

Stage 3: Humanities course outline MYP 1 - 5

Term 1	MYP 1	MYP 2	MYP 3
<p>Content</p> <p>Unit Question</p> <p>Significant Concept</p>	<p>History and Geography Skills</p> <p>How can maps help us?</p> <p>That an understanding of the use of maps is an essential life skill</p>	<p>How does Weather Affect Humans?</p> <p>With Weather Hazards, is Necessity the Mother of Invention?</p> <p>That we can measure weather, understand weather, but we need to be prepared for it when it happens.</p>	<p>Personal Geography and History</p> <p>What Is the Role of Family and Personal Geography in our Future Lives?</p> <p>Are we all just products of our pasts?</p>
<p>AOI</p>	<p>Community and Service</p>	<p>Human Ingenuity</p>	<p>Community and Service:</p> <p>What is a community – Different types of community (the family)</p> <p>Health and Social Education</p> <p>ourselves and others—including issues such as relationships, sex and death,</p> <p>Understanding ourselves— including issues such as personal management, self-esteem and growing up</p>
<p>ATL</p>	<p>Collaboration:</p> <p>Working together on the assessed piece to create maps and models.</p> <p>Information Literacy</p> <p>Using Google Earth, but also creating a tour using www.mapwing.com</p> <p>Organisation</p> <p>Time management</p> <p>Communication</p> <p>Using maps, models and IT tours to communicate knowledge about the school, but also learnt information about how to communicate effectively using these tools.</p>	<p>Information literacy</p> <p>Books, internet and all links on wikipedia. The ability to research using a range of sources is important. Referencing also. Important in this area also to show how to track tropical storms.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to weather.</p> <p>Information should be organised on individual wikispaces. Final presentations should be made on them aswell.</p> <p>Transfer</p> <p>Connections with science</p> <p>Organisation:</p> <p>Time management with regards to final</p>	<p>Organisation</p> <ul style="list-style-type: none"> time management—including using time effectively in class, keeping to deadlines <p>Communication</p> <ul style="list-style-type: none"> informing others—including presentation skills using a variety of media <p>Information Literacy</p> <ul style="list-style-type: none"> accessing information—including researching from a variety of sources using a range of technologies, identifying primary and secondary sources <p>Reflection:</p> <ul style="list-style-type: none"> self-evaluation—including the keeping of learning journals and portfolios, reflecting at different stages in the learning process <p>Thinking</p>

		<p>assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p>	<ul style="list-style-type: none"> planning—including storyboarding and outlining a plan <p>Transfer Understanding of the big picture</p>
Subject content	<p>Field sketches</p> <p>Maps – what is needed</p> <p>Longitude and latitude</p> <p>Scale, direction, keys, symbols</p> <p>How do we show height – shading, contours</p> <p>4 and 6 fig references</p> <p>Using google maps</p>	<p>What is weather?</p> <p>How do we measure weather?</p> <p>Too Hot – the effects and responses to Heat</p> <p>Too Windy – The effects of and responses to tornadoes</p> <p>Too wet and Windy – The causes, effects and response to Hurricanes.</p>	<p>What does personal geography and history mean</p> <p>How can we represent it</p> <p>How to use wikis, maps, timelines</p> <p>Research and presentation of information about a historical character relating to the unit question.</p>
Objectives	<p>Develop enquiry skills</p> <p>Develop mapwork and photo analysis skills</p> <p>To work collaboratively to present information cartographically to a specific audience</p>	<p>Knowledge: Terms relating to weather recording</p> <p>Concepts: Recognize and explain similarities and differences between places.</p> <p>Understand constraints and opportunities offered by location</p> <p>Technical Skills:</p> <ul style="list-style-type: none"> use a variety of media and technologies to research, select, interpret and communicate data represent information using maps, models and diagrams, including use of scale, graphs and tables. <p>Organisation and Presentation:</p> <ul style="list-style-type: none"> communicate information that is relevant to the topic organize information in a logically sequenced manner, appropriate to the format used present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation use referencing and a bibliography to clearly document sources of information, using appropriate conventions. 	<p>Concepts - Time</p> <ul style="list-style-type: none"> establish a personal sense of identity in a context of time and place demonstrate an awareness of chronology that links people, places and events through time <p>Global Awareness</p> <ul style="list-style-type: none"> demonstrate international awareness and intercultural awareness and understanding <p>Skills</p> <ul style="list-style-type: none"> use a variety of media and technologies to research, select, interpret and communicate data <p>Investigative Skills</p> <ul style="list-style-type: none"> plan, carry out and present individual and group investigations <p>Organisation and presentation</p> <ul style="list-style-type: none"> present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation use referencing and a bibliography to clearly document sources of information,

		•	using appropriate conventions.
Formative Assessments	<ul style="list-style-type: none"> • Questions from Foundations book • Using maps – ordnance survey. Creating their own quizzes • Mini tests 	<ul style="list-style-type: none"> • Questions from Foundations • Skills – Beaufort scale and weather instruments • B: - Concepts – Place and space – effect of similar hazard on different places – Bangladesh • D: Wiki page – effect of heatwaves – Beat the heat. • C: Skills – creating rainfall map of Barbados using paint and an outline. 	<ul style="list-style-type: none"> • Skills throughout • Self assessment at a number of points and placed onto the wiki
Summative Assessment	<ul style="list-style-type: none"> • In a group create a series of maps and models which can be used to provide information about Barbados and Codrington School to a potential student. • Map of Barbados • Contour model of the area • Map of the School • Create a tour of the school using www.mapwing and take photos yourself. • Final information to be uploaded on wiki <p>Criteria D – Presentation and Organisation</p>	<ul style="list-style-type: none"> • Criteria A – Knowledge – relating to terminology and causes of various hazards in particular hurricanes • Criteria C – Skills – annotating maps and diagrams to show effects and responses to Hurricanes • Criteria D – <i>Presentation and Organisation</i> – Powerpoint or newspaper article which addresses an audience 	<ul style="list-style-type: none"> • Criteria B: Concepts (Time) • Criteria D: Presentation and Organisation
Links	Technology – model building	Science – Weather recording English – Creative Writing	
Term 1b Content	The Ascent of man	The Middle Ages in Britain	Development and Trade
Unit Question	What was the role of Environment in the Rise of Early Civilizations?	“What were the worries of People of the Middle Ages”	“Why does Poverty persist?”
Significant Concept	Were language and Settled Agriculture the most important Human Developments ever?	Rich, poor, Conqueror, conquered – we all worry about something	Differences in the world occur for a reason and we can make a difference.
AOI	Environment	HSE	Environments • the effects of our actions, attitudes development and conservation Human Ingenuity: Creating Solutions to Problems
ATL	Information literacy	Information literacy	Information literacy

	<p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to what is a civilisation.</p> <p>Transfer</p> <p>Connections with maths, science, technology</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection</p>	<p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit. The unit is based on a number of mini inquiries all through the Thinking through History books, and backed up with some other research based assessments.</p> <p>Transfer</p> <p>Connections with science</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p>	<p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to what is development and what are the positive and negative aspects of development?</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection</p>
<p>Subject content</p>	<p>We will be using a variety of media including powerpoints. The series "Walking with Cavemen"</p> <p>Students will act as Archeologists in the first half of the unit as this was before the written word and try and ascertain how our ancestors lived through fossils, artifacts and cave paintings. End of this section will result in a powerpoint display.</p> <ul style="list-style-type: none"> The second section will start with the Neolithic era and relate to how farming quickly led to the possibility of Civilisations. Mapwork on these civilisations will follow with research on a range of civilisations based on certain 	<ul style="list-style-type: none"> What was life like for Villeins and Freeman What was the archeological and historical evidence for this. Why did Harold have to worry about his throne Why did the Normans successfully invade What worries did William have Why were castles built and how did they change What was so bad about the black death? 	<ul style="list-style-type: none"> What is development How doe we measure development What is the HDI and how useful is it What are correlations (link to maths) What is the Cyle of Poverty How can communities break out Negative aspects of relying on the trade in primary products. Case Study coffee Cost Rica case study: Trade, Aid, Debt, Environmental Sustainability. Fair Trade Assessment – relate to coffee The assessment must touch on sustainability in many forms – for communities, education, health, environmental. Negative aspects of growth – the Case of China and environmental

	<p>issues, but reverting back to the initial importance of local environment e.g. water availability and control as well as soil fertility.</p>		
<p>Objectives</p>	<p>Knowledge: terminology relating to ascent of man and civilisation.</p> <p>Concepts: Place and space – understanding constraints and opportunities afforded by location.</p> <p>Time: An understanding of people in past societies.</p> <p>Change: understand that as people interact with their environment both change – relating to the idea that Mesopotamia/ Indus valley civilisations may have died out as a result of salinisation?</p> <p>Skills: Technical – mapwork</p> <p>Research skills,</p> <p>Analysis and decision making – how to represent information using maps, diagrams</p> <ul style="list-style-type: none"> • Organisation and Presentation: communicating and presenting 	<p>Knowledge: Terms relating to Middle Ages</p> <p>Concepts:</p> <p>show an understanding of people in past societies</p> <p>demonstrate an awareness of chronology that links people, places and events through time</p> <p>recognize the similarities and differences that exist between people, places and events through time.</p> <p>Place and Space</p> <p>identify constraints and opportunities afforded by location</p> <p>Change</p> <p>identify links between causes, processes and consequences</p> <p>recognize and describe basic examples that illustrate change</p> <p>recognize what change is and that rates of change vary</p> <p>recognize that people interact with their environment</p> <p>Systems</p> <p>identify, understand and compare how basic systems work</p> <p>understand, identify and make basic comparisons between systems</p> <p>identify and make basic comparisons between rights and responsibilities within systems</p> <p>Skills</p> <p>observe and record basic information from selected sources</p> <p>use different media and technologies to research, collect and present information</p> <p>use sources such as maps, graphs, tables, atlases</p> <p>represent basic information using maps, models and diagrams</p> <p>Analytical Skills</p> <p>analyse information from selected sources</p> <p>identify basic questions, problems and issues</p> <p>recognize the values and limitations of sources</p> <p>Decision Making Skills</p> <p>make considered decisions and relate them to real world situations</p>	<ul style="list-style-type: none"> • Knowledge: Terms relating to Development • Concepts • Place/ Space: Issues relating to nations Constraints and opportunities offered by location • Change: recognize that people interact with their environment and changes occur • Systems: identify and make basic comparisons between systems in local, national and global societies – identifying the global economic trading system and how it serves to reduce the ability for self sustaining growth. Links to WTO an World Bank. • Global Awareness: identify examples of the interdependence of societies • Issues relating to international community • Issues of equality and justice • What is responsible action <p>Skills</p> <p>Technical and Decision making.</p> <p>Organisation and Presentation.</p> <ul style="list-style-type: none"> • communicate information that is relevant to the topic • organize information in a logically sequenced manner, appropriate to the format used • present and express information and ideas in a clear and concise manner, using appropriate language, • style and visual representation • use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

Organisation and Presentation:

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Formative Assessments

Criteria C and D : Relating to Powerpoint on Cave paintings and Artifacts
Criteria C and D – mapwork on early civilisations

Tour of Castle –
Criteria B – Concepts of Change
Inquiries followed for each sub section.

Summative Assessment

Using one of the Early Civilizations you must create a poster which answers the question “

Information Pamphlets on the Black Death

Research a Fair Trade project that covers all issues relating to

	<p>What was so Civilised about the Egyptians/ Babylonians/ Indus Valley/ Early Chinese/ Abyssinians etc.”</p> <p>This will be done after we Brainstorm “what makes a civilisation” –</p> <p>Main aspect is a Surplus allowing job specialisation which can be related to the Environment: - therefore how did they interact with the environment to create a surplus.</p> <p>Also language, writing, laws, organisation, art, religion?, political system or hierarchy, an army? Etc. For each section they need to research, present this.</p> <p>Criteria A: Knowledge.</p> <p>Criteria B: Systems – the development of political, religious, administrative systems</p> <p>Criteria C: Research skills: selected from a variety of sources.</p> <p>Criteria D: Overall Presentation and use of bibliography etc.</p> <p>Formative assessment: ancient man – work on cave painting and artifacts – powerpoint Criteria D.</p> <p>Criteria C: Mapwork skills on early civilisations.</p>	<p>Criteria A – Knowledge</p> <p>Criteria B – Change (recognising continuity and change) i.e. same disease different understanding.</p> <p>Criteria D – Presentation and Organisation</p>	<p>Receiving a fair price Social economic and environmental sustainability. This can be presented as a poster, a tv advert or a radio interview. However the issues relating to injustice must be brought up first.</p> <p>Criteria B: Global Awareness and Systems Criteria C: Skills – research Criteria D: Presentation and Organisation</p>
Links	Language – the importance of language in the development of humans Maths: Babylonian Maths	Science – health. Technology – use of web2 tools for tours.	Maths – correlations and economics – supply and demand.
Term 2a			
Content	Barbados – our island home	Ecosystems and Man	Changing Minds 1500-1750
Unit Question	What makes Barbados unique?	Are our Ecosystems under Threat?	Why was 1500-1750 such a period of Change in Britain?
Significant Concept	The physical, geological, historical and social factors that make Barbados different.	That humans can interact with ecosystems in either sustainable or unsustainable ways.	Old ways new ways. Why were people being burnt as witches while Great Men such as Newton were around.
AOI	Environment	Community and Service with	Human Ingenuity

		Environment	
ATL	<p>Information literacy</p> <p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to Barbados</p> <p>Transfer</p> <p>Connections with maths, science, technology</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection: What makes the island what it is. Reflection on assessed work.</p>	<p>Information literacy</p> <p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to Barbados</p> <p>Transfer</p> <p>Connections with maths, science, technology</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection: What makes the island what it is. Reflection on assessed work. How can we help to make the island better.</p>	<p>Information literacy</p> <p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit relating to Barbados</p> <p>Transfer</p> <p>Connections with maths, science, technology</p> <p>Organisation:</p> <p>Time management with regards to final assessment</p> <p>Communication:</p> <p>Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection: What makes the island what it is. Reflection on assessed work.</p>
Subject content	<ul style="list-style-type: none"> - The geological history of Barbados - The earliest Bajans – Amerindians - Why Europeans and Africans came here? - Where people live and what they do here? - What are the physical and social differences found in Barbados? - What are the similarities and differences between Barbados and one other island? - Who were the Bajan heroes and why? 	<p>What are systems – open and closed examples</p> <p>What is an ecosystem</p> <p>What is the difference between scale in an ecosystem</p> <p>What ecosystems do we have in Barbados</p> <p>Ecosystems in Africa – The links between climate, soils and vegetation</p> <p>A cross section across Africa linking the three – skills</p> <ul style="list-style-type: none"> • The Global Ecosystem and development • What are the current threats to the global 	<ul style="list-style-type: none"> • In introduction to the idea of big and little questions • Using sources to answer these about life in 1500, family, behaviour, law. • Creating an enquiry web • What was fine and foul about London life? • Trade, jobs, excitement, crime, dgo fighting etc. Plays – Shakespear – connection Language A • The problem of vagrants and vagabonds – were the poor laws fair? • What was life like for women in the

	<p>- Why must tourism in Barbados be sustainable?</p>	<p>ecosystem</p> <ul style="list-style-type: none"> • Green house effect and its possible effects on Greenland and possible effects on ocean currents • Link to film “the day after tomorrow” – is this real science. • Local Ecosystems: What would be the natural vegetation of Barbados • Is there a link between vegetation, Climate, Soils and rock type on the island • Field Trip to collect and observe data from 3 different locations. • Write up of field trip. • The Coral Ecosystem – this is the most diverse of all ecosystems in Barbados however it is under threat. Research and prepare a news report on Coral and the threats that affect it. Also what steps has Barbados made to protect it and make its use more sustainable. <p>Work on Assessment.</p>	<p>15/1600’s</p> <ul style="list-style-type: none"> • What made Henry VIII so famous? – the split with Rome or his wives. • Forcing Minds to Change – The new Christian religious groups and the dangers of speaking your mind. Enquiry into the different dangers facing Catholics and Protestants at different times. • Why did people believe in withches? • How ideas changed at this time. – science, medicine and architecture.
<p>Objectives</p>	<ul style="list-style-type: none"> • Knowledge: Terms relating to Barbados geology, history • Concepts Place/ Space: Constraints and opportunities offered by location Change: recognize that people interact with their environment and changes occur Systems: identify and make basic comparisons between systems in local, national and global societies – Sustaining systems. Global Awareness: identify examples of the interdependence of societies Issues relating to international community Issues of equality and justice • What is responsible action Organisation and Presentation. <ul style="list-style-type: none"> • communicate information that is relevant to the topic 	<ul style="list-style-type: none"> • Knowledge – many aspects relating to terminology of systems and ecosystems as well as an introduction to sustainability. • Concepts • Place and Space – understanding of their location • Change – change in ecosystems • Systems – The ecosystem in dynamic equilibrium • Global Awareness – the affect on the worldwide ecosystem of climate change. • Skills – Research, using a variety of maps – climate soils etc. Soil sampling and analysis. Fieldwork skills • Presentation and organisation – of final news report. 	<ul style="list-style-type: none"> • Knowledge: Terms relating to the era • Concepts Place/ Space: Constraints and opportunities offered by location Change: people in past societies Skills: Technical, analytical, investigative Organisation and Presentation. <ul style="list-style-type: none"> • communicate information that is relevant to the topic • organize information in a logically sequenced manner, appropriate to the format used • present and express information and ideas in a clear and concise manner, using appropriate language, • style and visual representation • use referencing and a bibliography to clearly document sources of information, using appropriate conventions

	<ul style="list-style-type: none"> organize information in a logically sequenced manner, appropriate to the format used present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation use referencing and a bibliography to clearly document sources of information, using appropriate conventions 		
Formative Assessments	<ul style="list-style-type: none"> Comparing Barbados and another island – C and D 	<ul style="list-style-type: none"> C – skills based relating to maps Field work skills and write up 	<ul style="list-style-type: none"> C: Analytical Skills B: Concepts change
Summative Assessment	<ul style="list-style-type: none"> Sustainable tourism in Barbados – case study Criteria C. D. 	<ul style="list-style-type: none"> A – knowledge – terms relating to the coral ecosystem B – Concepts of change and global awareness C – Skills of research and analysis D – documentation and presentation. 	<ul style="list-style-type: none"> D: Presentation C: Research skills and simplifications A: knowledge of researched person
Links	<p>Science – geology. Maths – presenting data Technology – use of IT Language – Why does Barbados have its own dialect</p>	<p>Science – soils and vegetation Art – drawing of field sketches</p>	<p>Science Language a</p>

Term 2b	MYP 1	MYP 2	MYP 3
Content	Rivers – The Watershed	The Power of the Church in the Middle Ages	Plate Tectonics and Man
Unit Question	Why do People live by Rivers?	What kind of Church existed in Middle Ages Britain?	Does the Earth move for you?
Significant Concept	Rivers can be deadly but they also have created conditions for civilizations to rise and human ingenuity to flourish.	That the church had great power – political, spiritual and economic. However it united and divided people.	That there are similarities and differences in Tectonic zones that are affected by economics.

		Can films show history accurately	
AOI	Environment	HSE	Environment and Human Ingenuity
ATL	<p>Information literacy: Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also.</p> <p>Thinking: A lot of brainstorming of ideas on Rivers. Thinking skills relating to disaster dominoes.</p> <p>Transfer: Connections with maths, science, technology</p> <p>Communication: Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection:. Reflection on assessed work.</p>	<p>Information literacy – using sources from a variety of areas to help develop thinking skills. Using Google earth in final presentation.</p> <p>Thinking: Thinking skills through enquiry based units Communication: Through final use of media to develop a tour for presentation to the group</p> <p>Communication: Through different media – Google Earth tours</p> <p>Reflection – on films and their use and also final self assessment.</p>	<p>Information literacy: Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also.</p> <p>Thinking: Analytical – what response is best for different societies</p> <p>Transfer: Technology, creating an earthquake resistant structure.</p> <p>Communication: Using a variety of media to find out information, and how to inform others using presentation skills</p> <p>Reflection:. Reflection on assessed work.</p>
Subject content	<ul style="list-style-type: none"> • What Are Rivers? • What Was the importance of Rivers in the Rise of Ancient Civilizations? • Why does Barbados not have permanent rivers? • What are the different parts of the River Basin? • What causes rivers to Flood? • How do we represent river Flow Graphically? • How can people respond to the hazard of flooding. • Case Studies: Holland and Bangladesh • Why is flooding a big problem for these countries and how might Climate Change affect them. • How can Bangladesh deal with the problems? • Enquiry: Choosing the right Flood defense scheme. 	<ul style="list-style-type: none"> • A short look at the Challenges to power the church created against the king. • Why was it so difficult for the king to control the church. • Enquiry Medieval Minds – Chapter 7 • The power and the Glory – Why no one could ignore the church • Enquiry – Chapter 12 Medieval Minds • Why Risk death to change the church – the lollards Enquiry • Art and Architecture – The role of the church in expanding architectural design and promoting economic multipliers through Cathedrals • Gods Warriors – Why risk death to defend the Church • The Crusades to the Holy land • Film – what historical accuracies and inaccuracies are there in “The Kingdom of Heaven” • Create a Google Earth tour of the Crusaders path and major points of Interest to help answer the Question • “Why did Crusaders risk death for the 	<ul style="list-style-type: none"> • Is your world moving you? • Where do earthquakes and volcanoes occur? • What happens in an earthquake? • Do all earthquakes have the same impact? • Volcanoes – hazards, or holiday destinations? • What are the effects of a volcanic eruption? • What can virtual volcanoes tell us? • How much can prediction and prevention help? • How can aid reduce the damage? • Assessment: The Asian Tsunami • You are an aid agency worker returning after 5 years. Describe the events of the tsunami and the work that has been done by your agency to assist them. Also describe other things that have been done by international aid agencies and the government.

		church”?	<ul style="list-style-type: none"> • Structure of the earth and the plate boundaries • Create a map of the boundaries and the different types found in different locations – learn for test • Earthquakes – What causes them and what are the hazards associated with them. • Case studies from LEDC and MEDC • How prone are we in the Caribbean to tectonics • Responding to the earthquake hazard – creating publicity posters • Volconoes – What are the different types • Case Study: Montserrat – Using Google Earth time line to see changes in Montserrat • Act as earthquake monitoring scientist – respond to real time alerts – Decision making skills • How can Aid reduce the damage? • The Asian Tsunami – introduction with movies • Assessment: see below • Assessment and Reflection.
Objectives	<p>Criteria A: Knowledge – all terminology relating to rivers and drainage basins as well as hard and soft engineering.</p> <p>Criteria B: Place and Space – opportunities and constraints offered by place</p> <p>Criteria C: Skills – analysing graphs, maps to help make choices</p> <p>Criteria D: News report on Bangladesh</p>	<ul style="list-style-type: none"> • A: Knowledge – The church in the Middle Ages • B: Concepts: Time • Systems: the different religious systems of the time • C: Skills – analytical of sources. IT skills, Enquiring skills • D: Google Earth tour 	<ul style="list-style-type: none"> • A: Knowledge: tectonics terminology and understanding of links • B: Concepts: Place and space – links , similarities between places, time – concepts of time, geological Global awareness – role in global society – taking action. • C: Skills: maps and linking of patterns • D: Presenatation: Final assessment on tsunami
Formative Assessments	<ul style="list-style-type: none"> • Hydrographs – C • D: News report 	<ul style="list-style-type: none"> • C: Skills of enquiry • A: Knowledge in tests and questions from sources • B: Concepts – time – people in the past. • 	<ul style="list-style-type: none"> • C: creating models of bourndaries • A, D – earthquake awareness posters
Summative	Criteria B and C: Enquiry into where	<ul style="list-style-type: none"> • D – Google Earth tour A: Knowledge in this. 	<ul style="list-style-type: none"> • A: B: C; D

Assessment	to place flood protection and why.		<ul style="list-style-type: none"> • A – knowledge – relate tectonics to tsunami • B: - global awareness relating to aid • C: Skills – creating maps to show effects • D: Presentation and organisation of booklet.
Links	Science Maths Technology English Music	Religion Technology Arts	Science English Technology
Term 3a			
Content	The Rise of Greek Civilization	An Urban World	Explorers of the Past
Unit Question	What made Alexander Great?	Can cities be Sustainable?	Bravery
Significant Concept	Greek culture arose from the spread of farming from Persia, and it was returned in the form of War and conquest.	The rapid growth of cities needs to be managed to ensure economic, environmental and social sustainability.	
AOI	Human Ingenuity	Environment	Health and Social Education
ATL	<p>Information literacy</p> <p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of the library will be stressed to try and reduce overload. What is good and what is unnecessary information. Comparing sources.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit on what is great. What are the problems of relying on historical texts.</p> <p>Transfer</p> <p>Connections with maths, arts, science, technology</p>	<p>Information literacy</p> <p>Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of design software for cities.</p> <p>Thinking</p> <p>A lot of brainstorming of ideas in this unit on the problems of cities.</p> <p>Thinking skills relating to problem solving.</p> <p>Transfer</p> <p>Connections with maths, arts, science, technology</p> <p>Organisation:</p> <p>Time management with regards to</p>	<p>Information literacy: Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Use of Google Earth</p> <p>Thinking: A wide range of thinking skills will be introduced through the main use of the Think Through History resource book. Also enquiry on whether Drake was a hero or villain.</p> <p>Transfer: Connections with maths, science, technology, Language.</p> <p>Communication: mainly through use of the tour. However written communication and the use of pictures to communicate meaning in the Ibn Battuta Enquiry.</p> <p>Reflection:. Reflection on assessed work.</p>

	<p>Organisation: Time management with regards to</p> <p>Communication: Using a variety of media to find out information, and how to inform others using presentation skills in first assessment.</p> <p>Second to come up with interesting questions that relate to topics</p> <p>Reflection: What is Great?</p>	<p>Communication: Using a variety of media to find out information, and how to inform others using presentation skills in both main assessments</p> <p>Reflection: Was my city so great – open to the audience.</p>	<p>Reflection at beginning and end as to positive and negative aspects of exploration.</p>
<p>Subject content</p>	<p>Basic outline of how Civilization evolved in Greece. Links to earlier unit on Fertile Crescent and the spread of Agriculture Students research one of the following for presentation.- schooling, life of women, culture, architecture, Army, pottery, Spartans etc.</p> <ul style="list-style-type: none"> ● What does Great actually mean? ● Rise of Macedonia – Phillip ● Alexander – early years education under Aristotle ● Assassination of Phillip and earliest rule ● Alexanders conquests and military might. ● Magniminous in victory? The destruction of Babylon. ● What is Alexanders Legacy – actual, archeological, genetic, political. The various Alexandrias. ● Immediate Expansion ● How do films portray Alexander ● Why might there be differences between the way that filmmakers portray him and historians. ● Design DVD cover for the film - ● Research different ways Alexander is 	<p>How far can cities spread? How is land use changing?6 Where do all the new houses go? New housing – back to the centre? Mexico City – the unstoppable wave? Is the megacity sustainable? Is shopping changing the way we live? How far can cities spread? How is land use changing?6 Where do all the new houses go? New housing – back to the centre? Mexico City – the unstoppable wave? Is the megacity sustainable? Is shopping changing the way we live? How well do shopping centres serve us? What are the real costs of virtual shopping? Living Space: Where are we now?</p> <ul style="list-style-type: none"> ● What are the worlds major cities. ● What causes them to spread – rates of urbanisation ● How are cities changing – looking at models and relating them to the new look cities ● De and reurbanisation – The reinvention of city centres case studies from USA and UK ● The Ledc city – what issues relate to them ● Case Studies – Mexico City ● Create link with school in Mexico city – 	<ul style="list-style-type: none"> ● Travels of Ibn Battuta – Meeting of minds. ● The New world – Why was there no meeting of minds ● Francis Drake ● Columbus ● Magellan ● Create a ● What is an explorer ● Travelling the world by boat – arrange classroom as ship and point out different terminology relating to ship. Test on this Criteria a ● Lets look at some explorers – name some - mostly Euopean. ● The Travels of IBN Battuta – start off with looking at a mall and saying why you think it has different parts e.g. china, india, Persia sections. ● An Enquiry into Ibn Battuta – write a lonely planet guide to his travels. Use relevant pictures to back it up. Criteria B, C, D ● European Exporers. We will concentrate the next two weeks on Drake – Hero or Villain? A set of tasks using Google Earth ● Alternately when not in the computer room we will look at an enquiry on the meeting of Minds in the New

	<p>portrayed in film, posters, coins, mosaics. Say which you think might be more true and why. Analyse why it may be difficult to get a true idea. Introducing ideas of bias and source. Hot seating Stone and a Historian – Assessment is based on questions asked of the two, relevance and ability to respond.</p>	<p>questionnaire about life in the city. Present in Data form.</p> <ul style="list-style-type: none"> • Is the Megacity sustainable • Case Studies from UAE – Dubai and Abu Dhabi • The Green city of Masdar • Research and write an Advert for an estate agent selling property in Masdar. • Is shopping changing the way we live • Shopping malls and internet shopping • Fraud and fatties – the risks of virtual shopping. • Design week – What would make a sustainable city <p>Design on paper, computer (through simcity or similar software) a sustainable city that is annotated.</p>	<p>World – Think through History</p>
Objectives	<p>A: Knowledge: Terminology relating to ancient Greece B: Concepts: Time: How people lived in past times. Change: Rate and cause of change Global Awareness: Awareness that perceptions differ depending on perspective. C: Skills – Value and limitation of sources</p>	<ul style="list-style-type: none"> • A: Knowledge – terminology relating to settlement • B- concepts – Change in cities over time • Global Awareness of factors affecting cities • Systems – The urban system can be made to be more sustainable. • C: Skills – creating models • D – Presentation and organisation – formative and summative 	<ul style="list-style-type: none"> • A: Knowledge – terminology relating to exploration, shipping. • B- concepts – • Global Awareness- importance of exploration in promoting this. • Systems – How outside inputs can change systems permanently. Europeans in South American. • C: Skills – creating booklets and Google Earth Guides for Explorers • D – Presentation and organisation – formative and summative
Formative Assessments	<ul style="list-style-type: none"> • Presentations on aspects of Greek life –individual study. • Criteria A: Knowledge and C: skills of research 	<ul style="list-style-type: none"> • A – Knowledge of different areas of the city • C and D – research and presentation about Masdar environmental city 	<p>Booklet for Ibn Battuta – C and D Work from Thinking through history</p>
Summative Assessment	<ul style="list-style-type: none"> • Hot Seating with guest Producer and Historian. • Criteria B: • Criteria C: skills 	<p>Create a sustainable cityscape that is labelled and be able to present it to a developer.</p>	<p>Google Earth tour – A,C and D</p>
Links	<ul style="list-style-type: none"> • Art, language B, 	<p>Art Technology Maths Languages – Spanish – Mexico city – Create link with school in Mexico</p>	<p>Technology Language Science</p>

		City	
Term 3b			
Content	World Religions	Islam and the world	Global footprints and the Rainforest
Unit Question	Is What Unites us really Greater than That which Divides us?	What were the early contributions of the Islamic world	What is Responsible Global Action
Significant Concept	That all religions share similar characteristics e.g. a book, way of worship, place of worship, laws, birth, marriage and death rites. Etc.	The background to islam – Muhammed The significant intellectual level of the Arab world at the time.	That we can make a difference.
AOI	Health and social education Personal growth towards balanced and caring human beings	<ul style="list-style-type: none"> Community and Service 	<ul style="list-style-type: none"> Environment
ATL	Approaches to Learning Time Management Organized work file Process skills of defining and describing Problem-solving skills Critical Thinking Presentations skills Decision-making Speaking-listening defining concepts, sharing experiences	<ul style="list-style-type: none"> Information literacy: Books, internet and all links on wikipage. The ability to research using a range of sources is important. Referencing also. Thinking: A wide range of thinking skills will be introduced through the main use of the Think Through History resource book. Transfer: Connections with maths, science, technology, Language Communication: This is through being able to succinctly answer questions orally relating to treasure cards they will make. Reflection: Reflection on assessed work. Reflection at beginning and end as to what Islam has given to the world. 	<ul style="list-style-type: none"> Information literacy: Books, internet and all links on wikipage. The ability to research using a range of sources is important. Working out global footprints and research on rainforests. Thinking: A wide range of thinking skills will be introduced. Concept mapping. Transfer: Connections with maths, science, technology, Communication: Posters and minidocumentaries on recycling. Class display on rainforests. Reflection: Reflection on assessed work. Reflection on whether they can make a difference and how this can be done.
Subject content	World Religion <ul style="list-style-type: none"> Polytheism and Monotheism Ancient peoples beliefs Judaism Christianity 	<ul style="list-style-type: none"> How did the people of Makkah see their world Alarmed and Inspired – what did people make of Muhammads message – role play and puzzles What difficulties did Muslims face after Muhammed Make a little Book of Questions – Enquiry 	<ul style="list-style-type: none"> Think about your global footprints ... Act locally to reduce them What is global warming? What is causing global warming? How can we cut carbon emissions? How does our food affect the environment? Are food miles only about energy?

	<ul style="list-style-type: none"> • Differences between Eastern and Western churches • Islam • Buddhism • Rastafarianism • Religions in Barbados – Field trip to different religious places of worship. 	<p>3 Meeting of Minds.</p> <ul style="list-style-type: none"> • The Spread of Islam – why did it happen so fast – Card sorting exercise. • What was so Special about Bagdad – Art, Architecture, Astronomy, philosophy, Science, maths, geography, medicine and literature of the Islamic world. • Making and playing treasure cards – Assessment for explaining each correctly. 	<ul style="list-style-type: none"> • Rubbish – what’s the problem? • Rubbish – what’s the solution? • Where there’s muck, is there brass? • Think – Act: Where are we now? • Rainforests – a celebration of life • Where is Brazil and where do Brazilians live? • How has Amazonia been developed? • What is life like for tribal people? • Why do people live in the rainforest? • Is the rainforest being destroyed? • What are the consequences of deforestation? • Can the rainforest be developed sustainably? • Development or Destruction?
Objectives	<ul style="list-style-type: none"> • Knowledge: understanding of the background and terminology relating to different religions • Concepts: • Place and Space – similarities and differences • Time: • Systems – the religious system – what makes it change • Global Awareness – show international and intercultural awareness. • 	<ul style="list-style-type: none"> • Knowledge: knowledge of Islam and the successes of the Islamic world • Concepts: • Place and Space – similarities and differences • Time: People in the past • Systems – the religious system – what makes it change • Global Awareness – show international and intercultural awareness. • Skills: Creating resource “treasure cards” • Presentation and organisation: The information on the cards. 	<ul style="list-style-type: none"> • Knowledge: knowledge of causes of climate change, land fill etc. • Concepts: Links to myp2 work on ecosystems • Place and Space – similarities and differences • Links between human and physical environments. • Basic issues in national and international arena • Time: Role as individuals now. • Change: change in ecosystems, long and short term causes, sustainability • Systems – the world climatic system. The fragile forest ecosystem. • what makes it change • Global Awareness – show international and intercultural awareness. • Basic issues and responsible action • Skills: research • Presentation and organisation: The information on the cards.
Formative Assessments	Daily and weekly homework assignments involving reading, note taking, data-response and analysis, questions, written work	<ul style="list-style-type: none"> • Enquiry 1. – Criteria B – Concepts time – people in the past • Little book of questions: C and D • Spread of islam: A and C 	<ul style="list-style-type: none"> • Create a responsible citizen ebook to put on the school website. What are the problems and how you can help solve them. – Different groups have different

	<p>Quizzes and tests: A</p> <p>Individual and group work:</p> <p>Oral participation – Criteria D</p> <p>Research projects: - C</p>		<p>chapters. Criteria A, B, C</p> <ul style="list-style-type: none"> •
Summative Assessment	<ul style="list-style-type: none"> • Presentation booklet or model showing either 1 particular type of religion or comparison religion. • Criteria A, B, D and C: 	<ul style="list-style-type: none"> • Making treasure cards for a game which will be peer assessed according to criteria. • Knowledge: A, • Presentation D 	<ul style="list-style-type: none"> • Examination Criteria A, B, C
Links	<p>Technology – architecture</p> <p>Language – relating to different cultures.</p>	<p>Art</p> <p>Science</p> <p>Maths</p> <p>Languages</p> <p>Music</p>	<p>Science</p> <p>Art</p> <p>Maths</p> <p>Languages</p> <p>Music – rainforest tribal music.</p>

Term 1a	MYP 4	MYP 5
Title	The Causes of War	The Cold War and Terrorism
Guiding Question	What Causes Countries to Send their Young to Die?	One Mans Terrorist is another Mans Freedom Fighter
Significant Concept	<p>Relating to WW1 and 2, that there are a variety of long and short term causes of war.</p> <p>“If Good men Stand Aside, Evil will Prevail” (E. Burke .. allegedly)</p> <p>Why Was World War 1 not the “War to End all Wars”</p>	<p>That the political and religious spectrum can utilizes terminology to suit and self.</p> <p>That terrorism is often the last resort of a desperately oppressed group.</p>
AOI	Community and Service	Health and Social Education
		<p>Reflection on ourselves in the wider society—including issues such as freedom, government health policies and globalization</p> <p>In this instance the idea of “freedom” is important, as this claims to be the want of many freedom fighters. Can therefore the totalitarian regimes that follow many revolutions be justified?</p>
ATL	<p>Collaboration: Working in a class group to produce a presentation.</p> <p>How do I work with others?</p> <p>What successes have I had when I have worked with others?</p>	<p>Collaboration: working with a partner</p> <p>Communication: final assessment</p> <p>Reflection ; through self assessment</p> <p>Information Literacy: selecting and organizing information—including identifying points of view, bias and weaknesses, using</p>

	<p>How can I work with others; how can they work with me?</p> <p>Communication informing others—including presentation skills using a variety of media</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, identifying primary and secondary sources</p> <p>Reflection Self Assessment and Peer Assessment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me?</p> <p>Thinking Skills generating ideas—including the use of brainstorming planning—including storyboarding and outlining a plan</p>	<p>primary and secondary sources, making connections between a variety of resources</p> <p>Using google docs to share</p> <p>Transfer - inquiring in different contexts—including changing the context of an inquiry to gain various perspectives.</p> <p>Thinking Skills: - taking different perspectives. Planning, storyboarding, outlining.</p>
<p>Subject content</p>	<p>Lead up to the First World War – Long and Short term causes War on the Western Front Treaty of Versailles Rise of Hitler and Causes of Second World War.</p>	<ul style="list-style-type: none"> • Does the end justify the means ? • Was Truman justified in dropping the atomic bombs on Hiroshima and Nagasaki ? • What was going on behind the scenes at the wartime conference at Yalta ? • Why did the allies begin to fall out in 1945 ? • How did the USSR gain control of Eastern Europe ? • How did the USA react to Soviet expansion ? • From good terrorists to bad terrorists – How the end of the cold war changed the Mujahadeen good guys into the Al Qaeda Bad guys. • Fighting it out on foreign soil – Soviet / American interaction in Angola, Cuba, Mozambique, Vietnam, Korea, Latin America etc. Research topic in pairs. Create a biased history chapter on the conflict in one of these places that is either biased towards USA or USSR/ China
<p>Objectives</p>	<p>Knowledge: Know the terms associated with the lead up to war – long term and short term causes. Understand the issues relating to Militarism, Alliances, Imperialism, Nationalism in World War 1. The initial plans leading to Stalemate. The end of the War. Understand the timeline of events that led to such change.</p> <p>Concepts: Systems - Understand the role of politicians and economics in preventing or promoting change. Time – use of analytical timelines</p> <p>Skills: Conduct research as directed by teacher using basic</p>	<ul style="list-style-type: none"> • Knowledge: Aspects of the cold war. • Concepts: time and the change in perceptions. People in past societies. • Global Awareness • Systems: communist vs free market • Technical Skills: • use a variety of media and technologies to research, select, interpret and communicate data • represent information using maps, models and diagrams, including use of scale, graphs and tables.

	<p>investigative skills as well as other appropriate skills. Organisation and Presentation – relating to working in a group and presenting.</p>	<ul style="list-style-type: none"> • Organisation and Presentation: <ul style="list-style-type: none"> • communicate information that is relevant to the topic • organize information in a logically sequenced manner, appropriate to the format used • present and express information and ideas in a clear and concise manner, using appropriate language, • style and visual representation • use referencing and a bibliography to clearly document sources of information, using appropriate conventions.
<p>Formative Assessments</p>	<ul style="list-style-type: none"> • Formative assessment will include answering questions in written form from a textbook-type source; responding to video presentations by answering questions / entering into discussion; making an informal group presentation based on the dramatisation (role-playing) of the factors leading up to World War 1. This can be a radio interview or a video. 	<ul style="list-style-type: none"> • Essays and research topics will cover Was Truman justified in dropping the atomic bombs on Hiroshima and Nagasaki ? (reliability, usefulness and sufficiency of sources ; primary and secondary. Criteria A, C, D Sources on “The use of the atomic bombs on Hiroshima and Nagasaki “ (written primary & secondary sources and newspaper articles) Criteria A, B, C • “An Aspect of Cold War history “ (students choice of cold war topic) oral presentation with written paper and bibliography . Criteria C and D
<p>Summative Assessment</p>	<p>Summative Assessment: Creating an analytical Timeline of the events leading up to World War 2. Also the analysis of political Cartoons of the era.</p>	<ul style="list-style-type: none"> • To research either a historical or current “terrorist” group. Produce a manifesto for propaganda about the group. • The student will take the role of the terrorist group head. They will be given some preprepared questions and then interviewed live in front of a TV audience. The aim is to make sure that they can put over the views of the group, the causes, the history. • Criteria A – Knowledge (of group) • Criteria B: Concepts – time - • Criteria C – Technical skills – research and presentation of information on maps etc. • Criteria D – Presentation and organisation • Idea 2. • Fighting it out on foreign soil – Soviet / American interaction in Angola, Cuba, Mozambique, Vietnam, Korea, Latin America etc. Research topic in pairs. Create a biased history chapter on the conflict in one of these places that is either biased towards USA or USSR/ China • Criteria A B C D
<p>Links</p>		<p>Links to Art – Importance of art in Terrorist / freedom movements</p>

Term 1b		
Title	The Farming System	The Coastal Environment
Unit Question	Can farming feed us all?	What pressures are there on the Coast
Significant Concept	Are rapid increases in food output able to sustainably feed us all.	Is the use of the Coast in Barbados sustainable?
AOI	Environment	Environment
ATL	<p>Communication informing others—including presentation skills using a variety of media</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, identifying primary and secondary sources</p> <p>Reflection Self Assesment and Peer Assesment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me?</p> <p>Thinking Skills generating ideas—including the use of brainstorming Living graphs encourage thinking skills Concept mapping – farming and environment</p>	<p>Collaboration: designing and undertaking fieldwork as a group.</p> <p>Communication informing others—including presentation skills using a variety of media Also contacting specialists.</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, making movies on landforms</p> <p>Reflection Self Assesment and Peer Assesment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me?</p> <p>Thinking Skills generating ideas—including the use of brainstorming Planning skills Venn diagrams and spider diagrams What happens next?</p>
Subject content	<p>What different jobs are there? How do we divide up jobs – primary, secondary, tertiary? What is an agricultural system</p> <ul style="list-style-type: none"> • What are the different types of agricultural systems worldwide • What factors affect the choice of farming system • Case study – uk west and east. • What problems can farming cause – • The effect of farming subsidies on environment and producers worldwide • Commercial Farming: Case study Tea in Sri Lanka • The Meatrix – inputs, processes and outputs in the meat business. • Case Study – subsistence rice farming • Third world farmer game – inquiry to find out problems that subsistence farmers face. <p>Living graph – ganges farming</p>	<p>Look at erosion and weathering Relate it to coastlines – role of fetch etc Landforms and processes Landslips – case studies Factors affecting coastlines – human and physical Planning a fieldtrip and collaborating on information.</p>

	<ul style="list-style-type: none"> ● Food shortages – what are the various human and physical factors affecting food shortages ● How to increase crop yield – sustainable and unsustainable methods. ● Green Revolution – the pros and cons. ● Why can irrigation be unsustainable – salinisation and Indus Valley civilizations ● Farming and soil management ● The link between farming and famine <p>Questions on Zimbabwe, soil erosion and methods to reduce it. Sustainable farming</p>	
Objectives	<ul style="list-style-type: none"> ● A: Knowledge: relating to farming terminology and systems ● B: Concepts: Systems – the farming system, how changes to the system affect outputs – links to economics, - negative externalities. Change: Factors affecting change – issues of sustainability. Place and Space: advantages offered by different locations. ● C: Skills: Essay writing skills involving analysis 	<p>What are the processes that affect physical landforms. Coastal landforms in particular Fetch and processes of weathering and erosion. Introduction to landforms – use Chris movie as an example of producing film to illustrate the formation of a landform. Important go over the idea of longshore drift.</p> <ul style="list-style-type: none"> ● Task: Work in pairs to develop a movie based on a landform Present movies ● ? What are the main threats to coastal areas ● ? Now think in particular about Barbados ● Produce a table – rank the threats. Next provide evidence from your knowledge. 3. How might we go about producing a fieldtrip to find this informations. What secondary information could we be finding. Homework: find secondary information – create a social bookmarking site and students will add to this. Or create a table in Wikipedia.. ● Coastal issues that can be managed ● What are the differences between hard and soft management Preparing for fieldtrip
Formative Assessments	<ul style="list-style-type: none"> ● Farming systems – B and A ● Farming and the environment – B 	<p>Movies created on coastal landforms: Criteria A, B, C and D</p>
Summative Assessment	<ul style="list-style-type: none"> ● Essay on factors affecting desertification and soil erosion. What are the causes. Are farmers the only ones to blame ● Describe an example that you have researched in which sustainable farming has been adopted to cope with the erosion hazard... 	<ul style="list-style-type: none"> ● Write up and analysis of fieldwork with addition research relating to sustainable use of the Barbados Coastline. ● Criteria A, B, C, D
Links	<ul style="list-style-type: none"> ● Science – soils, plants ● Maths – systems ● Technology – creating solutions to problems 	<ul style="list-style-type: none"> ● Science – ● Technology ● Maths – data collection and presentation.

		<ul style="list-style-type: none"> ● Music - appropriate backing music to movies
Term 2a	●	
Title	Ethnic cleansing in the 20th Century	History of Medicine over time
Unit Question	Why did I have to cut 10 pages out of a History text book?	On the shoulders of giants?
Significant Concept	Genocide is often an internal Problem Holocaust Rwanda Bosnia/ Serbia Cambodia	There has been rapid advancements and setbacks on the road to our current medical understanding.
AOI	Health and Social Education effects of Genocide on the emotional development of countries and individuals.	Human Ingenuity
ATL	<p>Collaboration: working together on reflection.</p> <p>Communication informing others—including presentation skills using a variety of media Also contacting specialists.</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, making presentations</p> <p>Reflection Self Assesment and Peer Assesment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me? Reflection week is important in this unit</p> <p>Thinking Skills generating ideas—including the use of brainstorming Planning skills and connecting ideas over time. Venn diagrams and spider diagrams</p>	<p>Communication informing others—including presentation skills using a variety of media Also contacting specialists.</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, making presentations</p> <p>Reflection Self Assesment and Peer Assesment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me? Reflection week is important in this unit</p> <p>Thinking Skills</p>
Subject content	<p>Genocide wall – find out what students know about genocide. Places, peoples, causes, details. A group case study on the Holocaust What were the causes of the holocaust</p> <ul style="list-style-type: none"> ● What happened during the holocaust? Tales of survivors. 	Progress in the understanding of the cause and cure of illness Ideas of cause and cure of illness, from the supernatural to the natural to the scientific. The work of individuals including Rhazes, Hippocrates, Louis Pasteur, Robert Koch, Paul Ehrlich, Alexander Fleming.

	<ul style="list-style-type: none"> • What is the evidence for the Holocaust • Why do people deny the holocaust? • If good people stand aside ... Schindlers list Watch movie and produce a list of questions you would like to ask Schindler for an interview? • A modern Day holocaust – Darfur • Google Earth Darfur layer – use this to create a factfile documenting cause and effect of the genocide. Genocide Choice – Choose an example of where genocide has occurred and produce a powerpoint in which you can succinctly answer the following. <p>Individual efforts: Art and genocide <i>Facing Death: Portraits from the Killing Fields</i></p> <p>Genocide example report:</p> <ul style="list-style-type: none"> • What country did this example of genocide happen in? • When did it happen • What groups and people were involved in the conflict? • What were the goals of the group/person in power (the one doing the killing)? You might also include some facts about how they came to power here. • Why was there so much hatred in this country at this time? • Explain a few details about the suffering of the people during this genocide. • How did it come to an end? What type of response did the rest of the world have? • What connections can you make between this example of genocide and the ones we have learned about before (Rwanda, Nazi Germany)? • What other actions should or could have been taken to prevent this genocide? • Reflection week on Genocide – what we have learnt. • What organisations must do – who is involved • What can we do as individuals 	<ul style="list-style-type: none"> • Developments in anatomy and surgery. • Knowledge of anatomy and surgical techniques from prehistoric to modern times. • The work of individuals including Claudius Galen, Andreas Vesalius, Ambroise Pare, William Harvey, Sir James Simpson, Joseph Lister, Sir Archbald MacIndoe, Christian Barnard. • Continuity and change in preventative medicine. Preventative measures, from individual and group hygiene to national and international public health initiatives. The work of individuals including Edward Jenner, Edwin Chadwick, Jonas Salk • The development of a medical profession. • The development of a separate profession, from medicine men through barber-surgeons to the highly qualified doctors, nurses and technicians of today. The work of individuals including Hippocrates, Claudius Galen, Ibn Sina (Avicenna), Andreas Vesalins, Florence Nightingale, Elizabeth Garrett Anderson. Essay on “Who provided the greatest medical advancement ever?” This will be research based using guiding questions – the answer must be backed up with evidence and analysed.
<p>Objectives</p>	<ul style="list-style-type: none"> • Knowledge: examples • Concepts: Global awareness and Time • Skills – researching and also understanding bias and sources • Presentation – Report on genocide occurring in one place. 	<ul style="list-style-type: none"> • A: knowledge of history of medicine • Concepts: Change caused by medicine but also those that aimed to hold back medical advancements • Time – links between people over time • Skills: analytical and technical • Presentation: essay •

Formative Assessments	<ul style="list-style-type: none"> • Darfur case study: B, C, D • Art and genocide – the use of imagery. C, D • 	<ul style="list-style-type: none"> • Range of book, short answers, use of sources relating to eras relating to medicine. Did the Greeks know more about medicine than Middle age doctors? • Criteria A, B, C • Role play – a medical ward in Crimea.
Summative Assessment	<ul style="list-style-type: none"> • Genocide case study: Causes, effects, images, Criteria A: knowledge of causes, dates etc C: technical skills of analysing information D: Presentation skills – bibliography. 	<p>Essay on “Who provided the greatest medical advancement ever?”</p> <ul style="list-style-type: none"> • This will be research based using guiding questions – the answer must be backed up with evidence and analysed. • Criteria A: knowledge • B: Change • D: presentation and use of bibliography
Links	English A Technology	Science
Term 2b		
Title	Population	Time to Rebrand
Unit Question	Can the World Hold more people?	A change is as good as a rest?
Significant Concept	Rapid population growth creates pressure on resources. What are the issues relating to rapid population growth	To understand that products, places, people all need to rebrand themselves to remain attractive.
AOI	Human Ingenuity and Environments	Community and Service Thinking of ways that Barbados can rebrand itself to keep its status and gain all year rather than seasonal tourism.
ATL	<p>Collaboration: working together to go through mystery assessment</p> <p>Communication informing others—including presentation skills using a variety of media</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies,</p> <p>Reflection Self Assesment and Peer Assesment How do I reflect? How have my reflections helped me learn?</p>	
Subject content	<ul style="list-style-type: none"> • Graphing population growth rates and comparing LEDC vs 	<ul style="list-style-type: none"> • What does it mean by rebranding?

	<ul style="list-style-type: none"> MEDC growth rates at different times. How to describe patterns Births and Deaths – babyomatic – what affects the number of children you have – social, economic , political? The Demographic Transition Model Population and Development – using population statistics as indicators – how and why Using living graphs to show patterns. Population Pyramids What are they and how can they be used to predict the future? Population density What effects population density Enquiry on Barbados – presentation using geohive for figures, but annotate a map with population density data and explain it using info such as relief, vegetation, transport links, shelter etc. Aids and Malaria – Case studies of Health factors affecting Population figures in Africa Create a fact file on one of these. To include scientific facts as well as data and Malthus vs Boserup – Too many people? Relate to previous work on Green Revolution Population policies of selected countries with explanations. Mystery Ghost Ship – Why people migrate Enquiry to prepare a report on why a boat with 11 migrants from Senegal arrived in Barbados. <p>Mysteries is a good thinking skill.</p>	<ul style="list-style-type: none"> Task with Technology – rebrand a product. Why would a place need rebranding and how can it be successful. Urban rebranding strategies Changes in the CBD and Inner City – Case studies from USA and from Sheffield The Role of transport in rebranding The role of culture – case studies – Glasgow How can sport play a part in the rebranding of a city or country. Case Studies – Olympics in Sydney and London Rebranding Barbados – Barbados suffers from seasonal tourism. What are the issues relating to this. <ul style="list-style-type: none"> “Cricket must naturally take the lead in sports tourism. This assertion was made by Minister of Tourism, Richard Sealy as he addressed the launch of the inaugural Cricket Legends of Barbados International Cup (CLOBI)” Does it: what about rugby – see the site Football – also attracts summer coaching sessions in seasonal wet period. What else – Sailing, surfing etc. Invite in Specialist organisers of tours to speak. Create a Press Release and advertising pack to sell Barbados as a sports tourism site or selling ecotours or as a site for edutourism
Objectives	<ul style="list-style-type: none"> Knowledge – population pyramids, data and issues Concepts Change – short and long term causes of change Consequences of change, environmental change Systems: political systems and effect on populatin issues Global Awareness: factors affecting sustainability Skills Technical and analytical skills 	<ul style="list-style-type: none"> Knowledge – rebranding case studies Concepts Change – short and long term causes of change Consequences of change Systems Global Awareness: factors affecting sustainability Interdependence of societies Skills Technical and analytical skills Presenation and organisation of final assessment.
Formative Assessments	<ul style="list-style-type: none"> Pyramids – C skills Enquiry Barbados C and D Factfile illness A and B 	<ul style="list-style-type: none"> Write ups and answers on case studies – A, C

Summative Assessment	<ul style="list-style-type: none"> • Migration and population issues Senegal • C and D 	<ul style="list-style-type: none"> • Create a Press Release and advertising pack to sell Barbados as a sports tourism site or selling ecotours or as a site for edutourism, music ?? • Criteria B: Change, D: Presentation.
Links	Science Language A Maths Technology Art	Arts – design, Technology, PE, Music
Term 3a	•	Term 3.
Title	The Basics of Economics	China. The New World Leader?
Unit Question	What is the point of Money?	Can a Communist society be affluent but still equitable?
Significant Concept	Money was created to ease trade. How is price decided, and do governments need to get involved with money?	What makes a leader and can Chinas rapid economic growths be tied with responsible environmental and social goals.
AOI	Environment (mainly through the section regarding negative externalities – the lack of assigning a cost to production of pollution) – this was the crux of the Stern report into Global warming.	Environment Has Chinas rapid economic growth been at the expense of the physical and human environment?
ATL	Collaboration: working in groups in debate Communication: being able to communicate effectively ideas. informing others—including presentation skills using a variety of media Information Literacy accessing information—including researching from a variety of sources using a range of technologies, Reflection Self Assesment and Peer Assesment How has this unit helped me understand the value of money? Thinking Skills generating ideas—including the use of brainstorming Planning skills	Communication: being able to communicate effectively ideas. informing others—including presentation skills using a variety of media Information Literacy accessing information—including researching from a variety of sources using a range of technologies, Reflection Self Assesment and Peer Assesment How has this unit helped me understand the links between economics and environment? Link to previous units on externalities. Thinking Skills generating ideas—including the use of brainstorming Planning skills
Subject content	<ul style="list-style-type: none"> • What is money? • A historical look at money? Create a powerpoint looking at the history of money. • What were the early problems with money and how were they dealt with. The extreme measures taken against those that clipped money. • Do we need physical money in the modern world? • The role of trade in the need for money. 	<ul style="list-style-type: none"> • How did China get to where it was today. Card sorting exercise to try and make a timeline of main events since beginning of the last Century. Very simplified, but it will give a starting point and provide images at the same time of important events. • Learn some basic Chinese – counting, Greetings. • The New China starts in 1979 – Deng Xiao Ping and the responsibility system.

	<ul style="list-style-type: none"> • Taking control – creating a budget on excel – creating projections. • How are Prices decided • Demand and supply curves • Survey of 10 items found in different shops. Note the difference in price. Also create a questionnaire to find out where people come from. Relate supply/ demand to sphere of influence (geography related). • Present in a write up with data. • Macroeconomic problems inflation and Trade • What controls does Government have. • Economics and the Environment – the importance of understanding of externalities to the Climate Change Debate. • Will the free market control environmental degradation? • Research and Debate – Should the government get involved in times of Economic Crisis – two views – Keynesian vs free market. Parent (banker) coach will come in to give advice on free market, Teacher role of advisor for Keynesians. Lead to a presentation and debate. Confidence and ability to use examples and supply / demand curves. • 	<ul style="list-style-type: none"> • Selling itself to the world – the growth of industry in China as a result of globalisation • Migration and communism – The economic differences between rural and urban and resulting west east migration. How does this fit with the ideal of communism? • Industrialisation and Energy in China – Sources of energy and changes – a) the use of coal and Chinas status as a greenhouse gas producer – should it stick to climate change agreements? • Is the Chinese anti-natal policy an environmental success? • What are the pros and cons of the Three Gorges Dam? • USA / China trade relations. Can USA continue to have such a high trade deficit. What future for the Dollar? • The new Chinese politics – a strong China = a weak democracy. Is democracy not right for China. From Tiananmen Square onwards.... where are the dissidents? • China makes recycling work? The increase in scrap value and recycled goods value is a result of the increased demand from China. Step 1. Create a letter to be sent to the Chinese UN ambassador to ask that they reduce their greenhouse gas outputs. Put facts and figures in it. • Step 2. Mark the letter of someone else according to a rubric • Step 3. Reply as the Chinese Ambassador giving your side of the story.
Objectives	<ul style="list-style-type: none"> • Knowledge : economic terms • Concepts: Time – money over time • Global Awareness – effect of economics on global issues • Systems: the global economic system – interlinking between systems • Skills – supply demand curves • Presentation and organisation – final assessment. 	<ul style="list-style-type: none"> • Knowledge: of the expansion of china. Details • Concepts: Major section on Change, Global Awareness and Systems • Skills – presenting information in graphs, Using maps. Analysing • Presentation of information.
Formative Assessments	<ul style="list-style-type: none"> • Small unit relating to fieldwork – data presentation and analysis – C • Questions relating to supply demand curves – C • Economics terminology test – A 	<ul style="list-style-type: none"> • News articles Three Gorges , C, D • Population graphs and density maps and analysis – C • Democracy movement – analysed photo and cartoon montage – C, B
Summative Assessment	<ul style="list-style-type: none"> • Presentation D • Skills of understanding graphs C • Global Awareness – relevance of economic ideological viewpoint to environmental issues. B 	<ul style="list-style-type: none"> • Letters to the UN Chinese Ambassador – A –data in letter, B: global awareness, D – presentation and documentation of sources.
Links	Maths, Science	Maths, Science, Language B,
Term 3b	•	

Title	Using Google tools in Geography and History	
Unit Question	Can Google Save the World?	
Significant Concept	That the invention of Google earth has had a similar change on peoples global outlook as the first Space Voyages.	
AOI	Human Ingenuity	
ATL	<p>Collaboration: working on group tours on Google earth</p> <p>Communication informing others—including presentation skills using a variety of media Also contacting specialists.</p> <p>Information Literacy accessing information—including researching from a variety of sources using a range of technologies, Web 2 technologies</p> <p>Reflection Self Assessment and Peer Assessment How do I reflect? How have my reflections helped me learn? What other reflection tools and resources can help me? What are the benefits and disadvantages of Google earth/ street view.</p> <p>Thinking Skills generating ideas—including the use of brainstorming Planning skills Creating tours and mysteries within Google Earth</p>	
Subject content	<ul style="list-style-type: none"> • This unit will be integrated with a number of skills that are integral to History and Geography. It will also be used to highlight a number of current issues that Google has decided to partner up with. • Basic aspects of Google Maps • Basic aspects of Google Earth • Creating markers and images. • Saving to My places • Creating tours • Creating overlays • Comparison of Google maps with other tools e.g. www.mappy.com • Integrating maps with satellite imagery – overlaying contour images. • Is Streetview an attack on our privacy? – class discussion – look for examples. • Using GPS to track trips – Field trip to collect imagery of 	

	<p>Barbados and GPS geotag them. Two issues to cover – the Attractions of Barbados and the Problems affecting Barbados. Create a Group project.</p> <ul style="list-style-type: none"> • World Issue and Google Earth – Darfur, Yann Bertrand , Amazon deforestation, Fairtrade, Unicef etc. • Write a guide and critique of how to use one of these layers of information – create it as a .kmz tour 	
Objectives	<ul style="list-style-type: none"> • Concepts: Place and Space .. • Systems: Equilibrium, rights and responsibilities • 	•
Formative Assessments	<ul style="list-style-type: none"> • C: Technical and research skills relating to the use of Google Earth • B: concepts showing change effectively using Google earth Barbados Group work tour. A, C, D 	•
Summative Assessment	<ul style="list-style-type: none"> • Researching use of Google earth and layers to promote a cause • Environmentalism – using Yann Bertrand • Social Issues – Fairtrade, Wateraid, Unicef • Concentrate on one and create a tour and written report on how Google Earth has benefitted this organisation with examples. • C and D 	•
Links	Technology, Science, Language A, Language B	