

	Unit	Time 6 week 24 lesso n 20 Hours	Key Concept	Related concept	Global Context	Statement of Inquiry	Ass' Obs	Objectives	ATL SKILLS Communica tion Research Thinking Social Self- Mgmt	Content	Textbook Page Additional Resources
1	Innovations Sept/Oct	20	Change	Causality; innovation & revolution	Personal and cultural expression	Innovations and idea are developed by a variety of causes and can bring about lasting change to individuals and societies	A1 A2 C1 C3 D1 D4	A1. use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. C1 communicate information and ideas with clarity C3. list sources of information in a way that follows the task instructions. D1. identify the main points of ideas, events, visual representation or arguments D4. identify different views and their implications.	Communicativ e Critical-thinking	Find out about examples of ideas & innovations from history Explore examples of Innovations which have contributed to exploration of Space Look at how innovations developed for space exploration have affected everyday life	Pgs. 128-149 Unit Presentation (Slides)
2	Natural Environment s Nov/Jan	20	Systems	Sustainability	Identities & Relationships	Attitudes towards the Natural Environment vary between Individuals & societies vary and improving attitudes can help these environments to last into the future.	B	B1 explain the choice of a research question B2 follow an action plan to explore a research question B3 collect and record relevant information consistent with the research question B4 reflect on the process and results of the investigation.	Communicatio n Organisation Information Literacy Critical Thinking Creative Thinking Transfer Skills	Find out about peoples' attitudes towards the natural environment Find out about the main influences on peoples' attitudes towards the natural environment Find out about how peoples attitudes towards the natural environment might be changed (influenced)	Pag 24-53 Unit Presentation (Slides)
3	Life in The Middle Ages Jan/Feb	20	Time, Place & Space	Perspective, Identity	Fairness & Development	The identity and development of past societies can be explored through the perspectives of the people who lived there	A C D	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. C1 communicate information and ideas with clarity C2 organize information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions. D1 identify the main points of	Communicatio n Critical Thinking Creative Thinking	Find out about some of the major global developments that occurred during the middle ages Explore different aspects of people's lives during the middle ages Take action by finding opportunities to engage in the skills of historical research and interpretation	Pag. 54-79 Unit Presentation (Slides)

								ideas, events, visual representation or arguments D2 use information to justify an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose D 4 identify different views and their implications.			
4	Exploration & Global Interactions March/April	20	Global Interactions	Causality	Orientation in Space & Time	In the past humans explored the world and continue to do so for a variety of reasons. This exploration often affects global interactions in both positive & negative ways	A C D	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples. C1 communicate information and ideas with clarity C2 organize information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions. D1 identify the main points of ideas, events, visual representation or arguments D2 use information to justify an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose D 4 identify different views and their implications.	Communication Information Literacy Critical Thinking	Find out about exploration at different times in history as well as its importance in the 21st century Explore the reasons why people explore and the different consequences of exploration Take Action by considering the ways that exploration can bring positive consequences to peoples lives	Pag. 80 - 107
5	Sustainable Energy May June	20	Time Place & Space	Resources	Scientific & Technical Innovation	Humans use resources in different ways around the world and use innovative methods to be sustainable	C D	C1 communicate information and ideas with clarity C2 organize information and ideas effectively for the task C3 list sources of information in a way that follows the task instructions. D1 identify the main points of ideas, events, visual representation or arguments D2 use information to justify an opinion D3 identify and analyse a range of sources/data in terms of origin and purpose	Communication Information Literacy Critical Thinking	Find out about the use of resources around the world Explore how energy is produced by different resources & the opportunities & challenges associated with this Take action by looking at sustainable approaches to energy usage in our local communities	Page 108 - 127
6	Globalisation	20	Change	Globalisation Processes	Globalisation & Sustainability	Globalisation has occurred due to a variety of processes that have changed the world,	A C D	A1 use vocabulary in context A2 demonstrate knowledge and understanding of subject-specific	Communication Reflection	Find out about Causes & Consequences of Globalisation	Pages 2 - 23

						bringing both opportunities & challenges	<p>content and concepts, using descriptions, explanations and examples.</p> <p>C1 communicate information and ideas with clarity</p> <p>C2 organize information and ideas effectively for the task</p> <p>C3 list sources of information in a way that follows the task instructions.</p> <p>D1 identify the main points of ideas, events, visual representation or arguments</p> <p>D2 use information to justify an opinion</p> <p>D3 identify and analyse a range of sources/data in terms of origin and purpose</p>	<p>Information Literacy</p> <p>Critical Thinking</p> <p>Creative Thinking</p>	<p>Explore examples of Globalisation in Language, Business, Sport & Entertainment</p> <p>Take Action by looking at the ways that Globalisation can promote positive change</p>	
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Criterion A: Knowing and understanding - Maximum: 8 Marks (Subject Guide Page 33)

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.

Criterion B: Investigating - Maximum: 8 Marks (Subject Guide Page 34)

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance.

Criterion C: Communicating - Maximum: 8 Marks (Subject Guide Page 35)

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Criterion D: Thinking critically - Maximum: 8 Marks (Subject Guide Page 36)

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.