

DELEDDA INTERNATIONAL SCHOOL
SUBJECT GROUP OVERVIEW

Unit Title	Key Concepts/ Specified concepts (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives (criteria)	ATL	ATL BETA
Individual and societies (MYP1)								
MYP1: Individual and societies - Geography 2024/25 - Unit 1: Exploring the landscapes, countries and people of the European Continent	Time, place, and space	Diversity, Power.	Orientation in space and time	Time, place and space create diversities among human communities not always confirmed by the political power.	<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"> - Texts about the Natural environments - Videos regarding natural features in Europe and human interaction - Presentations - Live webcams located in Europe's natural environments <p>SKILLS</p> <p>Students will work on analysing different types of map to make inferences</p> <p>Students will work on communicating information through different tools, not only verbal or visual (e.g. video)</p>	<p>A: Knowing and understanding</p> <p>C: Communicating</p>	Self-management	Self management
MYP 1 - Individual and society - Geography 2025/26 - Unit 2: 'United in diversity', nature and functions of the European Union	Global Interactions	Globalization, Disparity and equity.	Identities and relationships	Through global interactions, communities can fight disparities and establish relationships which are sustainable and respect nature, identities and human dignity.	<p>CONTENT</p> <p>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.</p> <p>The content will be conveyed through the following material:</p> <ul style="list-style-type: none"> - videos - documents -articles <p>At the beginning of the unit, I will ask to the students to list the most 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.</p> <p>SKILLS</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	Social, Research	
MYP 1 - Individual and society - Geography 2025/26 - Unit 3: 2030 Sustainable Development Goals and the European continent	Change	Sustainability, Management and intervention.	Fairness and development	Putting aside personal privileges and enhancing differences, communities can achieve fair change and sustainable development.	<p>CONTENT</p> <p>Students will work on sustainable development plan for Europe. In particular, they will focus on:</p> <ul style="list-style-type: none"> Forest and sea management Human impact on natural environments Natural risks Action plans of different EU countries <p>SKILLS</p> <p>In this unit, students will work on the following skills:</p> <ul style="list-style-type: none"> - Proposing and evaluating a range of possible solutions for a common problem or concern. - Creating mind maps as a tool of circular thinking that allows students to identify relationships between factors and objects, as well as opposing points of view on one specific problem. 	<p>In this unit, students will work on the following skills:</p> <ul style="list-style-type: none"> - Proposing and evaluating a range of possible solutions for a common problem or concern. - Creating mind maps as a tool of circular thinking that allows students to identify relationships between factors and objects, as well as opposing points of view on one specific problem. 	Self-management - Use appropriate strategies for organizing material and complex information. Thinking - Generate multiple new ideas, solutions, and inquiries	

MYP 1 - Individual and societies - Geography 2025/26 - Unit 4 - EXPO: you make a difference	Systems	Culture, Power.	Scientific and technical innovation	Systems, resulting of the interaction of components, offer models for positive intervention and opportunities for innovation and development.	<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"> - Time and self management - Cultural awareness - Project management - Work ethic 	<p>Students will need to show the following skills:</p> <ul style="list-style-type: none"> - Time and self management - Cultural awareness - Project management - Work ethic 	Self-management. Research
MYP 1 - Individual and societies - History 2025/26 - Unit 1 BETA : The Mediterranean System	Identity, Time, place and space Civilization	Civilisation, Identity.	Identities and relationships	Historians use knowledge from past sources to explain how ancient civilizations' identities were formed	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Lesson 1: The Ancient Greek City-States - Lesson 2: Athens - Lesson 3: Sparta - Lesson 4 and 5**: The Persian Wars - Lesson 6: The Golden Age of Athens - Lesson 7*: The Peloponnesian War - Lesson 8*: Greek Philosophy and Socrates - Lesson 9 Plato and Aristotle - Lesson 10: Alexander and the Hellenistic Period - Lesson 11: The Roman Republic - Lesson 12: The Punic Wars - Lesson 13: Julius Caesar: A Great Roman - Lesson 14: The Age of Augustus - Lesson 15: Rome and Christianity - Lesson 16: The Fall of the Roman Empire <p>Conceptual knowledge</p> <p>Understanding the differences in culture and identity between the Greek, the Macedonian and the Romans</p> <p>Procedural knowledge</p> <ul style="list-style-type: none"> - Identify the key messages of an ancient source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above 	<p>A: Knowing and understanding</p> <p>D: Thinking critically</p>	<p>Communication - Synthetize information to make valid arguments. Thinking - Identify connections (patterns, relationships, trends</p> <p>Communicating: synthetize information to make valid arguments</p>
MYP 1 - Individual and Societies - History 2025/26 - Unit 2 BETA : Medieval England, France and Holy Roman Empire	Systems Governance; Conflict	Governance, Conflict.	Fairness and development	The current system of governance is formed by past conflicts between government and civil society	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Overview lessons on other medieval kingdoms outside Europe - Pre-Norman England and the impact of the Norman invasion - Normans in England: William I, Duke of Normandy (King of England 1066–1087); establishment of authority; domestic and foreign policies; Domesday Book; Henry I (1100–1135) - Angevin Commonwealth: Henry II (1154–1189); policies in England, Ireland and in Europe - Richard the Lionheart and the Third Crusade - John Lackland and the Magna Charta - 100 Years war and Joan of Arc - War of the Roses <p>Conceptual knowledge</p> <p>Students will learn how a centralized state is formed after centuries of conflict</p> <p>Procedural knowledge</p> <ul style="list-style-type: none"> - Students will investigate another civilization from another region of the world. This research will ensure the student understand the differences between civilizations and their form of governance - Students will gather sources and will write an academic research that will force them to focus on a different form of governance which may, or may not, be born out of conflict 	<p>B: Investigating</p> <p>C: Communicating</p>	<p>Self-management - Set goals that are challenging and realistic. Research - Formulate effective research questions</p> <p>Self-management: set goals that are challenging and realistic</p>
MYP 1 - Individual and societies - History 2025/26 - Unit 3 BETA : Medieval Italy	Change Governance; Cooperation	Cooperation, Governance.	Fairness and development	Cooperation among citizens can lead to new democratic forms of governance	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Italian communes: governance - Italian communes: life of women - Italian communes: infrastructure - Italian communes: science and technology - Italian communes: transmission of ideas - Italian communes: art <p>Conceptual knowledge</p> <p>Student learn about the historical concept of perspectives by learning how citizens from different classes can cooperate to create a more democratic form of governance</p> <p>Procedural knowledge</p> <p>Students learn how to analyze the governance structure of a political institutions distinguishing between different forms of governance</p>	<p>B: Investigating</p> <p>C: Communicating</p>	<p>Communication - Communicating information and ideas effectively using appropriate style. Research - Use a standard method for referencing and citation</p> <p>Research: use a standard method for referencing and citations</p>

MYP 1 - Individual and societies - History 2025/26 - Unit 4 BETA : The Mongols	Global Interactions Significance; Conflicts	Significance, Conflict.	Globalization and sustainability	Significant advances in military and trade offer global opportunities for some, and threats for others	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Rise to power of Genghis Khan - Military techniques of the Mongol - Politics of the Mongols - Trade of the Mongols - Religion of the Mongols <p>Conceptual knowledge</p> <p>The students learn the IB history concept of Change in this unit as the Mongols brought a completely new world not only between the Mongol clans, but across the entire planet.</p> <p>Procedural knowledge</p> <ul style="list-style-type: none"> - Identify the key messages of an ancient source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above 	<p>A: Knowing and understanding</p> <p>D: Thinking critically</p>	<p>Research - Evaluate sources. Thinking - Thinking skills:</p> <p>consider ideas from multiple perspectives</p> <p>consider ideas from multiple perspectives</p>
MYP1: Individual and societies - Geography 2024/25 - Unit 4 - Know and protect your Playground	Communities, Sustainability, Change	Explorations to develop, Human impact on the environment, Conservation	Community action is a powerful tool for the development of sustainable projects aimed at reducing the human impact on the environment and empowering individuals to shape positive change.	<p>Content (topics, knowledge, skills)</p> <p>Develop knowledge and understanding of:</p> <p>Physical features of local coast line and marine habitats.</p> <p>Local coastal biodiversity of the Marine Protected Area of Portofino (fauna and flora).</p> <p>Key threats and challenges to local marine biodiversity.</p> <p>2030 UN Sustainable Development Goals (g. 14 Life below water).</p> <p>Practical actions to develop on a local and international level to achieve SDG targets.</p> <p>Local associations and community action for environment protection and awareness.</p> <p>Conceptual:</p> <p>How and why a Marine Protected Area or Reserve can be a 'best practice' in sustainable development.</p> <p>In what ways awareness of local natural habitats and biodiversity can inform more sustainable actions and habits.</p> <p>How and why every individual is involved in achieving the 2030 S.D.G's, through local daily actions.</p> <p>Procedural knowledge:</p>	<p>B: Investigating</p> <p>C: Communicating</p>	Communication, research	
Individual and societies (MYP2)	Time, place and space	Culture, Diversity.	Personal and cultural expression	Systems and institutions do not always allow the existence of groups considered diverse, although these groups share the same spaces and a cultural identity.	<p>European Capitals</p> <p>different religions in the countries</p> <p>demographic aspect</p> <p>cultural traditions</p> <p>Skills</p> <p>Students will learn to be able to make a research on Internet</p> <p>students will learn to find primary and secondary sources</p> <p>students will learn to set and respect internal deadlines</p> <p>students will learn to interact with classmates</p>	<p>Skills</p> <p>Students will learn to be able to make a research on Internet</p> <p>students will learn to find primary and secondary sources</p> <p>students will learn to set and respect internal deadlines</p> <p>students will learn to interact with classmates</p>	<p>Communication - Communicating information and ideas effectively using appropriate style. Research - Use an organised process for conducting research</p>
MYP 2 - Individual and societies - Geography 2025/26 - Unit 2: Asia and Globalization	Change	Globalization, Power.	Orientation in space and time	Relationships of power can be responsible of significant changes in space and time that might affect people and their use of natural resources.	<p>Students will learn about the main geographic features of Asia: location, sub-regions, climate and vegetation zones, natural resources.</p> <p>Students will explore the human geography of one sub-region of Asia: population, economic sectors, government, SDGs, main conflicts.</p> <p>Students will explore the relationship between conflicts, human diversity and natural resources.</p> <p>Students will explore the impacts of globalization on the people, economy and environment of Asia.</p> <p>SKILLS</p> <p>Organizational skills such as creating a mind map to organize logically complex information.</p> <p>Using a variety of maps critically to evaluate and interpret thematic information.</p> <p>Making inference in reading and comprehension.</p> <p>Identifying opposing or different view points from a variety of sources.</p> <p>Identify causation factors for conflicts.</p> <p>Developing and proposing solutions and or personal points of view on issues.</p>	<p>Organizational skills such as creating a mind map to organize logically complex information.</p> <p>Using a variety of maps critically to evaluate and interpret thematic information.</p> <p>Making inference in reading and comprehension.</p> <p>Identifying opposing or different view points from a variety of sources.</p> <p>Identify causation factors for conflicts.</p> <p>Developing and proposing solutions and or personal points of view on issues.</p>	<p>Self-management - Use appropriate strategies for organizing material and complex information. Thinking - consider ideas from multiple perspectives</p>

MYP 2 - Individual and societies - Geography 2025/26 - Unit 3: The Americas and wealth inequality	Systems	Diversity, Power.	Orientation in space and time	Interactions of powerful forces within a political system which includes migrants can amplify social diversities.	Students will acquire the knowledge to explain how and why the Americas region can be considered as three separate continents. Explore the key physical features (location, landforms, vegetation and climate, natural resources) of the Americas. Explore the human diversity and geography of the region: population, government, economic sectors and wealth. Understand the meaning of migration, explore the different causation factors of migration. Explore the migration flows South - North SKILLS Understanding and using official indexes and models (GDP, HDI, Gini coefficient) to interpret data. Using the International Migration Data Portal. To develop research, students will be taught how to identify and analyze a variety of different sources of information so to create connections between their explicit and implicit messages.	Students will develop problem based activities to emerge the significance and utility of : GDP, HDI and the Gini coefficient as tools to understand wealth and human progress. Students will interact with the International Migration Data Portal to research patterns of migratory flows, guided by prompts and explanations. Students will develop problem solving activities based on sources, to practice making connections between various sources of information. Students will engage in structured discussions to emerge the relationships between: the natural resources, wealth and development and migratory flows of a country.	Communication. Research - Use an organised process for conducting research	
MYP 2 - Individual and societies - History 2025/26 - Unit 1: The Reformation BETA	Culture, Perspective, Time, place and space	Perspective, Culture.	Personal and cultural expression	The current belief system depends on specific past events which created a multicultural society with multiple perspectives	Factual knowledge: we look a brief history of medieval Italian cities, England between 1500 and 1600, the scientific revolution, Martin Luther and Counter-Reformation. Conceptual knowledge: students study what is a religious belief and what are the main differences between them. Difference can lead to conflict but also to reconciliation Procedural knowledge: students learn the historian's skill of pinning down "causality": how event A can cause event B. How the Reformation lead to having a multicultural and multireligious Europe	A: Knowing and understanding D: Thinking critically	Communication - Synthesize information to make valid arguments. Thinking - Identify connections (patterns, relationships, trends	Communicating: synthesize information to make valid arguments
MYP 2 - Individual and societies - History 2025/26 - Unit 2: Global Exploration BETA	Global Interactions Innovation and revolution; causality	Causality (cause and consequence), Innovation and revolution.	Scientific and technical innovation	Advances in technologies, trade, and conquest offer opportunities for some, but threats for others.	Factual knowledge - Incas - Aztecs - Maya - Colonization of the Americas: causes, outcomes and consequences - British empire - Transatlantic slave trade Conceptual knowledge Students will learn how advances, such as in travel, can cause hugely negative impact on societies and environments Procedural knowledge - Students will investigate another civilization from another region of the world. This research will ensure the student understand the differences between civilizations and their form of governance - Students will gather sources and will write an academic research that will force them to focus on a different form of governance which may, or may not, be born out of conflict	B: Investigating C: Communicating	Self-management - Set goals that are challenging and realistic. Research - Use an organised process for conducting research	Self-management: set goals that are challenging and realistic
MYP 2 - Individual and societies - History 2025/26 - Unit 3: Revolutions BETA	Change Significance; Innovation and revolution	Innovation and revolution, Significance.	Scientific and technical innovation	Revolutions, sometimes through ingenious technical progress, can significantly change our society	Factual knowledge - The scientific revolution - The Enlightenment - The Industrial Revolution - The American Revolution - The French Revolution - Napoleon Conceptual knowledge Students learn through the IB History concept of "change" how this can come in the form of technical innovations or political innovations. In both cases, it may produce unpredictable revolutions. Students learn the difference between revolt and revolution Procedural knowledge Students learn how to assess the significance of an event by comparing between them	B: Investigating C: Communicating	Communication - Communicating information and ideas effectively using appropriate style. Research - Use a standard method for referencing and citation	Research: use a standard method for referencing and citations
MYP 2 - Individual and societies - History 2025/26 - Unit 4: Risorgimento BETA	Identity, Systems Ideology	Identity, Ideology.	Fairness and development	New ideologies can change the political systems creating new identities	Factual knowledge We will study the steps that led to the Italian unification and the main figures involved in the process. Conceptual knowledge Reflection upon the ideas of "nation", "language", "rebellion". Procedural knowledge - Identify the key messages of a past source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above	A: Knowing and understanding D: Thinking critically	Research - Evaluate sources. Thinking - Thinking skills: consider ideas from multiple perspectives	Thinking skills: consider ideas from multiple perspectives

Individual and societies (MYP3)

MYP 3 - Individual and societies - Geography 2025/26 - Unit 1: Physical systems and natural hazards, threats and opportunities for human societies	Systems	Causality (cause and consequence), Processes.	Orientation in space and time	Natural hazards are events caused by underlying systemic natural processes.	<p>Topics:</p> <ul style="list-style-type: none"> The solar system Motion of rotation Motion of revolution The Earth/Moon relationship Time zones Earth structure Plate tectonics and their movement Faults Earthquakes Tsunamis Volcanoes Hurricanes <p>Knowledge:</p> <ul style="list-style-type: none"> System Motion Measure Seismic activity Atmosphere <p>Skills: Students will learn to take notes without visual aids</p> <p>Students will learn to study materials on the basis of the notes they have taken</p> <p>Students will learn different strategies to review materials</p> <p>Students will learn to employ a technical jargon</p> <p>Students will learn to acquire knowledge in a specific field</p> <p>Students will learn to formulate a research question</p> <p>Students will learn to plan a research project by creating a detailed outline</p> <p>Students will learn to evaluate bibliographical sources and employ them for their research</p> <p>Students will learn to write an essay</p> <p>Students will learn to express their knowledge in a coherent a cohesive way in an oral test</p>	<p>Students will learn to take notes without visual aids</p> <p>Students will learn to study materials on the basis of the notes they have taken</p> <p>Students will learn different strategies to review materials</p> <p>Students will learn to employ a technical jargon</p> <p>Students will learn to acquire knowledge in a specific field</p> <p>Students will learn to formulate a research question</p> <p>Students will learn to plan a research project by creating a detailed outline</p> <p>Students will learn to evaluate bibliographical sources and employ them for their research</p> <p>Students will learn to write an essay</p> <p>Students will learn to express their knowledge in a coherent a cohesive way in an oral test</p>	Self-management. Research - Use an organised process for conducting research	
MYP 3 - Individual and societies - Geography 2025/26 - Unit 2: Climate and Habitats	Time, place and space	Culture, Diversity.	Orientation in space and time	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>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 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.</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 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.</p>	Research - Use an organised process for conducting research	
MYP 3 - Individual and society - Geography 2025/26 - Unit 3: Change and the Earth's future	Change	Globalization, Sustainability.	Globalization and sustainability	Human impact on the environment causes changes which, through a sustainable lifestyle and the globalization of ideas, it is possible to counteract.	<p>CONTENT:</p> <p>In this unit, students will learn:</p> <p>The climate change is a controversial issue affecting the future of the planet</p> <p>About the evidence of climate change</p> <p>The causes and consequences of climate change</p> <p>About the options for the planet's future.</p> <p>SKILLS</p> <p>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.</p>	<p>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.</p>	Thinking - consider ideas from multiple perspectives; Generate multiple new ideas, solutions, and inquiries	
MYP 3 - Individual and societies - History 2025/26 - Unit 1 BETA : World War I	Change, Power Conflict	Conflict.	Scientific and technical innovation	The struggle for power creates conflicts and instability the resolutions of which can have short and long-term consequences.	<p>Factual knowledge: We will study the society of the late 1800s and early 1900s. A society where the 2nd industrial revolution took place, along with the creation of the communist ideology. There is the start of the Belle Epoque and of global imperialism. These will be crucial elements to understand the causes and events of the Great War. We will then study the causes, events and effects of World War I.</p> <p>Conceptual knowledge: Students will learn how easily a world can go into conflict when too much (or too little) power is at stake</p> <p>Procedural knowledge:</p> <ul style="list-style-type: none"> - Identify the key messages of a past source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above 	<p>A: Knowing and understanding</p> <p>D: Thinking critically</p>	<p>Communication - Synthetize information to make valid arguments.</p> <p>Thinking - Identify connections (patterns, relationships, trends</p>	<p>Communicating: synthetize information to make valid arguments</p>

MYP 3 - Individual and societies - History 2025/26 - Unit 2 BETA : World War II	Systems Conflict; Ideology	Ideology, Conflict.	Fairness and development	An unfair peace agreement can create extreme ideologies that cause conflict which change global systems	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Paris peace conference - Weimar Germany - Rise of fascism - Rise of Nazism - Hirohito's Japan - Diplomacy between the 1920s and 1930s - Causes, outcomes and consequences of World War II 	B: Investigating C: Communicating	Self-management - Set goals that are challenging and realistic. Research - Formulate effective research questions. Thinking - consider ideas from multiple perspectives	Self-management: set goals that are challenging and realistic
					<p>Conceptual knowledge Students will learn how ideologies can lead to collapse of a country and how hate fuel it.</p> <p>Procedural knowledge</p> <ul style="list-style-type: none"> - Students will investigate an aspect of the totalitarian regimes. This research will ensure the student understand the differences between the three totalitarian regimes we study - Students will have to do an oral exam to present their research and then ask factual knowledge about the three totalitarian regimes. 	A: Knowing and understanding D: Thinking critically		
MYP 3 - Individual and societies - History 2025/26 - Unit 3 BETA : Cold War	Time, place and space Interdependence; Conflict	Conflict, Interdependence e.	Orientation in space and time	The desire for dominance in time creates an interdependent conflicting world.	<p>Factual knowledge</p> <p>Four teacher-led lessons</p> <ul style="list-style-type: none"> - Wartime conferences to Cuba- 1940s-1963 - Detente - 1963-1970s - The Second Cold War - 1980s - China focus: from Mao to Xi Jinping - 1949-2024 	B: Investigating C: Communicating	Communication - Communicating information and ideas effectively using appropriate style (Descriptor created by us). Research - Use a standard method for referencing and citation	Research: use a standard method for referencing and citations
					<p>One brief presentation from students- flipped sessions - on the following Cold War Crises</p> <p>Conceptual knowledge The IB historical concept of perspectives comes out often during the unit to explain how the "The desire for dominance in time creates an interdependent conflicting world."</p> <p>Procedural knowledge Students learn how to present a brief work on a cold war crisis Students learn how to compare and contrast two distinct cold war crises This should allow them to understand the interdependence of the conflicting world.</p>			
Individual and societies (MYP4)								
MYP 4 - IS - History 2025/26 - Unit 1 BETA : History of conflict and peace	Systems Causality; Conflict	Causality (cause and consequence), Conflict.	Orientation in space and time	Big conflicts and peace efforts of the past caused systematic changes in our current society.	<p>Factual knowledge</p> <ul style="list-style-type: none"> - We will skim through world history to study the most important conflicts and peace efforts. We will study causes, events, and impact, trying to understand more about ourselves as humans - Conflict - Marathon - Salamis - Adrianople - Legnano - Lepanto - Austerlitz - Waterloo - Gettysburg - Caporetto - Stalingrad - Israeli-Palestinian conflict - Peace efforts - Saint Francis - Paris Peace Conference - Civic rights movement in USA and worldwide - MUN on Russia-Ukraine war 	A: Knowing and understanding D: Thinking critically	Communication - Synthesize information to make valid arguments (Descriptor created by us). Thinking - Identify connections (patterns, relationships, trends	Communicating: synthesize information to make valid arguments
					<p>Conceptual knowledge Students learn the importance of persistence in history: how an event of the past may help us understanding the present.</p> <p>Procedural knowledge</p> <ul style="list-style-type: none"> - Identify the key messages of an ancient source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above 			

MYP 4 - IS - History 2025/26 - Unit 2 BETA : History and its interdisciplinarity	Global Interactions, Perspective Interdependence	Interdependence, Perspective, time	Orientation in space and time	Historians work on interdependent and interactive fields with no boundaries providing a different perspective on the topic	Factual knowledge - History and gender studies: Christine de Pizan, the first female novelist. - History and food studies - Dinner time! - History and sociobiology - how Dante Alighieri fell in love with Beatrice - History and economics - Bankruptcy of the state as a cause of the French revolution - History and psychology: The interpretation and mechanics of dreams from Ancient Greece to now Conceptual knowledge Students learn how interconnected history is with different disciplines Procedural knowledge Students learn how to do a research that when started has no true boundaries	B: Investigating C: Communicating	Self-management - Set goals that are challenging and realistic. Research - Formulate effective research questions	Self-management: set goals that are challenging and realistic
MYP 4 - IS - History 2025/26 - Unit 3 BETA : Economics	Time, place and space Causality, Significance	Causality (cause and consequence), Significance.	Fairness and development	Historical political economists can find statistically significant causes of global inequality today	Factual knowledge Students learn the following - Humanity gained most of its wealth in the past two centuries, starting with the Industrial Revolution in 18th-century Britain. - Economic growth is influenced by geography, politics, culture, demography, and colonialism—no single factor is sufficient. - Some countries advanced earlier (Europe, US, Japan), while others caught up later, and some still lag behind. - Institutions and culture play crucial roles in shaping a nation's development. - Historical patterns reveal prerequisites for economic success, but no universal formula exists. - Lessons from the past can guide efforts to reduce poverty today. Conceptual knowledge Students delve into the the IB history concept of causality: how to assess how a factor matters in a statically significant way to wealth/poverty/inequality? Procedural knowledge Students learn how to use excel to study through data analysis the causes of global inequality today	B: Investigating C: Communicating	Communication - Communicating information and ideas effectively using appropriate style. Research - Use a standard method for referencing and citation	Research: use a standard method for referencing and citations
MYP 4 - IS – History 2025/26 – Unit 4 BETA : Philosophy	Change, Perspective Significance	Perspective, Significance.	Personal and cultural expression	Few significant individuals can change perspectives of a society by applying abstract thinking	Factual knowledge Brief history of philosophy Political philophy will apply philosophy to answer questions on most important issues of our time, as based on the Harvard's university course "Justice - what is the right thing to do"	A: Knowing and understanding D: Thinking critically	Research - Evaluate sources. Thinking - consider ideas from multiple perspectives	Thinking skills: consider ideas from multiple perspectives
Individual and society (MYP5) MYP 5 - Individual and societies – Humanities Unit 1 BETA : Italy (1945-2025) 2025/26	Change, Identity	Change, Identity	Orientation in space and time	The rapid changes that happened in post-WWII in Italy were subject to constraints by the time, place and space of the Cold War leading the Italian identity to adapt to a broader context.	Factual knowledge - Political transition and Nilde Iotti - Economic boom and Enrico Mattei - Black Terrorism - Brigate Rosse, Compromesso Storico and Aldo Moro - Feminist voices: Family, Divorce and Abortion - P2 - State and Mafia - Tangentopoli and Mani Pulite - Italy today: groupwork and flipped sessions on economics, politics, immigration, civic rights, gender, foreign policy, relationship with Europe - Italy of the future: groupwork and flipped sessions on AI, climate change, fashion, sustainable tourism, cuisine, cinema, music, innovative industries, school & university Conceptual knowledge - The implication of love in politics - Life under a booming economy - Definition of terrorism - How to be active citizens - The depth of corruption in politics Procedural knowledge - Identify the key messages of an ancient source - Thinking deeper questions in the test will help students develop critical thinking by learning how to use evidence to answer a question like the one above Studying and writing skills How will the chosen skills be taught within the classroom? Discussion on how to study/take notes &	A: Knowing and understanding D: Thinking critically	Communication - Synthesize information to make valid arguments. Thinking - Analyse complex information	Communicating: synthesize information to make valid arguments

<p>MYP5: Individual and Societies – Humanities 2025/26 – Unit 2 BETA : Global Interactions during the Cold War Era</p>	<p>Global Interactions, Perspective, Power.</p>	<p>Fairness and development. Areas of exploration: Imagining a hopeful future, Human capability and development, Democracy, Politics, Government and civil society, Rights, Law, Justice, Peace and conflict management, Authority, Security and freedom, Ecology and disparate impact, Conflict, Economics, Power and privilege, Inequality, Difference and inclusion, Civic responsibility and the public sphere</p>	<p>In what ways did the Cold War act as a catalyst for political, social, scientific and ideological interactions across the globe?</p>	<p>Factual: - Key events of the Cold War (e.g. Berlin Blockade, Korean War, Cuban Missile Crisis, Vietnam War, Soviet invasion of Afghanistan)- The ideological divide: Capitalism vs Communism- Formation and role of NATO and the Warsaw Pact- The nuclear arms race and the concept of Mutually Assured Destruction (MAD)- Space Race and scientific advancements- Propaganda and psychological warfare- Proxy wars and their impact on regions like Southeast Asia, Africa, and Latin America- Role of the United Nations and diplomatic efforts during the Cold War- Major Cold War leaders and their policies- Eventual collapse of the Soviet Union Conceptual:- Global Interactions: how ideologies, technology, and alliances shaped international relations and influenced domestic policies- Perspective: understanding how different nations and peoples experienced and interpreted the Cold War- Power: how power was projected, challenged, and negotiated between superpowers and among smaller states</p>	<p>B: Investigating, C: Communicating</p>	<p>Self-management - Set goals that are challenging and realistic; Use appropriate strategies for organizing material and complex information. Research - Use an organised process for conducting research; Formulate effective research questions; Use a standard method for referencing and citation</p>	<p>Self-management - Set goals that are challenging and realistic; Use appropriate strategies for organizing material and complex information. Research - Use an organised process for conducting research; Formulate effective research questions; Use a standard method for referencing and citation</p>	
<p>MYP5: IS - Individuals and Societies – Humanities 2025/26 – Unit 3 BETA : – Philosophical Perspectives</p>	<p>Models, Perspective, Systems</p>	<p>Personal and Cultural Expression. Areas of Development: Metacognition and abstract thinking, Social constructions of reality, Philosophies and ways of life, Belief systems, Analysis and argument, Histories of ideas</p>	<p>The perspectives we adopt serve as models for understanding the social construction of reality, forming systems of belief that ultimately dictate our philosophies and ways of life.</p>	<p>Each student will select a specific topic and the factual knowledge will depend on the specific take they will have on their research. The conceptual knowledge is linked to the core concepts of the unit and to methodological analysis of philosophical arguments and conceptualization carry out at the beginning of the unit.</p>	<p>B: Investigating, C: Communicating</p>			
<p>MYP 5 - Individual and societies – Humanities 2025/26 – Unit 4 BETA : The Historical Novel and the Yugoslav wars</p>	<p>Creativity, Relationships</p>	<p>Creativity, Relationships</p>	<p>Personal and cultural expression</p>	<p>Through creativity, individuals can build relationships between personal and cultural expression, using critical literacy to interpret, reimagine, and communicate the past in meaningful ways.</p>	<p>Factual knowledge</p> <ul style="list-style-type: none"> - Key historical events, figures, and contexts related to the chosen period. - Definitions and examples of primary and secondary sources. - Features of narrative writing (plot, setting, character development, perspective, tone). - Historical terminology and vocabulary appropriate to the selected era. <p>Conceptual knowledge</p> <ul style="list-style-type: none"> - Understanding how creativity shapes historical interpretation and personal or cultural expression. - Awareness of how relationships between people, societies, and ideas influence historical change. - Recognition that historical narratives are constructed and can reflect diverse perspectives. - Comprehension of how critical literacy allows us to question and reinterpret historical sources. <p>Procedural knowledge</p> <ul style="list-style-type: none"> - How to analyze and interpret primary sources to extract relevant information and perspectives. - How to integrate factual evidence into a coherent and engaging historical narrative. - How to collaborate effectively within a group to plan, write, and revise a shared creative text. - How to edit and refine a written piece for publication, seeking feedback and maintaining historical accuracy. 	<p>A: Knowing and understanding D: Thinking critically</p>	<p>Research - Evaluate sources. Thinking - consider ideas from multiple perspectives</p>	<p>Thinking skills: consider ideas from multiple perspectives</p>