

Year 7 History Curriculum

	Title	Statement of Enquiry
1	Norman conquest	Conflict can lead to positive change in identity formation.
2	Medieval Life	Systems within society define a sense of identity within the context of the time.
3	Power of monarchy	The governance of the monarchy in England during specific periods led to greater fairness and development.



Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Individuals and Societies.

Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability
History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance

Key Concepts

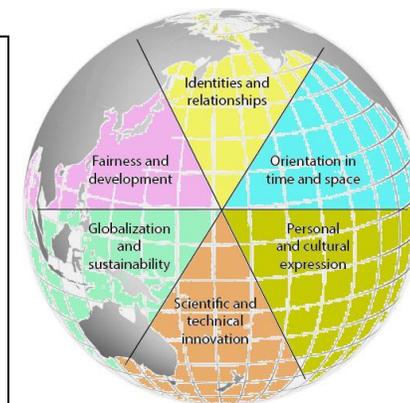
Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. For Individuals in Societies these are **Change, Global Interactions, Systems** and **Time, Place and Space**

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?



Assessment Criteria

Grading



In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent: limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. identifies a research question ii. follows an action plan in a limited way to explore a research question iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. rarely uses information to justify opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.
3–4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	The student: i. describes the choice of a research question ii. partially follows an action plan to explore a research question iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. justifies opinions with some information iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.
5–6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.	The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments ii. gives sufficient justification of opinions using information iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.
7–8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	The student: i. explains the choice of a research question ii. effectively follows an action plan to explore a research question iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results.	The student: i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions.	The student: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. gives detailed justification of opinions using information iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications

Year 7 Geography Curriculum

	Title	Statement of Enquiry
1 2	My Global Skills and Interactions	People's place in the world can be described using patterns and trends at different scales.
3	Population	Change is delicately managed by authorities, with intervention due to a range of social, cultural and physical factors.
4 5	Changing environments	Opportunities of globalisation have created sustainability challenges, which require interaction and management in a changing world.
6	Coasts	Communities experience and respond to processes and systems through scientific, technological and management intervention & innovation.

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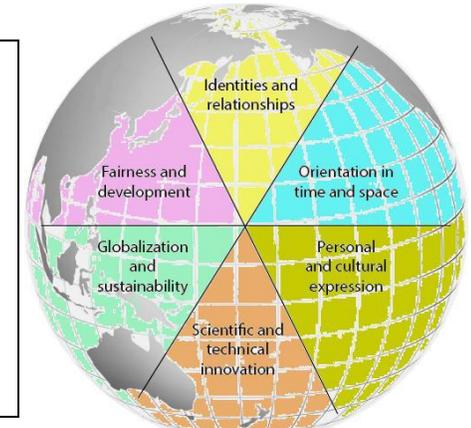
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