

History overview - Individuals and societies

The overviews for each subject group detail the units taught per year and per subject. They include the name of the unit, key and related concepts, global contexts, the statement of inquiry, objectives, approaches to learning (ATL) skills and content (where applicable).

MYP Year 1:

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
Settlement	Systems	Innovation and revolution Interdependence	Scientific and technical innovation: Interaction between individuals and the natural world	Interaction between the natural world (physical and biological) and human societies	A and D	Thinking: Transfer	Social organization today Settlement and social organization: Orientation in space and time Way of life and social relationships Economic activities related to settlement Relationships between the individual and society today.
Age of Exploration	Global interactions	Conflict Governance	Orientation in space and time: personal stories; where we live and our travels; turning points in the history of humanity; discoveries; relationships between individuals and civilisations from a local and global perspective and their interdependence	Past conflicts between cultures still have an impact today on global interaction	A and D	Communication: Communication skills Research: Literacy	New shipping routes become available to Europeans Contact with new civilisations (Europeans vs Native Americans) The consequences of colonization (acculturation, disease, slavery) The first form of global economy (slave trade).

Ancient Egypt	Systems	Culture Civilization Causality (cause/ consequence)	Personal and cultural expression: the ways in which we discover and express our ideas, feelings, our character, culture, beliefs and values	Religions and religious traditions throughout history are varied and can have a profound effect on the history of humanity.	A, B and D	Self-management: Organization skills Communication: Communication skills Research: Literacy Research: Information and media literacy Self-management: Emotional skills	<p>Archaeological discoveries are a way of learning about ancient civilisations</p> <p>The impact of the environment and how it can trigger the beginning of a civilisation</p> <p>The concept of “polytheism” and how Egyptian gods also had animal characteristics</p> <p>The process of mummification and how it played an important role in a person’s life during this period. How the process could be different depending on a person’s social class. Rituals performed to prepare the pharaoh for the hereafter and how these changed when there were financial restraints.</p> <p>Issues relating to women as rulers and the way their power is still having an effect on our world today (the pharaoh Hatshepsut was a woman disguised as a man).</p> <p>The social classes in ancient Egypt and the ways in which these affected people’s quality and way of life.</p> <p>The impact of religion on the daily life of the ancient Egyptians.</p> <p>How were the monuments (obelisks, temples, pyramids) built (materials)?</p> <p>Where were they built (geography)?</p> <p>Why were they built (religious association)?</p> <p>The role of the pharaoh in their society.</p> <p>Social structure: pharaoh / viziers/ high priests/ scribes/ craftsmen / producers - their roles.</p>
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MYP Year 2:

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
Feudalism and the Middle Ages	Systems	Rights Governance Interdependence	Fairness and development	Political and social systems have been shaped by serfs, swords and saints.	A C: i, ii D: iii	Thinking: Creative thinking Research: Information literacy Self-management: Organization	Debate the importance of various factors leading to the decline of the feudal world Create a provocative reflection on why the crisis of the feudal system led to new forms of social organization Establish the causes that favoured national unity in Early Modern Europe Research the origins of the Renaissance
The Reformation and Counter-Reformation in the 15 th century	Change	Causality (cause/consequence)	Identities and relationships: Beliefs and values	Just as religions shape our beliefs, our beliefs shape our religions.	A and D	Social: Collaboration skills	Year section: A new vision of Man. Wording from the national programme's progression of learning: Locate on a map the regions where the various Reformed churches become established. Indicate the factors that lead to the challenging of the Pope's authority and the Catholic church during the Renaissance Name the three Reformed churches Indicate the action taken by the Catholic church to combat the Reformation List the common features of the various Reformed churches Skills: Interpret an historical fact using the historical method.

MYP Year 3:

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
The empires: 15th and 16th century Portugal and Spain	Change	Civilization Causality (cause/consequence)	Orientation in space and time: turning points in the history of humanity; discoveries; relationships between individuals and civilisations from a local and global perspective and their interdependence	Power and control can bring about change from a local as well as an international or even global perspective.	C and D	Thinking: Critical thinking Thinking: Transfer Social: Collaboration skills Self-management: Organization skills Self-management: Reflection	Terminology: what is an explorer, a conqueror, a tourist, a colonist, a colonizer? Situation in France, England, Italy, Portugal and Spain? – Political, economic, social and religious context (14-15 th centuries)? Why did some countries seem better prepared to embark on far-flung expeditions? The new economic conditions that follow on from the crisis (15-16 th centuries) New techniques and great discoveries. Europe before and after the explorations – The New World and the Old World before and after. The legacy for the world – Who gains the most from the exploration and conquests? What are the benefits? Slavery – forced labour: immoral act – economic necessity Triangular trade – the consequences of the creation and spread of colonial empires.
Industrial Revolution in Britain	Time, place and space	Innovation and revolution Perspective Ethics – Rights	Scientific and technological innovation	Innovation is a double-edged sword	A (1&2) B (2,3,4) D (All) C (2&4)	Self-management: Reflection Social: Collaboration	Reform v. Revolution Causes of Industrial Revolution Domestic v. Factors Systems Positive and Negative Impacts

MYP Year 4:

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
Les Lumières	Change	Causality (cause/consequence)	Personal and cultural expression	Radical transformation is the result of the innovative ideas of many individuals	A (1&2) B (3)	Research: Information literacy Research: Media literacy Thinking: Transfer Self-management: Organization	The troubled 14th Century The spirit of the Renaissance The Renaissance begins in Italy Great Renaissance artists Renaissance literature
Evolution of production systems and the social consequences	Systems	Causality (cause/consequence)	Globalization and sustainability: Tensions and opportunities that exist within an interconnected world	Production systems adapt and give rise to social consequences, including changes in the structure of the labour force	A, B and D	Self-management: Organization skills	Evolution of production systems and the social consequences. 1. I. Development of industrial firms A. Development of techniques B. Economic growth 1. II. Social consequences of technical progress 2. A. Changes in the labour force B. Labour migration

MYP Year 5:

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
Entangled Alliances WWI	Global interactions	Nation Conflict Cooperation Interdependence	Globalization and sustainability	Global interactions can bring us closer together or tear us farther apart	B and C	Research: Information literacy Self-management: Organization	WWI / Entangled Alliances / Investigating (Information literacy, structuring information)
Love, hate and propaganda	Systems	Culture Ideology Significance	Personal and cultural expression: the ways in which we discover and express our ideas, feelings, our character, culture, beliefs and values	Propaganda is a tool used by the ruling power to manipulate the people	A and C	Thinking: Critical thinking	Crises and conflicts Movement of thought Give the main features of fascist and Nazi ideology: primacy of the State, rejection of liberalism, cult of the leader, use of propaganda, glorification of national sentiment and violence. Political regimes Give the features of totalitarian regimes in Europe (indoctrination of the masses via propaganda, control of the party and state by a dictator) Totalitarianism: form of government, a political regime where a single party wields all the power and does not tolerate any opposition (one-party system) that requires all citizens to join together in a single entity in support of the state. In a "Total State" an individual only exists in terms of the community, people or nation. The State is an absolute with cult status. It is militarized to instil terror and to inflict domination on individuals.

Name of unit	Key concept	Related concept(s)	Global context	Statement of inquiry	Objective(s)	Approaches to learning skills	Content (where applicable)
							<p>Propaganda: the act of distributing, disseminating, communicating, convincing people of a doctrine, idea, political theory. Its aim is to influence public opinion, to change perceptions of events, people and products, to convert, mobilize or rally followers. Propaganda involves large-scale campaigns to disseminate information that is consistently one-sided and distorted, and sometimes insidious.</p> <p>Analysis of the propaganda poster: Composition: positioning and size of the featured person or the main element, the person's expression and gestures, general movement of the elements in the poster, the structure, perspective, choice of colours, design and the text.</p> <p>Psychological techniques: (lines of thought) to inspire fear, generate enthusiasm, but also to reassure.</p> <p>Cult of personality</p> <p>Youth indoctrination</p> <p>Develop patriotism, nationalism</p> <p>Depiction of grand achievements</p> <p>Heroic figures</p> <p>Proliferation of national symbols</p> <p>Show that everyone is behind the leader (no challenges)</p> <p>Give orders via slogans</p> <p>Etc.</p> <p>Features of the state during the period in which the poster was distributed.</p>