

Subject Group Overview

Geography (MYP 1)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP1 IS Geography 2019/ 20 Unit 1: The natural environment of Europe	Global interaction	Individuals and societies: Geography: Diversity Management and intervention	Orientation in space and time	A Natural and human landscapes and resources B global interaction C diversity D management and intervention	A: Knowing and understanding - i. use vocabulary in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples C: Communicating - i. communicate information and ideas with clarity - ii. organize information and ideas effectively for the task - iii. list sources of information in a way that follows the task instructions	Communication I. Communication skills Self-management III. Organization skills	Content: Students will have access to different content : - Text about the Natural environment - Video regarding natural features in Europe and human interaction
MYP1 IS Geography 2019/ 20 Unit 2 : Differences and Similarities in Europe	Change	Individuals and societies: Geography: Culture Patterns and trends	Orientation in space and time	Europe is made of different societies, many neighbouring countries speak different languages and have different religions. Yet there is a common sense of belonging. Do we feel European? How can we connect more to each other and reduce differences?	B: Investigating - i. explain the choice of a research question - ii. follow an action plan to explore a research question - iii. collect and record relevant information consistent with the research question - iv. reflect on the research process and results D: Thinking critically - i. identify the main points of ideas, events, visual representation or arguments - ii. use information to give an opinion - iii. identify and analyse a range of sources/data in terms of origin and purpose - iv. identify different views and their implications	Thinking VIII. Critical thinking skills X. Transfer skills	Content: Students will have access to different content : - Text about the countries of Europe - Videos explaining facts about countries in Europe Skills: Learn the capitals and countries of Europe; Discuss the various languages and religions present in Europe; Discuss conflicts of interest in the EU.
MYP1 IS Geography 2019/ 20 Unit 3: Risks and challenges for a sustainable	Systems	Individuals and societies: Geography: Globalization Sustainability	Globalization and sustainability	Europe has set some goals for the year 2030. Some of them are linked to Geography and	A: Knowing and understanding - i. use vocabulary in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using	Self-management III. Organization skills	Content: Sustainable development plan for Europe

Subject Group Overview

Europe				the natural environment. Are these achievable? Which are they? How can they help Europe in the years to come?	descriptions, explanations and examples C: Communicating - i. communicate information and ideas with clarity - ii. organize information and ideas effectively for the task - iii. list sources of information in a way that follows the task instructions		Forest and sea management Human impact Natural risks
MYP1 IS Geography 2019/ 20 Unit 4 : The European EXPO	Time, place and space	Individuals and societies: Geography: Culture Networks	Globalization and sustainability	Students will work in pairs and create a research project of "twin" Countries in Europe. Students will have to look at the previous units and combine them to create a project of two Countries (e.g The Netherlands and Belgium) which shall focus on all aspects we studied so far.	B: Investigating - i. explain the choice of a research question - ii. follow an action plan to explore a research question - iii. collect and record relevant information consistent with the research question - iv. reflect on the research process and results C: Communicating - i. communicate information and ideas with clarity - ii. organize information and ideas effectively for the task - iii. list sources of information in a way that follows the task instructions D: Thinking critically - i. identify the main points of ideas, events, visual representation or arguments - ii. use information to give an opinion - iii. identify and analyse a range of sources/data in terms of origin and purpose - iv. identify different views and their implications	Self-management III. Organization skills IV. Affective skills V. Reflection skills	Content: Students will have access to all the material from the previous units. New material will be introduced, such as videos, text and conceptual maps.

Geography (MYP 2)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP2 IS Geography > The	Global interaction	Individuals and societies:	Globalization and	Which are the interactions	A: Knowing and understanding - i. use a range of terminology in		Content:

Subject Group Overview

<p>Continents, location and human interaction - UNIT 1</p>	<p>Geography: Management and intervention Sustainability</p>	<p>sustainability</p>	<p>between Geography and human society around the World? IS society shaped by Geography or the other way around? Students will investigate some of the issues behind different territories around the Globe and think how human shaped the territory. Some interactions may be positive, neutral or negative.</p>	<p>context</p> <ul style="list-style-type: none"> - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples <p>B: Investigating</p> <ul style="list-style-type: none"> - 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 the methods to collect and record relevant information - iv. evaluate the research process and results, with guidance <p>D: Thinking critically</p> <ul style="list-style-type: none"> - 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 values and limitations - iv. recognize different perspectives and explain their implications 	<p>Human interactions on Geography</p> <p>Large scale impacts on the territory around the globe</p> <p>Projects to mitigate human impact</p> <p>Main interactions in each continent</p>	
<p>MYP2 IS Geography > Environmental Geography - UNIT 2</p>	<p>Change Global interaction</p>	<p>Individuals and societies: Geography: Causality (cause and consequence) Disparity and equity Globalization Power Sustainability</p>	<p>Identities and relationships</p> <p>Orientation in space and time</p> <p>Globalization and sustainability</p> <p>Fairness and development</p>	<p>As we live in a large interconnected ecosystem we need to understand the interactions amongst different stakeholders. How is our economy affecting the natural environment? How can we slowly shift to a greener economy?</p>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. use a range of terminology in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples <p>B: Investigating</p> <ul style="list-style-type: none"> - ii. formulate and follow an action plan to investigate a research question - iv. evaluate the research process and results, with guidance <p>C: Communicating</p> <ul style="list-style-type: none"> - i. communicate information and ideas in a way that is appropriate 	

Subject Group Overview

					<ul style="list-style-type: none"> for the audience and purpose ii. structure information and ideas according to the task instructions <p>D: Thinking critically</p> <ul style="list-style-type: none"> ii. summarize information to make valid, well supported arguments iv. recognize different perspectives and explain their implications 		
MYP2 IS Geography > The Landscape of Kent - UNIT 3	Systems Time, place and space	Individuals and societies: Geography: Causality (cause and consequence) Culture Diversity Scale	Orientation in space and time Personal and cultural expression Fairness and development				
MYP2 IS Geography > Global urban sprawl & smart cities - UNIT 4	Global interaction Systems Time, place and space	Individuals and societies: Geography: Management and intervention Networks Patterns and trends Power Processes Sustainability	Scientific and technical innovation Globalization and sustainability Fairness and development	What are the relationships and consequences of our human interactions, looking particularly at the continent of Africa?	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples <p>B: Investigating</p> <ul style="list-style-type: none"> i. formulate/choose a clear and focused research question, explaining its relevance iii. use the methods to collect and record relevant information <p>C: Communicating</p> <ul style="list-style-type: none"> ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information <p>D: Thinking critically</p> <ul style="list-style-type: none"> i. analyse concepts, issues, models, visual representation and/or theories ii. summarize information to make valid, well supported arguments 	<p>Communication</p> <p>I. Communication skills</p> <p>Social</p> <p>II. Collaboration skills</p> <p>Research</p> <p>VI. Information literacy skills</p>	<p>Skills:</p> <p>Understand the physical geography of Africa Challenges facing Africa Regions of Africa based on climate and vegetation zones Global issues which affect Africa and its people Immigration/migration issues</p>

Subject Group Overview

Geography (MYP 3)

Unit Title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
MYP3 Geography IS 2019/2020 Unit 1: What are natural hazards and how do societies respond to them?	Systems	Individuals and societies: Geography: Causality (cause and consequence) Management and intervention	Orientation in space and time	Societies can be affected by different types of hazards and these have many causes for which they must request systems and resources in order to respond effectively to them.	A: Knowing and understanding <ul style="list-style-type: none"> - i. use a range of terminology in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples B: Investigating <ul style="list-style-type: none"> - 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 the methods to collect and record relevant information - iv. evaluate the research process and results, with guidance C: Communicating <ul style="list-style-type: none"> - 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 	Research VI. Information literacy skills	Content: Earth structured, plate tectonics, causes and consequences of earthquakes and volcanoes, different ways that societies can respond to natural disasters.
MYP3 Geography IS 2019/2020 Unit 2: Climate and Habitats	Time, place and space	Individuals and societies: Geography: Culture Diversity	Orientation in space and time	Earth has different climatic zones that, depending on the time, places and space have influenced the culture of the peoples who have had to adapt to climate.	A: Knowing and understanding <ul style="list-style-type: none"> - i. use a range of terminology in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples B: Investigating <ul style="list-style-type: none"> - i. formulate/choose a clear and focused research question, explaining its relevance - ii. formulate and follow an action plan to investigate a research 	Self-management III. Organization skills	Content: Students will study the latitude and longitude, the rotation and revolution of the earth, the seasons, the different climates and the biomes.

					<p>question</p> <ul style="list-style-type: none"> - iii. use the methods to collect and record relevant information - iv. evaluate the research process and results, with guidance <p>C: Communicating</p> <ul style="list-style-type: none"> - 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 <p>D: Thinking critically</p> <ul style="list-style-type: none"> - 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 values and limitations - iv. recognize different perspectives and explain their implications 		
<p>IDU: MYP3 Geography IS - Italian LL 2019/ 2020: Migrations</p> <p>Interdisciplinary Unit Italian</p>	<p>Perspective</p>	<p>Individuals and societies: Geography: Causality (cause and consequence) Disparity and equity</p>	<p>Fairness and development</p>	<p>By studying the causality, disparity and equity of migration from different perspectives, students can evaluate how democracy, politics, governments and civil society all play an important role in the process of difference and inclusion of migrants.</p>	<p>Individuals and societies - Geography</p> <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. use a range of terminology in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples <p>B: Investigating</p> <ul style="list-style-type: none"> - 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 the methods to collect and record relevant information - iv. evaluate the research process and results, with guidance 	<p>Communication</p> <p>I. Communication skills</p>	<p>Content:</p> <p>Principal migrations of humans in history</p> <p>Differences between asylum seekers, refugees, economic migrants, IDP</p> <p>Major migration routes</p> <p>Data about migration to Italy and from Italy</p> <p>Stories of migrants of the past and present</p> <p>Reading and analysis of texts about migration</p>

C: Communicating

- 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

D: Thinking critically

- 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 values and limitations
- iv. recognize different perspectives and explain their implications

C: Producing text

- produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

D: Using language

- use appropriate and varied

- vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation

A: Analysing

- identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts
- justify opinions and ideas, using examples, explanations and terminology

Language and literature - Italian

A: Analysing

- identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- identify and explain the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- interpret similarities and differences in features within and between genres and texts

B: Organizing

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention

C: Producing text

- produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal

- engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas

D: Using language

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in an appropriate register and style
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques

<p>MYP3 Geography Change IS 2019/2020: Unit 3: Change and the Earth's future</p>	<p>Individuals and societies: Geography: Causality (cause and consequence) Sustainability</p>	<p>Globalization and sustainability</p>	<p>Climate change is mainly caused by the impact of human activities on the environment, to be able to counter it is first necessary to know it and then adopt a sustainable lifestyle.</p>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> - i. use a range of terminology in context - ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples <p>C: Communicating</p> <ul style="list-style-type: none"> - 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 <p>D: Thinking critically</p> <ul style="list-style-type: none"> - 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, 	<p>Thinking IX. Creative thinking skills</p>	<p>Content: In this unit, students will learn: The climate change is a controversial issue affecting the future of the planet About the evidence of climate change The causes and consequences of climate change About the options for the planet's future.</p>
--	--	---	---	---	--	---

Subject Group Overview

- recognizing values and limitations
- iv. recognize different perspectives and explain their implications