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Middle Years Programme

Humanities teacher support material

Example interim objectives

For use with the *Humanities guide* (January 2005)

Objectives for years 1, 3 and 5 of the Middle Years Programme

Year 5 objectives

The humanities objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in the Humanities guide (January 2005). This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used for the final assessment of students' work during year 5.

Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning experiences and assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must follow these procedures.

- For **Knowledge (A)** and **Organization and presentation (D)**, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.
- For **Concepts (B)** and **Skills (C)**, schools must first determine which concepts and skills apply to the curriculum in a particular year of the programme. The relevant year 5 objectives must then be modified to take into account the age, prior knowledge and stage of development of students in that particular year. Each year 5 objective must correspond to at least one modified objective in an earlier year of the programme.

MYP units of work

Examples of possible learning experiences and assessment tasks, each aligned to a set of objectives, appear in the tables that follow. Each learning experience is intended to form part of a larger unit of work designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on "Planning for teaching and learning" in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students' engagement with the MYP unit question and the aligned objectives.

Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions.

The examples of learning experiences listed in the tables that follow all have a connection to one of the areas of interaction. Several examples of learning experiences listed below also strongly suggest the possibility of planning an interdisciplinary unit in collaboration with other subject teachers, for example, researching different aspects of the life of Leonardo da Vinci as an artist, mathematician and scientist.

Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. The examples that follow may be regarded as possible formative or summative assessment tasks depending on the MYP unit question being explored.

Tables of objectives

Where the objectives in the tables that follow are the same for different years of the programme, there is a natural assumption that the student will gain more knowledge, understanding and skills, and become more mature as the course progresses. The units of work are therefore likely to become more complex and the underlying concepts to become more sophisticated as the student progresses from one year to the next. The following examples illustrate this point.

1. **A. Knowledge:** The first objective in the tables that follow is the same for years 3 and 5: “Students should be able to know and use humanities terminology in context.” In this case, it is clear that the student’s knowledge of humanities terminology in year 3 will be more limited than in year 5 because less work has been covered and because the context will be less sophisticated than in year 5.
2. **D. Organization and presentation:** The first objective is the same for years 1, 3 and 5: “Students should be able to communicate information that is relevant to the topic.” Here, the topics will naturally become more sophisticated and complex, in relation to the information that is being presented, as the course progresses.

The tables of objectives for years 1, 3 and 5 apply to all areas of humanities, such as geography, history, economics, politics, civics, sociology, anthropology and psychology. Although the examples of possible assessment tasks and learning experiences focus mainly on history and geography, they could apply to other areas or be adapted with relative ease.

A Knowledge

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> • know and use basic humanities terminology in context 	<ul style="list-style-type: none"> • know and use humanities terminology in context 	<ul style="list-style-type: none"> • know and use humanities terminology in context
<ul style="list-style-type: none"> • demonstrate subject content knowledge and understanding through the use of basic descriptions and explanations, supported by a limited number of relevant facts and/or examples. 	<ul style="list-style-type: none"> • demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples. 	<ul style="list-style-type: none"> • demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing.
Examples of possible assessment tasks		
Students could create a poster illustrating their cultural heritage with links and explanations showing how inventions and discoveries were used then and how we use them today. Examples could include: the brick; the sexagesimal number system (base 60) used by the Sumerians; irrigation systems used by the Incas. Students should use appropriate terminology, such as “artifact”, “progress”, “development”.	Students could create a front page for a mock newspaper depicting an event such as the Mount St Helens volcanic eruption or the Suez crisis. The report includes descriptions and explanations that use and analyse relevant facts. Students should use an increasing variety of relevant terminology, such as “crater”, “pyroclastic flow”, “nationalism”, “foreign intervention”, “gunboat diplomacy”.	Students could engage in role play by acting as a travel agent and giving a presentation that targets a particular audience (for example, ecotourists, members of an archeological society). They describe and explain the features and attractions of a selected location using relevant facts and examples. Students should use appropriate terminology, such as “sustainability”, “globalization”, “radiocarbon dating”, “archeology”.

Examples of possible learning experiences		
Students spend several lessons researching and reading with the teacher in order to identify aspects of their cultural heritage that have been inherited from others.	The teacher introduces the topic and students research the event further using relevant sources.	Students select one topic from a list presented by the teacher and spend some time reading, researching and planning their presentation. They each produce a script and prepare to answer questions from the audience (the rest of the class who role-play as the target audience).

B Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Time

Students should understand the concept of “time” not simply as the measurement of years or time periods, but as a continuum of significant events of the past. Students can achieve this through the study of people, issues, events, systems, cultures, societies and environments through time.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> recognize their role as individuals in a context of time and/or place 	<ul style="list-style-type: none"> understand their role as part of a group in a context of time and place 	<ul style="list-style-type: none"> establish a personal sense of identity in a context of time and place
<ul style="list-style-type: none"> know that time can be measured and perceived in different ways 	<ul style="list-style-type: none"> demonstrate some understanding of different perceptions of time 	<ul style="list-style-type: none"> understand different perceptions of time
<ul style="list-style-type: none"> describe aspects of people in past societies 	<ul style="list-style-type: none"> show an understanding of some aspects of people in past societies 	<ul style="list-style-type: none"> show an understanding of people in past societies
<ul style="list-style-type: none"> demonstrate an awareness of links between people, places and/or events through time 	<ul style="list-style-type: none"> demonstrate some awareness of chronology that links people, places and events through time 	<ul style="list-style-type: none"> demonstrate an awareness of chronology that links people, places and events through time
<ul style="list-style-type: none"> recognize the similarities and differences that exist between people, places and events through time. 	<ul style="list-style-type: none"> recognize and describe the similarities and differences that exist between people, places and events through time. 	<ul style="list-style-type: none"> recognize and explain the similarities and differences that exist between people, places and events through time.
Examples of possible assessment tasks		
<p>a) Students could make a simple model of a sundial, water clock, candle clock or sand clock to demonstrate how people used to tell time.</p> <p>b) Students could organize a range of events chronologically on a time line (for example, the main events in the development and growth of their own settlement) and reflect on the purpose and significance of this sequencing.</p>	<p>Students could create a visual representation of their own family tree and present this to the class. They then compare and contrast their family tree with that of someone else from the class to draw conclusions on how lifestyles have changed over time and vary between different families and/or cultures.</p>	<p>Students could create a detailed slide presentation comparing and contrasting causes and effects of the genocide in Rwanda with the second world war holocaust.</p>

Examples of possible learning experiences		
<p>a) Students could watch a video, read from a textbook and handle actual artifacts in discussions with the teacher.</p> <p>b) Students could collect the necessary information from a range of sources including quotes, letters, documents and pictures supplied by the teacher.</p>	<p>Students could collect the necessary information by interviewing relatives, and reviewing and selecting relevant family documents and photographs.</p>	<p>The students could be introduced, by means of a video, to an example of genocide and discuss the theories pertaining to group persecution. Through more research, students could develop their own arguments and ideas, supported by relevant evidence.</p>

Place and space

The concept of “place and space” refers to a student’s awareness of how place/space is categorized, and the significance of place/space in humanities disciplines.

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> recognize and describe basic patterns and relationships in space, including natural and human environments 	<ul style="list-style-type: none"> recognize and describe patterns and relationships in space, including natural and human environments 	<ul style="list-style-type: none"> recognize, describe and explain patterns and relationships in space, including natural and human environments
<ul style="list-style-type: none"> recognize and describe basic similarities and differences between places 	<ul style="list-style-type: none"> recognize and explain some similarities and differences between places 	<ul style="list-style-type: none"> recognize and explain similarities and differences between places
<ul style="list-style-type: none"> identify constraints and opportunities afforded by location 	<ul style="list-style-type: none"> identify and describe constraints and opportunities afforded by location 	<ul style="list-style-type: none"> understand constraints and opportunities afforded by location
<ul style="list-style-type: none"> identify basic issues related to place/space on a local, national and global scale. 	<ul style="list-style-type: none"> identify and describe issues related to place/space on a local, national and global scale. 	<ul style="list-style-type: none"> understand issues related to place/space on a local, national and global scale.
Examples of possible assessment tasks		
<p>a) Students could produce a world map showing the location of major biomes, using a key to identify similarities and differences.</p> <p>b) Students could develop ideas about why conventional maps have north at the top with reference to an upside-down map. They could also consider why different projections place different regions in the centre of the map and show continents that are disproportionate in area and/or attempt to explain why some boundaries and areas of the world are disputed.</p>	<p>Students could map migration and population patterns and choose a migrant population for a case study. They could also produce a leaflet telling migrants what to expect in their new home.</p>	<p>Students could produce a detailed fact sheet on a less economically developed country and on a more economically developed country. They could attempt to measure, compare and explain the different levels of development in each country using a wide range of variables and factors, such as natural resources, location, climate, proximity to other countries and politics.</p>

Examples of possible learning experiences		
<p>a) Students could be introduced to the relevant terminology by discussing the local biome. They also need to be provided with atlases and blank world maps to work with.</p> <p>b) Students could be introduced to the idea of projecting a sphere on to a flat surface by referring to different sources of information (for example, an appropriate website such as http://www.nationalgeographic.com/2000/projections). They then attempt to draw themselves “from all sides” in order to recognize that this is the same problem facing map-makers when trying to map the three-dimensional world on to a two-dimensional surface. Historical maps and different projections should be used to introduce students to the idea that maps are only representations.</p>	<p>Students could be introduced to the topic of migration by having “push and pull” factors explained through the use of local, national and international examples.</p>	<p>Students could be introduced to the concept of development and the socio-economic indicators used to measure it by conducting research into the host/home country as an example and discussing its level of development.</p>

Change

Change necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people’s perceptions. The concept of “change” addresses both the processes and results of change—natural and artificial, intentional and unintentional.

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> • identify basic short-term and long-term causes of change 	<ul style="list-style-type: none"> • identify and provide some explanations for short-term and long-term causes of change 	<ul style="list-style-type: none"> • understand and explain short-term and long-term causes of change
<ul style="list-style-type: none"> • identify links between causes, processes and consequences 	<ul style="list-style-type: none"> • identify and provide some explanations for links between causes, processes and consequences 	<ul style="list-style-type: none"> • establish and explain links between causes, processes and consequences
<ul style="list-style-type: none"> • recognize and describe basic examples that illustrate continuity and change 	<ul style="list-style-type: none"> • recognize and describe examples that illustrate continuity and change 	<ul style="list-style-type: none"> • recognize and explain continuity and change
<ul style="list-style-type: none"> • recognize what change is and that rates of change vary 	<ul style="list-style-type: none"> • recognize that change is inevitable and that rates of change vary 	<ul style="list-style-type: none"> • recognize that change is inevitable and that the rate of change is relevant to the context
<ul style="list-style-type: none"> • recognize that people interact with their environment and changes occur 	<ul style="list-style-type: none"> • understand that as people interact with their environment, changes occur 	<ul style="list-style-type: none"> • understand that as people interact with their environment, both change
<ul style="list-style-type: none"> • identify how basic interactions can change levels of sustainability. 	<ul style="list-style-type: none"> • identify and describe how environmental, political, economic and social interactions can change levels of sustainability. 	<ul style="list-style-type: none"> • understand and explain how environmental, political, economic and social interactions can change levels of sustainability.

Examples of possible assessment tasks		
Students could write a letter from an explorer to his/her monarch (for example, Cortés writing to the King of Spain) describing the New World and how he/she intends to change it. Alternatively, students could write a letter from an aboriginal person to a relative describing the newcomers and what has changed since their arrival.	Students could write a report on global warming summarizing both positive and negative viewpoints as well providing their own. Supporting evidence should be included. Students could also make recommendations for the future.	Students could write an essay evaluating changes brought about by one revolutionary process (for example, the Industrial Revolution).
Examples of possible learning experiences		
Students could conduct research, having been provided with the relevant background information concerning the historical context and resources such as documents, pictures and letters.	Students could find examples of contrasting viewpoints (pessimists and skeptics) on global warming.	Students could work in groups to identify and evaluate the main consequences of the Industrial Revolution in Europe. Following a class discussion and the sharing of ideas, students prepare their own essay plan.

Systems

The concept of “systems” refers to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> identify, understand and compare how basic systems, models or institutions operate 	<ul style="list-style-type: none"> identify, understand and compare how increasingly complex systems, models and institutions operate 	<ul style="list-style-type: none"> understand, identify and compare how systems, models and institutions operate
<ul style="list-style-type: none"> understand, identify and make basic comparisons between social structures and controls 	<ul style="list-style-type: none"> understand, identify and compare social structures and controls 	<ul style="list-style-type: none"> understand, identify and compare social structures and controls
<ul style="list-style-type: none"> understand, identify and compare the dynamic nature of basic systems 	<ul style="list-style-type: none"> understand, identify and compare the dynamic nature of systems 	<ul style="list-style-type: none"> understand, identify and compare the complex and dynamic nature of systems
<ul style="list-style-type: none"> identify and make basic comparisons between different types of equilibrium within systems 	<ul style="list-style-type: none"> identify, understand and compare different types of equilibrium within increasingly complex systems 	<ul style="list-style-type: none"> understand, identify and compare different types of equilibrium within systems
<ul style="list-style-type: none"> identify and make basic comparisons between systems in local, national and global societies 	<ul style="list-style-type: none"> understand, identify and compare increasingly complex systems in local, national and global societies 	<ul style="list-style-type: none"> understand, identify and compare systems in local, national and global societies
<ul style="list-style-type: none"> identify and make basic comparisons between rights and responsibilities within systems 	<ul style="list-style-type: none"> understand, identify and compare rights and responsibilities within systems 	<ul style="list-style-type: none"> understand, identify and compare rights and responsibilities within systems
<ul style="list-style-type: none"> identify and make basic comparisons, using examples of cooperation within and between systems. 	<ul style="list-style-type: none"> understand, identify and compare cooperation within and between systems. 	<ul style="list-style-type: none"> understand, identify and compare cooperation within and between systems.

Examples of possible assessment tasks		
Students could produce a fact sheet in the shape of a particular animal or plant, showing its adaptations to the rainforest environment. As a class, they could build a large display showing the interrelationships between the organisms with regard to food.	Working together, students could identify the elements of different political systems and construct a Venn diagram showing the similarities and differences between democracy and totalitarianism. In one set, they write the elements of democracy, such as individual rights, multi-party states, freedom of press, labour unions. In the other set, they write the elements of totalitarianism, such as few or no individual rights, single-party state, censorship, political indoctrination. The overlapping parts (the union of the sets) contain the common elements, such as private property, capitalism, free-market policies, citizenship education.	Students could write an essay identifying which groups of people have benefited from the operations and functions of a trading bloc, for example, the EU (European Union) or OPEC (Organization of the Petroleum Exporting Countries). Reference should be made to different scales of benefit (individual, national, global). Students evaluate the effectiveness of the organization and its goals, and suggest future improvements.
Examples of possible learning experiences		
Students could be introduced to the location and characteristics of rainforests and then, by using different sources to gather information on their assigned animal or plant, make notes summarizing the key points, such as adaptations, diet and size.	Students could be introduced to different political systems by focusing on democracy and totalitarianism, in particular. Alternatively, they could study the inter-war period 1919–39, where they look at examples of totalitarian states in Europe.	Students could study trade between countries at different levels of development by discussing several examples of trading blocs and patterns of world trade, including trade agreements and tariffs. Students could also take part in a trading simulation where they are allocated resources in groups and encouraged to trade (as suggested on the website http://www.internationalmonetaryfund.org/external/np/exr/center/fra/econed/index.htm#lessonplans).

Global awareness

The concept of “global awareness” engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one’s own culture in order to understand others’ cultures.

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> identify different perceptions of places, societies and environments 	<ul style="list-style-type: none"> identify and describe different perceptions of places, societies and environments 	<ul style="list-style-type: none"> explain different perceptions of places, societies and environments
<ul style="list-style-type: none"> recognize that their own culture and perception can affect their sense of internationalism 	<ul style="list-style-type: none"> recognize that culture and perception can affect a sense of internationalism 	<ul style="list-style-type: none"> show an understanding of how culture and perception can affect a sense of internationalism
<ul style="list-style-type: none"> identify examples of the interdependence of societies 	<ul style="list-style-type: none"> identify and describe examples of the interdependence of societies 	<ul style="list-style-type: none"> show an understanding of the interdependence of societies

<ul style="list-style-type: none"> • demonstrate international and intercultural awareness and basic understanding 	<ul style="list-style-type: none"> • demonstrate international and intercultural awareness and some understanding 	<ul style="list-style-type: none"> • demonstrate international and intercultural awareness and understanding
<ul style="list-style-type: none"> • explore basic issues facing the international community 	<ul style="list-style-type: none"> • explore issues facing the international community 	<ul style="list-style-type: none"> • explore issues facing the international community
<ul style="list-style-type: none"> • recognize basic issues of equality, justice and responsibility 	<ul style="list-style-type: none"> • recognize issues of equality, justice and responsibility 	<ul style="list-style-type: none"> • recognize issues of equality, justice and responsibility
<ul style="list-style-type: none"> • recognize what responsible action entails. 	<ul style="list-style-type: none"> • know when and how to take responsible action. 	<ul style="list-style-type: none"> • know when and how to take responsible action where relevant.
<p>Examples of possible assessment tasks</p>		
<p>Students could play “dot/non-dot” games on prejudice (see below) and then write a short piece describing how they felt about the game, what their role was, and how this relates to excluded groups in real life. (Even those who do not actively engage in excluding the “dots” should realize they are colluding by not preventing it.)</p>	<p>Students interview a member of the school or local community (peer/teacher/parent) who has moved from another culture to the host culture. They could use questions devised by the teacher or themselves. Students reflect on the variations between the cultures involved, their own perceptions of the cultures and those of others if appropriate. Conclusions could be presented to the class.</p>	<p>Students prepare a position paper and an opening speech for participating in the United Nations (UN) as the representative of one nation.</p>
<p>Examples of possible learning experiences</p>		
<p>Students could play “dot/non-dot” games as follows. Each student is given a slip of paper that is either blank or has a dot on it. Students who have a blank slip of paper have to be excluded from the group being formed by the students who have dots. No one knows who is a “dot” or “non-dot”. The students are encouraged to form a homogeneous group of “dots” by moving around the classroom.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. This game is a variation on the blue eye/brown eye experience but avoids using the physical features of students as the basis for exclusion. 2. This activity needs careful supervision and debriefing by the teacher. 	<p>Students could study internationalism, cultures and perspectives by conducting research into various cultures and attitudes towards other cultures. A class debate could then be held on this topic.</p>	<p>Students could complete a unit of study on the work of international organizations such as the UN. They then conduct research into different aspects of the country they are allocated (government, economy, foreign policy, education).</p>

C Skills

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Technical skills

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> observe and record basic information from selected sources 	<ul style="list-style-type: none"> observe, select and record relevant information from a variety of sources 	<ul style="list-style-type: none"> observe, select and record relevant information from a wide range of sources
<ul style="list-style-type: none"> use different media and technologies to research, select, interpret and communicate simple data 	<ul style="list-style-type: none"> use different media and technologies to research, select, interpret and communicate data 	<ul style="list-style-type: none"> use a variety of media and technologies to research, select, interpret and communicate data
<ul style="list-style-type: none"> use sources such as maps, graphs, tables, atlases, photographs and statistics 	<ul style="list-style-type: none"> use sources such as maps, graphs, tables, atlases, photographs and statistics, in a thoughtful manner 	<ul style="list-style-type: none"> use sources such as maps, graphs, tables, atlases, photographs and statistics, in a critical manner
<ul style="list-style-type: none"> represent basic information using maps, models and diagrams. 	<ul style="list-style-type: none"> represent information using maps, models and diagrams, including use of scale, graphs and tables. 	<ul style="list-style-type: none"> represent information using maps, models and diagrams, including use of scale, graphs and tables.
Examples of possible assessment tasks		
<p>a) Students could choose their favourite pieces from a museum and write detailed descriptions of each one, explaining why they like them.</p> <p>b) Students could create a working model of a volcano using papier mâché, vinegar and baking soda. Alternatively, students could create a model of a three-dimensional cross-section of a volcano showing the main features (crater, vent, magma chamber, layers of ash). Alternatively, students could create an edible model of a volcano to show and share with the class.</p>	<p>Students could use a suitable software package to produce a detailed travel brochure for a place they have visited (or they have recently studied). The brochure should be attractive, coloured if possible, and include pictures and maps. Descriptions of relevant features should be included (geographical, historical, environmental).</p>	<p>Students could produce an annotated map of part of their local area, illustrating and analysing the causes of significant land use changes over time. Students include their own photographic evidence and demonstrate mapping skills, including scale and symbols.</p>

Examples of possible learning experiences		
<p>a) Students could be provided with museum catalogues and, if the museum is large, a suggested number of rooms or sections to visit. They attend the museum and, using drawings and notes, record information about their favourite pieces from each room or section. On their return to school, they could conduct further research into their chosen pieces using the Internet.</p> <p>b) Students could spend some time looking at the location, causes and structure of volcanoes and famous eruptions. Reference could be made to the website http://www.haverford.edu/educ/knight-booklet/volcano.htm.</p>	<p>If the student has visited the place already, then this makes the task more relevant. If this is not possible, students should be given stimulus material and a free choice of location, to keep interest levels high. They could use current brochures and websites but should not plagiarize the contents.</p>	<p>Students could be provided with a historical map of the local area and participate in a discussion about how and why settlements change over time with reference to settlement models and other examples. In groups, students could map the current land use on a base map during fieldwork by defining their own categories of land use, such as high-order commercial, industrial, residential. They could also use sources such as the Internet, aerial photographs or newspaper articles to further investigate historical land use changes.</p>

Analytical skills

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> analyse information from selected sources 	<ul style="list-style-type: none"> analyse and interpret information from a range of sources 	<ul style="list-style-type: none"> analyse and interpret information from a wide range of sources
<ul style="list-style-type: none"> identify basic questions, problems and issues 	<ul style="list-style-type: none"> identify relevant questions, problems and issues 	<ul style="list-style-type: none"> identify key questions, problems and issues
<ul style="list-style-type: none"> recognize the values and limitations of sources 	<ul style="list-style-type: none"> evaluate the values and limitations of sources 	<ul style="list-style-type: none"> critically evaluate the values and limitations of sources
<ul style="list-style-type: none"> compare and contrast basic events, issues, ideas, models or arguments in context. 	<ul style="list-style-type: none"> compare and contrast events, issues, ideas, models and arguments in different contexts. 	<ul style="list-style-type: none"> compare and contrast events, issues, ideas, models and arguments in a range of contexts.
Examples of possible assessment tasks		
<p>Students could engage in the “bag on the bus” game (see below) and then draw pictures of what they think the person looks like and write justifications for their decisions. They then analyse the problems created when primary sources are used, by identifying which sources were helpful and which were not, and discussing how each student allocated a different identity to the person who lost the bag.</p>	<p>Students could use historical cartoons to improve their analytical skills by investigating the significance of the author and date, where the author’s sympathies lie, the intended audience, the style of text or combination of image and text, the colours and symbols, the message and associated values, as well as the limitations and implications of the cartoon as a historical source.</p>	<p>Students could look at an important event from different perspectives, by studying a wide range of primary and secondary sources. For example, they could discuss whether Neville Chamberlain was a hero or a coward after signing the Munich Agreement of 1938 with Hitler and transferring Sudetenland to Germany at the expense of Czechoslovakia.</p>

		<p>Students also need to reflect, in writing, on the difficulty of making a fair judgment on the political decisions that became turning points in history (to a certain extent, Munich was a turning point as, after the agreement was signed, war was the inevitable answer to Hitler's demands).</p>
<p>Examples of possible learning experiences</p>		
<p>The teacher collects the sort of items/objects that a person might carry with them and puts them together in a bag. (Items/objects that appear contradictory should be included.) These items and the bag itself are the sources from which students must build an identity of the person who has left this bag on the bus. Students sit in a circle and pass the bag around, each taking an item until the bag is empty. They then explain what they think the person used each item for and how it might contribute to his/her identity.</p>	<p>Students could discuss how to interpret cartoons and recognize propaganda by studying various examples of cartoons. (These can be ideal sources for furthering understanding of a historical event, for example, the French Revolution, the Russian Revolution. Examples of cartoons or posters can be found on the Internet.)</p>	<p>Students study the causes of the second world war and the policy of appeasement followed by Britain (Chamberlain) and France (Daladier), which culminated in the Munich agreement in 1938. Sources need to be varied and could include the article in the <i>Daily Herald</i> on Saturday 1 October 1938, where it was reported that Mr Chamberlain had declared "it is peace for our time", and the book <i>The Second World War, Volume 1: The Gathering Storm</i> (1948), where Winston Churchill calls it "The Tragedy of Munich".</p>

Decision-making skills

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> • use basic strategies to address issues 	<ul style="list-style-type: none"> • use appropriate strategies to address issues 	<ul style="list-style-type: none"> • develop appropriate strategies to address issues
<ul style="list-style-type: none"> • formulate arguments, make considered judgments on events and draw basic conclusions and implications 	<ul style="list-style-type: none"> • formulate clear and sound arguments, make balanced judgments on events and draw conclusions, including some implications 	<ul style="list-style-type: none"> • formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
<ul style="list-style-type: none"> • make considered decisions and relate them to real-world contexts. 	<ul style="list-style-type: none"> • make substantiated decisions and relate them to real-world contexts. 	<ul style="list-style-type: none"> • make well-substantiated decisions and relate them to real-world contexts.
Examples of possible assessment tasks		
<p>The students debate the topic: “The motor vehicle has brought more benefits than problems to society.” At the end, the students vote and each writes a brief reflection, including their own personal opinion, on the debate.</p>	<p>Students write an essay comparing the education and rights of young females and/or males in two contrasting countries. They should be able to make substantiated comments on the implications of differential opportunities for males and females, including suggestions for change.</p>	<p>Students present an electronic slide show to the class outlining the implementation of a population control policy by a government of a particular country. The presentation should include background information about the country, why the policy is needed, what the policy entails and an evaluation of its effectiveness, including the benefits and problems it has caused or is causing. Students include their personal opinion on whether they agree with the policy and how they could improve it. They are also prepared for questioning by other students on their opinions and strategies.</p>
Examples of possible learning experiences		
<p>Students are divided into “for” and “against” groups and each group prepares for the debate by making use of the school’s library/media centre for research. Each group develops a brief presentation outlining their case and prepares to debate the topic. They are encouraged to include actual examples or data in their presentation.</p>	<p>Students use books, the Internet and documentary film sources to collect material and formulate an argument that is clear, sound and balanced.</p>	<p>Students look at population growth and decline, and factors affecting birth and death rates. They evaluate the demographic transition model and determine how and why countries are at different stages. They also study and discuss the problems of young/rapidly growing or declining/ageing populations and investigate population pyramids. Each student is then allocated a country that has either a “pro-natalist” policy (France, Singapore) or an “anti-natalist” policy (China, India). Students are shown an example of a well-presented slide show and then provided with the time and resources to create their own.</p>

Investigative skills

Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> test basic hypotheses and ideas 	<ul style="list-style-type: none"> test hypotheses and ideas and modify them where necessary 	<ul style="list-style-type: none"> test hypotheses and/or ideas and modify them where necessary
<ul style="list-style-type: none"> plan, carry out and present basic individual and group investigations 	<ul style="list-style-type: none"> plan, carry out and present individual and group investigations 	<ul style="list-style-type: none"> plan, carry out and present individual and group investigations
<ul style="list-style-type: none"> engage in fieldwork in order to complement a basic investigation. 	<ul style="list-style-type: none"> engage in fieldwork in order to complement a more detailed investigation. 	<ul style="list-style-type: none"> engage in fieldwork in order to complement an investigation.
Examples of possible assessment tasks		
Students make a presentation on how a local industry has affected life in their home town.	Students write a brief individual report stating how tourism has affected land use and/or the environment with reference to a local resort or attraction. The report should include a sketch map and annotated photographs. Each student should also refer to the validity of the original hypothesis.	<p>a) Students produce their own detailed fieldwork report on a river or beach, which includes the following sections: introduction, hypothesis, presentation of results, analysis, conclusions and future improvements. Students use a variety of suitable methods to present and analyse the data.</p> <p>b) Students plan, research, prepare and present a slide presentation in which they propose and test a hypothesis on a topic related to one of the world wars. For example, "To what extent did the use of chlorine gas at the second battle of Ypres in 1915 turn the first world war into total war?"</p>
Examples of possible learning experiences		
Students are provided with details of several local industries and each group conducts research into one industry. Fieldwork is undertaken in groups where possible. Students use photographs, interviews, maps and sketches to plan and develop a presentation of the impact of their chosen industry.	During a field trip, students work in small groups to map facilities and land use in a tourist resort. They also carry out an environmental evaluation of each site (noise, litter, graffiti, quality of buildings, smell). The data could be sampled along a transect starting at the identified centre of tourist activity and then moving away. Students are provided with a base map and instructions on how to map the sites. Before collecting the data, students are asked to predict patterns and develop a hypothesis for testing. For example, "There is more litter in the centre of tourist activity than outside it."	<p>a) Students study river or coastal processes and landforms. On the basis of this knowledge, they develop their own hypotheses to be tested. During a field trip, they use appropriate equipment to collect data in small groups at several river or beach sites in order to test their hypotheses.</p> <p>b) Following the study of one or both world wars, students engage in in-depth research using primary and secondary sources relevant to the research question. They structure their work, and support the analysis of the hypothesis and the importance of the investigation with relevant evidence. They also evaluate the merits, limitations and implications of their sources and list these in a bibliography according to a recognized convention.</p>

D Organization and presentation

Students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

Year 1	Year 3	Year 5
Objectives		
At the end of the first year, students should be able to:	At the end of the third year, students should be able to:	At the end of the course, students should be able to:
<ul style="list-style-type: none"> communicate information that is relevant to the topic 	<ul style="list-style-type: none"> communicate information that is relevant to the topic 	<ul style="list-style-type: none"> communicate information that is relevant to the topic
<ul style="list-style-type: none"> organize basic information in a logically sequenced manner 	<ul style="list-style-type: none"> organize information in a logically sequenced manner, appropriate to the format used 	<ul style="list-style-type: none"> organize information in a logically sequenced manner, appropriate to the format used
<ul style="list-style-type: none"> present and express basic information and ideas in a clear and concise manner 	<ul style="list-style-type: none"> present and express information and ideas in a clear and concise manner, using appropriate language and visual representation 	<ul style="list-style-type: none"> present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation
<ul style="list-style-type: none"> clearly document sources of information using appropriate conventions. 	<ul style="list-style-type: none"> use referencing and a bibliography to clearly document sources of information, using appropriate conventions. 	<ul style="list-style-type: none"> use referencing and a bibliography to clearly document sources of information, using appropriate conventions.
Examples of possible assessment tasks		
In small groups, students prepare a slide presentation on the life of a historical figure and his/her impact on society, for example, the role of Leonardo da Vinci in the Renaissance.	<p>a) In pairs, students produce a large clear poster display about a particular renewable energy source and present it to the class. The poster includes relevant images, facts and a bibliography listing the sources used.</p> <p>b) Students write the obituary of a famous historical figure and include a bibliography of sources used.</p>	Students write an essay looking at the impact of the dissolution of the USSR on people in the different states. They present their information in a logical sequence and use appropriate language to communicate their ideas clearly and concisely.
Examples of possible learning experiences		
Each member of the group conducts research into a different aspect of the life of the historical figure, for example, the life of Leonardo da Vinci as an artist, mathematician or scientist, and analyses his contribution through at least two different sources. Together, the group decides on the structure of the presentation, writes the introduction and conclusion, collates the bibliography according to a standard format and evaluates the sources according to their merits and limitations.	a) The students and teacher discuss renewable and non-renewable energy sources, including the problems and difficulties associated with energy sources, such as limited supplies and pollution. Each student is allocated a renewable energy source (wind power, solar power, hydro-electric power). Students work in pairs to research and prepare their poster display. Some guidance is provided with reference to the themes that should be included, for example, how energy is generated, where it takes place, what the benefits and problems are perceived to be.	Students should research this topic carefully, using library and media sources to gather relevant information. The essay should include an introduction, development and conclusion, and have a bibliography in a standard format that shows the use of a variety of sources.

	b) Each student reviews examples of real obituaries and is allocated a famous historical figure. A wide range of primary and secondary sources is made available to the students.	
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