

MYP Individuals and Societies – Grade 6

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	ATL Skills	Statement of Inquiry	Service as action	Summative Assessment	Assessment Objectives
Social, Cultural and political developments in the ancient world.	Change	Culture Innovation and Revolution	Identities and relationships	Changes in the knowledge and understanding of a civilisation can lead to development of new identities and relationships.	Research - collect, record and verify data. this includes using sources to gather information. Thinking - Consider ideas from different perspectives. Specific thinking skills include knowledge, evaluation, analysis, application, understanding.	Create a museum exhibition to be displayed in the library on the social, cultural and political developments in the UAE. This is to promote the importance of heritage in the growth and development of country.	Assessment 1: Source analysis Assessment (Completed at half term, term 1) Students will complete historical source assessment questions. Focusing on source analysis skills (OPVL). All questions will be related to life in Ancient Rome with specific focus on the army Assessment 2: Students will complete a portfolio of assessment. They will make 3 different tasks. Students will use a rubric to mark their work. Student's will choose their best piece of work and explain why this is their best piece of work.	Assessment 1: A. Knowledge and Understanding i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. C. Communication i.communicate information and ideas with clarity ii.organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. D. Thinking Critically i.identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose Assessment 2: A. Knowledge and Understanding i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.



								<p>B. Investigating</p> <ul style="list-style-type: none"> ii. formulate and follow an action plan to investigate a research question iii. use methods to collect and record relevant information <p>C. Communication</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. <p>D. Thinking Critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
What does it mean to be a global citizen?	Global Interactions	Power Choice	Globalisation and Sustainability	Global problems are a reality, but individuals have the power and choice to make a difference.	<p>Research – collect, record and verify data. This includes using sources to gather information.</p> <p>Thinking skills – Consider ideas from different perspectives. Specific thinking skills include knowledge, evaluation, analysis, application, and understanding.</p>	Students will create a social media campaign that promotes the reduction of single use plastics.	Assessment 1: Essay Assessment Students will use primary source evidence to evaluate the problems facing the world today. Students will make a judgement on the possible solutions.	<p>Assessment 1:</p> <p>A. Knowledge and Understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. <p>B. Investigating</p> <ul style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant



					<p>Communication- Communicate in a variety of ways including written and verbal.</p>			<p>information consistent with the research question iv. reflect on the process and results of the investigation. C. Communication i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions. D. Thinking Critically i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iv. identify different views and their implications.</p>
Our Story: An Investigation	Time, place and space	Identity and perspective	Identity and relationships	Personal perspectives on significant events shape identities and develops a better understanding of communities.	<p>Information Skills - Collect, record and verify data, Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Organisation Skills - Plan short- and long-term assignments; meet deadlines and use appropriate strategies for organizing complex information</p>	<p>Oral history projects are a powerful tool for meaningful learning about a member of one's community. Interviews often reveal personal, social, economic or cultural factors that affect a person's experiences, perspective and identity. Oral histories can bring a human element to a theme from a historical event.</p>	<p>Assessment 1: Investigation: Students will complete an investigation into a historical event. The students will then interview a member of their community who has experienced the historical event as part of their research. As part of this investigation students will follow an action plan. The end product will be a video.</p>	<p>A. Knowledge and Understanding i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples B: Investigating i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation. D: Thinking Critically i. identify the main points of ideas,</p>



						Students will choose someone in their community to interview and share their "story".		events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
Pioneers, Innovators and Developers in the Modern World	Change	Growth and Resources	Scientific and Technical Innovation	Individuals can make a difference in shaping the world.	Thinking Skills: Inquire in different contexts to gain a different perspective, Revise understanding based on new information and evidence, Identify obstacles, Evaluate evidence and arguments and challenges Research Skills: Make connections between various sources of information, Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information	Students will discover the role of women in History and create an awareness campaign to highlight significant women in History.	Students will complete a Source Evaluation assessment which will analyse the Origin, Purpose, Value and Limitation of three sources. This will be a variety of both written and pictorial sources.	D: Thinking Critically i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications.

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.

