluate evidence &amp; arguments (4)</li> <li>• Gather &amp; organize info to formulate an argument</li> <li>• Recognize unstated assumptions &amp; bias</li> </ul> <p>Research - Info literacy skills -</p> <ul style="list-style-type: none"> <li>• Access info to be informed &amp; to inform others (4)</li> <li>• <b>Make connections between various sources of info (SA)</b></li> </ul> <p>Communication skills -</p> <ul style="list-style-type: none"> <li>• Use a variety of media to communicate with a range of audiences</li> </ul> <p><b>Learner Profile</b> Communicator</p>	<p><b>Research</b> where people are still fighting for rights today <b>Find &amp; share</b> a news article with the rest of your class <b>Discuss</b> the methods of protest being used &amp; whether they have had any success</p>	<p>Criterion A: Knowing &amp; Understanding (i, ii) Criterion D: Thinking Critically (i, ii, iv)</p>
<p>Unit 4 (13) - What are the consequences of inaction?  5 weeks</p>	Global Interactions	Significance	<p>Fairness &amp; development</p> <p>Exploration - Rights, law, civic responsibility &amp; other public sphere Justice, peace &amp; conflict management</p>	<p>Inaction by individuals can be a significant factor in the development of inequality &amp; discrimination in society</p>	<p>Thinking - Critical Thinking skills -</p> <ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> <li>• Recognize unstated assumptions &amp; bias (5)</li> <li>• Evaluate evidence &amp; arguments</li> <li>• Gather &amp; organize relevant info to formulate an argument</li> </ul> <p>Research - Info literacy skills -</p> <ul style="list-style-type: none"> <li>• <b>Access info to be informed &amp; to inform others (SA)</b></li> </ul> <p>Research - Media literacy skills -</p> <ul style="list-style-type: none"> <li>• <b>Locate, organize, analyse, evaluate, synthesize &amp; ethically use info from a variety of sources &amp; media (SA).</b></li> </ul> <p>Social - Organization skills -</p> <ul style="list-style-type: none"> <li>• <b>Use appropriate strategies for</b></li> </ul>	<p><b>Find out</b> how the connections between individuals, minority groups &amp; their communities can break down &amp; lead to violence &amp; conflict; about the role of individuals &amp; communities in perpetrating acts of genocide &amp; possible reasons for why this happens <b>Explore</b> the role of the international community in historical genocides <b>Take action</b> by looking at ways in which the international community can prevent genocide &amp; crimes against humanity in the twenty-first century</p> <p><b>Service Learning</b> <b>Research</b> Kofi Annan's Genocide Prevention Committee. <a href="http://genocidewatch.org/genocide/tenstagesofgenocide.html">http://genocidewatch.org/genocide/tenstagesofgenocide.html</a> <b>Outline</b> a proposal to help prevent genocide in the twenty-first century</p>	<p><b>Summative:</b> Students will complete an individual research project on a case study. Students will need to analyze the causes of genocide in the twentieth century. They must formulate their own research question, develop and follow an action plan, reference their sources correctly &amp; evaluate their investigation &amp; results. The research project should be 700 - 1500 words long.</p> <p>Criterion B: Investigating (i, ii, iii, iv) Criterion C: Communicating (i, ii, iii)</p>

					<b>organizing complex info (SA)</b> <b>Learner Profile</b> Thinker		
--	--	--	--	--	--	--	--