

Topic Name	Key Concept	Related Concept	Global Context	Statement of Inquiry	Content	Objectives and Assessment	Assessment	Learner Profile and ATL Skills
HISTORY UNIT: Be a Historian	Change	Perspective Sources	Orientation in space and time Possible explorations: Students will explore turning points in humankind from personal, local and global perspective	Changes recorded through historical sources offer diverse perspectives on key turning points that continue to shape the present	<ul style="list-style-type: none"> • What is history? • Historical Research Skills: Primary & Secondary sources • Facts & opinions - how do you know • Introduction to source analysis using GRAPES • Citing sources using MyBib • History and the concept of time: Chronological and creating timelines • Inference skills - using evidence and critical thinking to draw conclusions. • Writing skills: Summarising main ideas from sources/ paraphrasing 	Criterion A: Knowing and understanding i and ii Criterion D: Thinking critically i, ii and iii	<ul style="list-style-type: none"> • Creating a timeline • Creating a bibliography • Analysing sources 	<u>LEARNER PROFILE</u> Thinkers Reflective <u>ATL SKILLS</u> Communication skills: Exchanging thoughts, messages and information effectively through interaction: <ul style="list-style-type: none"> • Give and receive meaningful feedback • Negotiate ideas and knowledge with peers and teachers. Reading, writing and using language to gather and communicate information: <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information • Make inferences and draw conclusions Social skills: Collaboration skills Working effectively with others: <ul style="list-style-type: none"> • Listen actively to other perspectives and ideas • Encourage others to contribute Thinking skills: Critical-thinking skills Analysing and evaluating issues and ideas

								<ul style="list-style-type: none"> • Draw reasonable conclusions and generalizations <p><i>Creative-thinking skills</i></p> <p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Make unexpected or unusual connections between objects and/or ideas • Apply existing knowledge to generate new ideas, products or processes
HISTORY UNIT: Individuals to communities	Change	Causality, Cooperation	Scientific & Technical innovations Possible exploration: Interaction between people and the natural world; how humans adapt environments to their needs.	Cooperation and common purposes have led individuals to form communities and adapt to progressive changes due to scientific and technical developments over time.	<ul style="list-style-type: none"> • Introduction to first humans- <ul style="list-style-type: none"> • Evolution of humans • Prehistoric era • Innovations and technology through Ages <ul style="list-style-type: none"> • Stone Age (Paleolithic era) • Bronze age • Iron age • Beginning of settled life <ul style="list-style-type: none"> • Neolithic era • Agricultural revolution • Formation of communities • Indigenous communities in India (tribes) 	<p><u>Criterion A:</u> Knowing and understanding</p> <p><u>Criterion B:</u> Investigating</p> <p><u>Criterion C:</u> Communicating</p> <p><u>Criterion D:</u> Thinking critically</p>	FA- Paragraph writing. FA- Arranging events in a Timeline. Summative- End of Unit test.	<p><u>LEARNER PROFILE</u></p> <p>Knowledgeable</p> <p>Thinker</p> <p><u>ATL SKILLS</u> Communication Skills:</p> <p>Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Negotiate ideas and knowledge with peers and teachers. • Give and receive meaningful feedback <p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information • Take effective notes in class • Use a variety of organisers for academic writing tasks <p>Thinking skills:</p> <p><i>Critical thinking Skills</i></p>

								Analysing and evaluating issues and ideas. <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument. • Consider ideas from multiple perspectives Creative thinking skills Generating novel ideas and considering new perspectives <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries. • Practice visible thinking strategies and techniques Transfer skills Utilising skills and knowledge in multiple contexts <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations
HISTORY UNIT: Role of government in individuals	Systems	Power Choice	Fairness and development Exploration: Democracy, Inequality, Rights	Systems through its power and choice creates access to equal opportunities	<ul style="list-style-type: none"> • Introduction to systems (political) <ul style="list-style-type: none"> • Need for a society • Meaning of society • Meaning of diversity <ul style="list-style-type: none"> • Diversity in India • Inequality and discrimination • The constitution and respect for diversity • Government-its needs and rationale • Key elements of democratic government 	Criterion A: Knowing and understanding Criterion D: Thinking critically	FA- Create a public service announcement (PSA) explaining the importance of getting involved in the political system. FA- Word wall quiz Summative task: End of Unit test. A: Knowing and understanding i, ii D. Thinking critically i, iv	LEARNER PROFILE Balanced, Reflective ATL SKILLS Social: Collaboration skills Working effectively with others <ul style="list-style-type: none"> • Encourage others to contribute • Make fair and equitable decision • Advocate one's own rights and needs Thinking skills: Transfer Utilising skills and knowledge in multiple contexts <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations

								<ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions.
HISTORY UNIT: Lasting Legacies	Time, place and space	Civilisation Identity Culture	Globalisation and sustainability interconnectedness of human made systems and communities (human impact on the environment)	Over time the interconnectedness of civilisations across the world have led to changes in identity and culture that often influence how we view them today.	<ul style="list-style-type: none"> <i>Achievements of Ancient Mesopotamian (in detail) and Egyptian civilization (in brief) :</i> Writing system Town planning social structure, trade and economy <i>Harappan/ Indus valley civilization</i> Town planning Trade and economy <i>Contributions of Ancient Greek and Chinese civilization</i> Political systems Social structure, Trade and economy 	Assessment Criterion A: Knowing and understanding Criterion D: Thinking critically Criterion B: Investigating Criterion C: Communicating	FA- Map reading FA- GRAPES FA- Creative writing FA- Quiz SA- Interpreting an Unseen text SA- Analysing and interpreting an unseen passage and visual representation	LEARNER PROFILE Inquirer Knowledgeable ATL SKILLS Communication Skills: Exchanging thoughts, messages and information effectively through interaction <ul style="list-style-type: none"> Use a variety of speaking techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information <ul style="list-style-type: none"> Read critically and for comprehension Read a variety of sources for information Make inferences and draw conclusions Take effective notes in class Use a variety of organisers for academic writing tasks Research: Information Literacy skills <ul style="list-style-type: none"> Access information to be informed and inform others Make connections between various sources of information Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions

							<p>Media Literacy:</p> <ul style="list-style-type: none">• Interacting with media to use and create ideas and information• Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks• Seek a range of perspectives from multiple and varied sources• Communicate information and ideas effectively to multiple audiences using a variety of media and formats• Compare, contrast and draw connections among (multi)media resources <p>Thinking skills:</p> <p><i>Critical thinking</i></p> <p>Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none">• Practice observing carefully in order to recognise problems• Gather and organise relevant information to formulate an argument• Draw reasonable conclusions and generalizations <p><i>Creative thinking skills</i></p> <p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none">• Make unexpected or unusual connections between objects and/or ideas• Apply existing knowledge to generate new ideas, products or processes• Practise visible thinking strategies and techniques <p><i>Transfer skills</i></p> <p>Utilising skills and knowledge in multiple contexts</p>
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								<ul style="list-style-type: none"> • apply skills and knowledge in unfamiliar situations • inquire in different contexts to gain a different perspective
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GEOGRAPHY UNIT: Mapping Our World: The Wonders of Geography	Time, Place & Space	Causality Processes	Orientation in Space and Time Possible Explorations: *natural and human landscapes and resources * People, boundaries, exchange and interaction	Geography equips us with the skills to navigate and interpret the world around us, helping us make informed decisions about where and how we live.	<ul style="list-style-type: none"> • What is geography? • Differences between physical, human and environmental geography. • Mapping skills (<i>latitude, longitude</i>) • Using maps, photos, graphs to describe places 	Criterion: A Knowing and Understanding Criterion: D Thinking critically	Formative Research & Presentation(Guidelines)/ Case Study T.A.L. based/ Map Reading Skills/ R.A.F.T. Strategy Summative: Case Study/ Research Presentation/ TAL based R.A.F.T. Strategy	LEARNER PROFILE Inquirer ATL SKILLS THINKING & COMMUNICATION SKILLS Thinking Skills: VIII. Critical- Thinking Skills: Analysing and Evaluating issues and ideas <ul style="list-style-type: none"> • consider ideas from multiple perspectives • propose and evaluate a variety of solutions X. Transfer Skills: Using skills and knowledge in multiple contexts <ul style="list-style-type: none"> • Combine knowledge, understanding and skills to create products or solutions Communication Skills: I. Communication Skills: Exchanging thoughts, messages and information effectively through interaction <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences

								Reading, writing and using language to gather and communicate information • Read critically and for comprehension
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GEOGRAPHY UNIT: River Rumbles: Understanding Floods	Change	Causality (cause and consequences) *Management and Intervention	Globalisation and Sustainability Possible explorations: *Human Impact on the Environment *Strategy & Infrastructure	Analysing the causes and effects of river flooding enables us to create sustainable management practices that reduce its impact and strengthen global resilience.	<ul style="list-style-type: none"> • River flooding- Why is flooding a problem? • The causes & effects of flooding • River basin & important rivers across the globe • Ways individuals and communities respond to the problem of flooding. (Mitigation) 	Criterion: B Investigating Criterion: C Communicating Criterion: D Thinking critically	Formative Research & Presentation(Guidelines)/ Case Study T.A.L. based/ R.A.F.T. Strategy Summative: Case Study/ Research Presentation/ TAL based/ R.A.F.T. Strategy	LEARNER PROFILE Knowledgeable ATL SKILLS RESEARCH & SOCIAL SKILLS Research Skills: VI. Information literacy Skills: Finding, interpreting, judging and creating information • Access information to be informed and inform others • Present information in a variety of formats and platforms • Create references and citations, and construct a bibliography according to recognized conventions VII. Media literacy Skills: Interacting with media to use and create ideas and information • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Communicate information and ideas effectively to multiple audiences using a variety of media and formats Social Skills: II. Collaboration Skills:
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								<i>Working effectively with others</i> • Listen actively to other perspectives and ideas
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GEOGRAPHY UNIT Urban Growth: The Rise and Development of Settlements	Change	Intervention Causality	Globalization and Sustainability <u>Possible Explorations:</u> *Human impact on the environment * Consumption, conservation, natural resources and public goods	The way settlements develop over time shows us how global and local factors influence urban growth and how we can address these changes	<ul style="list-style-type: none"> • Urbanization • Settlement- different patterns and changes overtime • Benefits, Problems & Solutions - settlement growth 	<u>Criterion: A</u> Knowing and Understanding <u>Criterion: D</u> Thinking critically	<u>Formative</u> Research & Presentation(Guidelines)/ Case Study T.A.L. based/ R.A.F.T. Strategy <u>Summative:</u> Case Study/ Research Presentation TAL based/ R.A.F.T. Strategy	<u>LEARNER PROFILE</u> Communicator <u>ATL SKILLS</u> <i>THINKING & COMMUNICATION</i> <u>Thinking Skills:</u> <i>VIII. Critical- Thinking Skills: Analysing and Evaluating issues and ideas</i> <ul style="list-style-type: none"> • consider ideas from multiple perspectives • propose and evaluate a variety of solutions <i>X. Transfer Skills: Using skills and knowledge in multiple contexts</i> <ul style="list-style-type: none"> • Combine knowledge, understanding and skills to create products or solutions <u>Communication Skills:</u> <i>I. Communication Skills: Reading, writing and using language to gather and communicate information</i> <ul style="list-style-type: none"> • Read critically and for comprehension
GEOGRAPHY UNIT Global Guardians & Change makers	Global Interactions	Power & Choice	Globalization and Sustainability <u>Possible Explorations:</u>	Global Problems are a reality but individuals have the power and choice to make a	<ul style="list-style-type: none"> • To be Global citizens • Exploring Global problems/issues facing the world (environment, human 	<u>Criterion: B</u> Investigating <u>Criterion: C</u> Communicating <u>Criterion: D</u>	<u>Formative</u> Research & Presentation(Guidelines)/ Case Study E-Assessment- T.A.L. based/	<u>LEARNER PROFILE</u> Reflective & Thinkers <u>ATL SKILLS</u> <u>RESEARCH & SOCIAL SKILLS</u> <u>Research Skills:</u>

			<p>*Human impact on the environment</p> <p>*Consumption & Conservation</p>	positive difference	<p><i>rights, wars, resources health)</i></p> <ul style="list-style-type: none"> • Threat to different environments due to human actions • Impact of technology on environment • Human Rights issues affecting children • UN and aids • Different ways individuals can make a positive difference to others. 	Thinking critically	<p>R.A.F.T. Strategy</p> <p><u>Summative:</u> Case Study/ Research Presentation/ Source Analysis/ E-Assessment- TAL based/ R.A.F.T. Strategy</p>	<p>VI. Information literacy Skills: Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Present information in a variety of formats and platforms • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions <p>VII. Media literacy Skills: Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Communicate information and ideas effectively to multiple audiences using a variety of media and formats <p><u>Social Skills:</u></p> <p>II. Collaboration Skills: Working effectively with others</p> <ul style="list-style-type: none"> • Listen actively to other perspectives and ideas
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