

## Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Individuals and Societies these are **Change, Global Interactions, Systems** and **Time, Place and Space**

Aesthetics	<b>Change</b>	Communication	Communities
Connections	Creativity	Culture	Development
Form	<b>Global interactions</b>	Identity	Logic
Perspective	Relationships	<b>Systems</b>	<b>Time, place and space</b>

## Global Context

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Individuals and Societies can develop meaningful explorations of:

- identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

## Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for Individuals and Societies.

Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability
History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance



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## Geography: Curriculum and Assessment overview

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and understanding	Research	Communication	Critical thinking

### Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Greenwich investigation	Topic: My place	Topic: Population	Topic: Biomes (Physical)	Topic: Biomes (Human)	Topic: Southern Africa
Assessment: B & C	Assessment: A, C, D	Assessment: A & D	Assessment: A, B, C, D	Assessment: D	Assessment: C

### Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Natural hazards	Topic: Hazards	Topic: Climate change	Topic: Rivers	Topic: World of water	Topic: Extreme countries (Russia)
Assessment: A & D	Assessment: C & D	Assessment: B	Assessment: A, B, C, D	Assessment: B & C	Assessment: A & C

### Year 9

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Wild Weather (Global)	Topic: Wild weather (Local)	Topic: China (Globalisation)	Topic: Development	Topic: Coasts	Topic: Glaciation
Assessment: D	Assessment: A, B, C, D	Assessment: C & D	Assessment: A, B, C, D	Assessment: A & D	Assessment: A & C

## History: Curriculum and Assessment overview

Criterion A	Criterion B	Criterion C	Criterion D
Knowledge and understanding	Research	Communication	Critical thinking

### Year 7

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: What is History?	Topic: How did William extend his control over England?	Topic: How have historians investigated Medieval England and Mali?	Topic: Which Medieval Queen was most significant?	Topic: How and why have interpretations changed about King John?	Topic: Why were the Crusades so significant?
Assessment: A & D	Assessment: A & C	Assessment: B & D	Assessment: A, B, D	Assessment: C & D	Assessment: A, C, D

### Year 8

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: Which Tudor monarch was most significant?	Topic: Who deserves a statue in Parliament Square more: Cromwell, Charles I or Charles II?	Topic: To what extent was 1700 to 1900 an era of revolutionary change in Britain?	Topic: Why did France become a republic? (+ American Revolution independent learning project)	Topic: How have historians investigated the Benin Empire?	Topic: How 'great', and for who, really was the British Empire, 1800-1914?
Assessment: A & D	Assessment: A & C	Assessment: A, B, D	Assessment: A, B, D	Assessment: C & D	Assessment: A, C, D

### Year 9

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Topic: How far were 'Lions led by Donkeys'?	Topic: How have people campaigned for their rights and freedoms, 1800-2000?	Topic: Why was the Holocaust unprecedented?	Topic: How far did British society change, 1929-55?	Topic: How has warfare changed over time during the 20th century?	Topic: How has post-war British History shaped Greenwich today?
Assessment: A & D	Assessment: B & D	Assessment: A, C, D	Assessment: B & D	Assessment: A, C, D	Assessment: B, C, D

# Individuals and Societies ( History & Geography) Subject Guide

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Year 7 & 8 Grading

## Year 7 & 8 Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. identifies a research question ii. follows an action plan in a limited way to explore a research question iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. rarely uses information to justify opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.
3-4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	The student: i. describes the choice of a research question ii. partially follows an action plan to explore a research question iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. justifies opinions with some information iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.
5-6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.	The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments ii. gives sufficient justification of opinions using information iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.
7-8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	The student: i. explains the choice of a research question ii. effectively follows an action plan to explore a research question iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results.	The student: i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions.	The student: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. gives detailed justification of opinions using information iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications

# Individuals and Societies ( History & Geography) Subject Guide

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## Year 9 Assessment Criteria

## Year 9 Grading

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limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. identifies a research question that is clear, focused and relevant ii. formulates a limited action plan or does not follow a plan iii. collects and records limited or sometimes irrelevant information iv. with guidance, reflects on the research process and results in a limited way.	The student: i. communicates information and ideas in a way that is not always appropriate to the audience and purpose ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.	The student: i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data iv. identifies different perspectives.
3-4	The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	The student: i. formulates/chooses a research question that is clear and focused and describes its relevance ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information iv. with guidance, reflects on the research process and results.	The student: i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations iv. recognizes different perspectives and suggests some of their implications.
5-6	The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. formulates/chooses a clear and focused research question and describes its relevance in detail ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information iv. with guidance, evaluates on the research process and results	The student: i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.	The student: i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.
7-8	The student: i. consistently uses a range of terminology accurately ii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	The student: i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information iv. with guidance, provides a detailed evaluation of the research process and results.	The student: i. communicates information and ideas in a way that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications.