

**Geography (MYP 1)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 IS Geography 2020/21 Unit 1: Exploring Europe	Time, place and space	Diversity, Power	Orientation in space and time  Natural and human landscapes and resources	Time, place and space create diversities among communities not always confirmed by the political power.	<p><b>A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>i. use vocabulary in context</li> <li>ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples</li> </ul> <p><b>B: Investigating</b></p> <ul style="list-style-type: none"> <li>i. explain the choice of a research question</li> <li>ii. follow an action plan to explore a research question</li> <li>iii. collect and record relevant information consistent with the research question</li> <li>iv. reflect on the research process and results</li> </ul> <p><b>C: Communicating</b></p> <ul style="list-style-type: none"> <li>i. communicate information and ideas with clarity</li> <li>ii. organize information and ideas effectively for the task</li> <li>iii. list sources of information in a way that follows the task instructions</li> </ul>	<p>Description</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> <li>• Give and receive meaningful feedback</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Plan short- and long-term assignments; meet deadlines</li> </ul>	<p>CONTENT</p> <p>Students will analyze Europe's natural environments, reflecting on their impact on the communities.</p> <p>They will study physical and political maps and they will notice the arbitrariness of some divisions.</p> <p>They will understand the importance of natural environments with their flora and fauna in the countries' economies.</p> <p>Students will have access to different content, for example:</p> <ul style="list-style-type: none"> <li>- Texts about the Natural environments</li> <li>- Videos regarding natural features in Europe and human interaction</li> <li>- Presentations</li> <li>- Live webcams located in Europe's natural environments</li> </ul> <p>SKILLS</p> <p>Students will work on analysing different types</p>

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MYP1 IS Geography 2020/21 Unit 2 : EU: culture, economy and politics. How does it work?	Global interaction	Disparity and equity, Globalization	Identities and relationships  Competition and cooperation, Human nature and human dignity	Through global interactions, communities can fight disparities and establish relationships which are sustainable and respect nature, identities and human dignity.	<b>A: Knowing and understanding</b> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples <b>B: Investigating</b> 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 <b>D: Thinking critically</b> i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyse a	Description <b>Social</b> • II. Collaboration skills • Working effectively with others • Manage and resolve conflict and work collaboratively in teams • Exercise leadership and take on a variety of roles within groups	of map to make inferences  Students will work on communicating information through different tools, not only verbal or visual (e.g. video)  CONTENT  Students studied Europe and European countries during the first unit. This unit will let them understand the difference between Europe and European Union and the political and economic implications that this institution has. They will analyze different form of governments and economics, debating about the concepts of free trade, globalization and democracy.  The content will be conveyed through the following material:  - videos  - documents  -articles  At the beginning of the unit, I will ask to the students to list the most

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MYP1 IS Geography 2020/21 Unit 3: Risks and challenges for a sustainable Europe	Change	Sustainability, Management and intervention	Fairness and development  Power and privilege, Difference and inclusion	Putting aside personal privileges and enhancing differences, communities can achieve fair change and sustainable development.	<b>A: Knowing and understanding</b> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples <b>C: Communicating</b> i. communicate information and ideas with clarity	Description  <b>Self-management</b> • III. Organization skills • Managing time and tasks effectively • Create plans to prepare for summative assessments (examinations and performances) <b>Thinking</b> • VIII. Critical thinking skills • Analysing and	range of sources/data in terms of origin and purpose iv. identify different views and their implications  significant aspects of the EU; then they will have to create a video to explain the "concept of EU" and its implications to other kids.  I would also like to propose to the students to find a pen pal from a EU country.  SKILLS  Discuss about diversity (e.g. the various languages and religions present in EU; conflicts of interest in the EU...) Analyze situations of injustice Compare different political systems and their consequences on the economies and on the populations

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MYP1 IS Geography 2020/21 Unit 4 : EXPO: you make a difference	Systems	Culture, Power	Scientific and technical innovation  Models, Opportunity	Systems, resulting of the interaction of components, offer models for positive intervention and opportunities for innovation and development.	<p>ii. organize information and ideas effectively for the task</p> <p>iii. list sources of information in a way that follows the task instructions</p> <p><b>B: Investigating</b></p> <p>i. explain the choice of a research question</p> <p>ii. follow an action plan to explore a research question</p> <p>iii. collect and record relevant information consistent with the research question</p> <p>iv. reflect on the research process and results</p> <p><b>C: Communicating</b></p> <p>i. communicate information and ideas with clarity</p> <p>ii. organize information and ideas effectively for the task</p> <p>iii. list sources of information in a way that follows the task instructions</p> <p><b>D: Thinking critically</b></p> <p>i. identify the main points of ideas, events,</p>	<p>evaluating issues and ideas</p> <ul style="list-style-type: none"> <li>Propose and evaluate a variety of solutions</li> </ul>	<p>Natural risks</p> <p>Action plans of different EU countries</p> <p>SKILLS</p> <p>In this unit, students will work on the following skills:</p> <ul style="list-style-type: none"> <li>Negotiating skills</li> <li>Responsibility</li> <li>Project management</li> </ul> <p>CONTENT</p> <p>Students will project their country working in pairs. They will focus on these categories: landscape and location; culture; economy; form of government; sustainability.</p> <p>Each project will have to be based on existing European countries, that will be specified in the work.</p> <p>SKILLS</p> <p>Students will need to show the following skills:</p> <ul style="list-style-type: none"> <li>Time and self management</li> <li>Cultural awareness</li> </ul>

## Subject Group Overview

### Geography (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2: IS Geography 2020/ 21: Unit 1: EUROPEAN CULTURES	Time, place and space	Diversity, Culture	Personal and cultural expression  Ritual and play	People's diversity, personal and cultural expression depend upon the time, place and space where human beings grow up.	<p>visual representation or arguments</p> <p>ii. use information to give an opinion</p> <p>iii. identify and analyse a range of sources/data in terms of origin and purpose</p> <p>iv. identify different views and their implications</p> <p><b>B: Investigating</b></p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record relevant information</p> <p>iv. evaluate the research process and results, with guidance</p> <p><b>C: Communicating</b></p> <p>i. communicate information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>iii. create a reference list and cite sources of information</p>	<p>Description</p> <p>In order to present their work on the selected European country, students will need to develop the use of memory.</p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• VI. Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>• Use memory techniques to develop long-term memory</li> </ul>	<p>- Project management</p> <p>- Work ethic</p> <p>European Capitals</p> <p>different religions in the countries</p> <p>demographic aspect</p> <p>cultural traditions</p> <p>Skills</p> <p>to be able to make a research on Internet</p> <p>to find primary and secondary sources</p> <p>set and respect internal deadlines</p> <p>interact with classmates</p>

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MYP2: IS Geography 2020/ 21: Unit 2: ASIA	Time, place and space	Diversity, Globalization	Orientation in space and time  Natural and human landscapes and resources, Peoples	Physical geographic features, its populations and globalization emphasize diversities of the biggest country.	<p><b>A: Knowing and understanding</b></p> <p>i. use a range of terminology in context</p> <p>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</p> <p><b>D: Thinking critically</b></p> <p>i. analyse concepts, issues, models, visual representation and/or theories</p> <p>ii. summarize information to make valid, well supported arguments</p> <p>iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations</p> <p>iv. recognize different perspectives and explain their implications</p>	<p>Description</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Keep an organized and logical system of information files/ notebooks</li> </ul>	<p>Students will learn about the main geographic features of Asia. They will study its population, main regions and countries and the impact globalization has in the world' s biggest continent.</p> <p>SKILLS</p> <p>Students will use different skills making PPT presentation and researches. They will have to be able to make a research on Internet and activities including note taking and learn how to organize information. They will work on how to Interact with classmates.</p>
MYP2: IS Geography 2020/ 21: Unit 3: AMERICA	Global interaction	Diversity, Power	Orientation in space and time  Civilizations and social histories, Migration	Migrations bring to global interaction that may stress diversity and power among countries.	<p><b>B: Investigating</b></p> <p>i. formulate/choose a clear and focused research question, explaining its relevance</p> <p>ii. formulate and follow an action plan to investigate a research question</p> <p>iii. use the methods to collect and record</p>	<p>Description</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• I. Communication skills</li> <li>• Exchanging thoughts, messages and information effectively through interaction</li> </ul>	<p>Students will study the discover and division of America, its main geographic features. They will analyse current migration processes.</p> <p>SKILLS</p>

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MYP2: IS Geography 2020/ 21: Unit 4: AFRICA	Change	Diversity, Culture	Orientation in space and time  Natural and human landscapes and resources, Peoples	Time, place and space create diversities that may change people's culture.	<p>relevant information iv. evaluate the research process and results, with guidance</p> <p><b>C: Communicating</b> 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> <p><b>A: Knowing and understanding</b> 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> <p><b>D: Thinking critically</b> 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</p>	<ul style="list-style-type: none"> <li>Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Read critically and for comprehension</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>II. Collaboration skills</li> <li>Working effectively with others</li> <li>Listen actively to other perspectives and ideas</li> </ul>	<p>Students will use different skills making PPT presentation and researches. They will learn how to develop oral communication and they will work on how to Interact with classmates.</p> <p>Students will learn about the main geographic characteristics of Africa, its population, economy and burning issues.</p> <p><b>SKILLS</b></p> <p>To be able to make a research on Internet</p> <p>To find primary and secondary sources</p> <p>Set and respect internal deadlines</p> <p>Interact with classmates</p>

perspectives and explain their implications

## Geography (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Geography IS 2020/2021 Unit 1: What are natural hazards and how do societies respond to them?	Systems	Causality (cause and consequence), Management and intervention	Orientation in space and time  Natural and human landscapes and resources	Societies can be influenced by different systems that produce causes and consequences for humans, to intervene natural and human resources must be organized.	<p><b>A: Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>i. use a range of terminology in context</li> <li>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples</li> </ul> <p><b>B: Investigating</b></p> <ul style="list-style-type: none"> <li>i. formulate/choose a clear and focused research question, explaining its relevancies</li> <li>ii. formulate and follow an action plan to investigate a research question</li> <li>iii. use the methods to collect and record relevant information</li> <li>iv. evaluate the research process and results, with guidance</li> </ul> <p><b>C: Communicating</b></p> <ul style="list-style-type: none"> <li>i. communicate information and ideas in a way that is appropriate for the audience and purpose</li> <li>ii. structure information and ideas according to the task instructions</li> <li>iii. create a reference list and cite sources of</li> </ul>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• VI. Information literacy skills</li> <li>• Finding, interpreting, judging and creating information</li> <li>• Present information in a variety of formats and platforms</li> </ul>	<p>CONTENT</p> <p>The solar system, motion of rotation, motion of revolution, time zones, geographic coordinates, latitude, longitude, geographic grid, Earth structured, plate tectonics, different types of plate movements, causes and consequences of earthquakes and volcanoes, different ways that societies can respond to natural disasters, insight into a volcano of their choice, insight into a natural disaster of their choice.</p> <p>SKILLS</p> <p>Pupils will have to use different skills: use different ways to present a topic (modeling clay, PPT presentations, research). They will have to learn from different resources: videos, explanations written in the book, ppt</p>



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MYP3 Geography IS 2020/2021 Unit 2: Climate and Habitats	Time, place and space	Diversity, Culture	<p>Orientation in space and time</p> <p>Constraints and adaptation</p>	The different times, spaces and places of the earth influence the culture of peoples and determine environmental diversity to which humans and animals must adapt.	<p><b>information</b></p> <p><b>A: Knowing and understanding</b>                      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> <p><b>B: Investigating</b>                      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> <p><b>C: Communicating</b>                      i. communicate information and ideas in</p>	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Plan short- and long-term assignments; meet deadlines</li> </ul>	<p>presentations, internet research conducted by them, oral explanations from the teacher, diagrams, maps and drawings. They will use their digital skills in research, to choose reliable sites and to rework in their own words what they have learned.</p> <p>CONTENT</p> <p>Students will study the different biomes of the earth: tropical forests, savannah, deserts, grasslands, steppes, tundra, taiga. For each of these biomes they will deepen the flora, fauna, temperatures, populations that inhabit them, how the territory is exploited by man and which cultures have developed in the different areas.</p> <p>SKILLS</p> <p>Students will have to use their digital skills because they will be required to find information from the web and deepen one biome. They will also put their collaboration</p>

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MYP3 IDU Geography IS - Italian LL 2020/ 2021: Migrations  <b>Interdisciplinary Unit</b> Italian	Perspective	<b>Individuals and societies - Geography</b>  Disparity and equity, Causality (cause and consequence)	Fairness and development  Government and civil society, Difference and inclusion	causality disparity and equity  perspectives  government and civil society  difference and inclusion  Different perspectives of government and civil society about difference and inclusion of people may cause disparity or	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 <b>D: Thinking critically</b> 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	Description  <b>Learning Experiences: Communication:</b> In order to interpret and use effectively modes of non-verbal communication, students will be divided in groups, they will have to do research on a famous migrant and then tell his/her story	and mediation skills into play because the in-depth work will be carried out in groups. They will use their creativity to prepare a lesson for the class and when they do it they will have to be excellent communicators to keep the attention of their classmates high.  Principal migrations of humans in history  Differences between asylum seekers, refugees, economic migrants, IDP  Major migration routes  Data about migration to Italy and from Italy  Stories of migrants of the past and present

equity.

examples

**B: Investigating**

- 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**

- 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

using non-verbal communication.

**Communication**

- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Interpret and use effectively modes of non-verbal communication

Reading and analysis of texts about migration

**SKILLS**

Analysing stories of migrants (fiction and non-fiction such as newspapers).

Use of creativity.

Meeting deadlines.

Practice empathy with the stories of migrants.

Use of different formatting tools to create a product.

Synthesize information.

implications

**Language and literature - Italian**

**B: Organizing**

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

**C: Producing text**

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

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MYP3 Geography IS 2020/2021: Unit 3: Change and the Earth's future	Change	Causality (cause and consequence), Sustainability	Globalization and sustainability  Human impact on the environment	Human impact on the environment causes changes that, through a sustainable lifestyle and the globalization of	<b>A: Knowing and understanding</b> i. use a range of terminology in context ii. demonstrate knowledge and understanding of	<b>Thinking</b> • IX. Creative thinking skills • Generating novel ideas and considering new perspectives	CONTENT:  In this unit, students will learn:  The climate change is a

ideas, we can counteract.

subject-specific content and concepts, through descriptions, explanations and examples

**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

- Use brainstorming and visual diagrams to generate new ideas and inquiries

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.

**SKILLS**

Students will have to connect the different notions studied as many of the concepts we will study have been deepened in other subjects (for example design and science). they will explore current issues such as Friday for future. They will have to support their idea with their peers and to argue it. Through critical thinking and collaboration with peers they will create a list of their personal commitments to be more sustainable.