

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Michaelmas HT1	<p><b>Maps</b> <b>Content:</b> Understanding maps, map regression, using maps to learn about the past, understanding scale and contours</p> <p><b>Project:</b> <b>Assessment Format:</b> Planning a new town and incorporating an essence from the past within it. <b>Literacy:</b> Poetry Atlas <b>Numeracy:</b> Scale, calculating height, <b>Internationalism and British Values:</b> The Ordnance Survey as a British institution</p>	<p><b>Natural Environments</b> <b>Content:</b> Biomes, Frederick Clements 1916, Climate, Climate Data and Graphs, Human Impact on Environments, Migration and climate windows, Colonialism, DRC, Sustainability, Circle of Perspectives,</p> <p><b>Assessment Format:</b> Recording, analysing and presenting rainfall/temperature at Wotton House <b>Literacy:</b> Various written tasks <b>Numeracy:</b> Graphs <b>Internationalism and British Values:</b> Impact and resolution of colonialism</p>	<p><b>Governance</b> <b>Content:</b> Types of Monarchies, Republics, Totalitarian States and Dictatorships, Romans, Weimer Republic, Early English Monarchy, Origins and Development of Democracy, Enlightened Absolutism, North Korea and Communism,</p> <p><b>Project:</b> Public enquiry into the White Ship disaster of 1120</p> <p><b>Assessment Format:</b> Research and create a piece of propaganda to demonstrate one system of governance of your choice. This may be a written document, a poster, a video or other medium. <b>Literacy:</b> Written tasks <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy &amp; Rule of Law</p>	<p><b>Introduction to IB Skills:</b> <b>Content:</b> Key Vocabulary and written tasks, Time, Place and Space, Philosophies of Aristotle, Heraclitus, Time in Literature, H G Wells, , Dali - the persistence of memory, Phenomenology, Hawking/Cox and entropy, The Philosophy of Change: Heraclitus/Parminides, School of Athens, Longitude and John Harrison, Human Condition.</p> <p><b>Project:</b> Space and Places project from the Festival of Archaeology 2021. What place means to us in the 21st century.</p> <p><b>Assessment Format:</b> <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b> Individual Liberty</p>	<p><b>Poverty:</b> <b>Content:</b> Definitions of poverty, measuring poverty, Alkire Foster and multidimensional poverty, poverty in history, economic poverty, Hernando de Soto, Tragedy of the Commons, Poverty Trap, Infographics.</p> <p><b>Assessment Format:</b> To craft a viable and relevant poverty alleviation plan that will be relevant to a modern society. <b>Literacy:</b> Written tasks <b>Numeracy:</b> <b>Internationalism and British Values:</b> Rule of Law, Democracy, Individual Liberty</p>
Cross Curricular	Maths, English	Science, Maths	PSHE	English/Art/Science	Maths, Science, Art
Michaelmas HT2	<p><b>Where do we live?</b> <b>Content:</b> Settlement types and patterns, settlement change, DMV's, Migration, Urban Growth, Varangian Guard/Colonies Field Trip to Frocester, Filming an interview of students</p> <p><b>Project:</b> Create and conduct a survey (students/teachers/parents) on settlement patterns of the future.</p> <p><b>Assessment Format:</b> <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b></p>	<p><b>Life in the Middle Ages</b> <b>Content:</b> Definitions, Medieval Gloucester, Change and Continuity, Fall of the Roman Empire, Evaluating Sources, Medieval Britain, Chaucer, Golden Age of Islam, Medieval China, Timelines, Medieval University Challenge</p> <p><b>Project:</b> Illustrate the life of a person from the Middle Ages</p> <p><b>Assessment Format:</b> Illustrate medieval life from your (allocated mediaval) perspective <b>Literacy:</b> Language of Chaucer, written task <b>Numeracy:</b> <b>Internationalism and British Values:</b> Individual Liberty</p>	<p><b>Revolution</b> <b>Content:</b> What are revolutions?, Causes of Revolutions, Russian Revolution, Chinese Revolution, Peasant's Revolt, Weimer Republic,</p> <p><b>Project:</b> Explain the causes and consequence, of a revolution of your choice (500 - 700 words)</p> <p><b>Assessment Format:</b> <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy, Rule of Law, Individual Liberty</p>	<p><b>Conflict</b> <b>Content:</b> Water conflict, Three Dams Gorge China, Arab Spring, Land conflict, Maoris, Common Access Resources</p> <p><b>Project:</b></p> <p><b>Assessment Format:</b> <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy</p>	<p><b>Trade</b> <b>Content:</b> Key Vocabulary and written tasks, Origins of Trade (prehistory), Trade and Equity, Korea and Germany case study, Development of Trade, Benefits of Trade, Multinational Corporations</p> <p><b>Project:</b> Create a business plan for a company that will be trading internationally and making use of natural resources.</p> <p><b>Assessment Format:</b> <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b></p>
Cross Curricular		English			

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Lent HT3	<p><b>Global Citizenship:</b> <b>Content:</b> Key Vocabulary and written tasks, Human rights, Environment - plastics, Trees and deforestation, British values</p> <p><b>Assessment Format:</b> Presentation on an issue facing your local community. <b>Literacy:</b> <b>Numeracy:</b> <b>Internationalism and British Values:</b> Rule of Law <b>Kinesthetic Learning:</b> Photograph a river and plastic content</p>	<p><b>Exporation</b> <b>Content:</b> Marco Polo and Song/Yuan Dynasty China, Conquistadors and Columbian exchange, Africa Land Grab/Berlin Conference, brief introduction to DRC, German colonies, Belgians and rubber, Space exploration, Moon and Voyager, Pale Blue Dot, British Values</p> <p><b>Assessment Format:</b> Create a research question and write a report on two explorers <b>Literacy:</b> Written task <b>Numeracy:</b> Measuring the area of the Africa land grab <b>Internationalism and British Values:</b> Democracy, Rule of Law, Individual Liberty, Respect &amp; Tolerance.</p> <p><b>Kinesthetic activities:</b> Virtual trip to Science Museum,</p>	<p><b>Impact of Technology</b> <b>Content:</b> Caxton/printing/Chaucer, Television and radio, computers, social media, BBC World Service, British Values</p> <p><b>Assessment Format:</b> Does technology harm our relationship with others? Write a response to this question. <b>Literacy:</b> Written response to inquiry <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy, Rule of Law, Individual Liberty, Respect &amp; Tolerance.</p>	<p><b>Development</b> <b>Content:</b> What is development, Measuring development, Suffrage, Women's rights, Human Rights, League of Nations/Treaty of Versailles, United Nations, British Values</p> <p><b>Assessment Format:</b> "The Development Race" magazine article. Following on from the Hans Rosling TED talk, you are going to use his development software to research and analyse comparative development of two countries and write your conclusion as a magazine article. <b>Literacy:</b> Written conclusions <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy, Rule of Law, Individual Liberty, Respect &amp; Tolerance.</p>	<p><b>Power</b> <b>Content:</b> What is power? How is it created? Magna Carta, Terrorism, The Church, Monarchy, Indian Caste System, Colonialism, DRC/ Rubber/Belgium, British Values</p> <p><b>Assessment Format:</b> Persuasive essay: "Can external powers intervene in the way that a country is governed with positive consequences?" <b>Literacy:</b> Essay <b>Numeracy:</b> <b>Internationalism and British Values:</b> Democracy, Rule of Law, Individual Liberty, Respect &amp; Tolerance.</p> <p><b>Kinesthetic:</b> Talk by Thrisha Halder on Caste.</p>
Cross Curricular					
Lent HT4	<p><b>Civilisations</b> <b>Content:</b> Finding out about the past, Mesopotamia and Sumerian innovation, Greek Civilisation, philosophy, and democracy. Heraclitus, Alexander the Great, Euclid, Socrates, Plato, Aristotle. Roman civilization/"uncivilized" practice, rejection of Roman civilization, Incas and Voltaire,</p> <p><b>Assessment Format:</b> Prepare and deliver a short (3-4 minutes) presentation on an idea that changed the world. <b>Literacy:</b> Written tasks <b>Numeracy:</b> <b>Internationalism and British Values:</b></p> <p><b>Kinesthetic learning:</b> artefact handing and sorting into primary and secondary sources, virtual visit to room 56 at the British Museum, Sumerian Dragons Den investment</p>	<p><b>How have innovations and ideas changed the world?</b> <b>Content:</b> Ancient writing - Egypt, Sumarian, Chinese Oracle bones, Renaissance art, Chaucer and vernacular language, humanism and classicism, Galileo, Enlightenment, Galileo, Da Vinci, Thomas Digges, Ptolomy, Copernicus, John Harrison, source analysis, Edward Jenner and vaccination, the Social Contract and Jean Jacques Rosseau, Voltaire</p> <p><b>Assessment Format:</b> What factors led to the emergence and achievements of different civilisations? This will be a 500 word report. <b>Literacy:</b> Written piece <b>Numeracy:</b> <b>Internationalism and British Values:</b></p> <p><b>Kinesthetic:</b> Lecture by Dr Phillipa Steele, Virtual visit to National Gallery, replicating Galileo's observations of Jupiter in the hall, Empirical analysis "personified" in the hall</p>	<p><b>What are natural hazards and how do societies respond to them?</b> <b>Content:</b> Structure of the Earth, plate techtonics, Alfred Wegener, Moho discontinuity, Coverack Bay, plate boundaries, earthquakes, volcanoes and consequences, case study - Lisbon earthquake of 1755, Voltaire and Rosseau, impact of natural disasters, responding to natural disastars, Pompeii, British values - international aid</p> <p><b>Assessment Format:</b> Present a news report relating to a natural hazard. <b>Literacy:</b> Reviewing the works of Voltaire and Rosseau <b>Numeracy:</b> <b>Internationalism and British Values:</b> The role of international aid and British policy and contribution to aid.</p>	<p><b>Choice</b> <b>Content:</b>The philosophy of choice, freewill and virtue, Diodorus Cronus, Aristotle, Enlightenment, sumptory laws, reason/faith, Jean Jacques Rosseau, Rachel Carson, Environmental ethics, Ecuador rainforest, freedom and British Values, Advocacy, International Aid, Global footprints</p> <p><b>Assessment Format:</b> My Global Footprint and My Choices. Drawing on our learning, analyse your own global footprint using the Ecological Footprint Calculator <b>Literacy:</b> Written analysis <b>Numeracy:</b> Calculation of carbon footprint <b>Internationalism and British Values:</b> Environmental responsibilities</p>	<p><b>Sustainability</b> <b>Content:</b> Key Vocabulary and written tasks, What is sustainability?, threats to sustainability, Sustainability Compass, doomed societies, Easter Island, extinction, K-T boundary, financial economies, common access resources, Malthus</p> <p><b>Assessment Format:</b> Research an example of an international attempt to protect a common-access resource <b>Literacy:</b> Written tasks <b>Numeracy:</b> <b>Internationalism and British Values:</b></p>
Cross Curricular					

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Summer HT5	<p><b>What do people believe in?</b>  <b>Content:</b> Origins of belief systems, Comparisons, time line, Christianity, Hinduism, Islam, Humanism, :, Faith and Reason, St. Aquinas, Indigineous Belief,</p> <p><b>Assessment Format:</b> Prepare and deliver a lesson on one particular belief  <b>Literacy:</b> Written tasks  <b>Numeracy:</b>  <b>Internationalism and British Values:</b></p>	<p><b>Globalisation</b>  <b>Content:</b> First evidence of globalisation, acculturation, language, multinational corporations, trade, sport, common access resources, globalisation and space, law, debate, SWOT analysis</p> <p><b>Assessment Format:</b> Create an evaluation and a SWOT analysis to explore the merits of globalisation in the 21st century.  <b>Literacy:</b> Written tasks  <b>Numeracy:</b>  <b>Internationalism and British Values:</b></p>	<p><b>Demographics: where are all the people?</b>  <b>Content:</b> Demographics, patterns of global population change, country wide population and development, demographics and women's rights, United Nations, death rates, migration, population pyramids, Malthus, modelling population change</p> <p><b>Assessment Format:</b> Take a country of your choice and research demographic change to produce an infographic illustrating statistical information on population size, birth rates, death rate, life expectancy and infant mortality.  <b>Literacy:</b> Written tasks  <b>Numeracy:</b>  <b>Internationalism and British Values:</b></p>	<p><b>Resources:</b>  <b>Content:</b> Key Vocabulary and written tasks, Definition of resources, opportunity cost, continuum of economic systems, choices and consequences, unintended consequences, entrepreneurship and innovation, environment, culture</p> <p><b>Assessment Format:</b> To what extent is material accumulation a distinguishing and unique characteristic of humanity? Consider and research this question to create a report including economic, cultural and environmental observations and statistical data using real world case studies.  <b>Literacy:</b> Report writing  <b>Numeracy:</b> Use of statistical data  <b>Internationalism and British Values:</b></p>	<p><b>Networks</b>  <b>Content:</b> Key Vocabulary and written tasks, What are networks, school networks, Waste Management, E-waste, Biomes, human interaction with biomes, Equilibrium, social networks</p> <p><b>Assessment Format:</b> The world consists of natural and artificial networks that operate as both isolated and (more frequently) connected systems. Illustrate one such network using an infographic and accompanying narrative.  <b>Literacy:</b> Narratives  <b>Numeracy:</b>  <b>Internationalism and British Values:</b></p>
Cross Curricular					
Summer HT6	<p><b>What factors contribute to fairness and development of societies?</b>  <b>Content:</b> Consumerism, absolute and relative poverty, Maslow's Hierarchy of Needs, poverty data analysis, statistics, graphs, poverty trap, human and economic development, measuring development, resource curse (DRC) Health and wealth, NHS and equity</p> <p><b>Assessment Format:</b> Create a development plan to support a country and bring them out of poverty.  <b>Literacy:</b> Written project  <b>Numeracy:</b> Creating and interpreting graphs  <b>Internationalism/British values:</b> Democracy, Rule of Law, International aid, stance of Britain in terms of GDP%.</p>	<p><b>How can energy be produced sustainably?</b>  <b>Content:</b> Renewable, non renewable, sustainable, biotic and abiotic resources, nature of energy and electricity, Baghdad batteries, nuclear, solar, wind, geothermal resources, energy calculations, Conservation,</p> <p><b>Assessment Format:</b> To create a plan to supply sustainable energy to a new housing development of 10,000 houses.  <b>Literacy:</b> The project is a written task  <b>Numeracy:</b> Calculating required energy  <b>Internationalism and British Values:</b> Cooperation/conflict in supply and demand for energy resources</p>	<p><b>What is Culture?</b>  <b>Content:</b> What do we understand by culture, anthropology, death and culture, what culture means to me and societies in which I inhabit, culture in music art and sport, cricket in the 18th century, Thomas Chatterton/John Rowley, culture in time space and place, multiculturalism, cultural revolution, Grand Tour - Herculaneum Women</p> <p><b>Assessment Format:</b> Write a journalistic report considering the relevance of culture in the 21st century  <b>Literacy:</b> Poetry of Chatterton/Romantics, Written based report  <b>Numeracy:</b>  <b>Internationalism/British values:</b> Respect &amp; Tolerance</p>	<p><b>Causation</b>  <b>Content:</b> Catalysts, causes and consequences, Science and Copernicus, the arrow of time, relationship between causality and time, longitude and John Harrison, calculating longitude, relationship between time and place, Impact of exploration and lessons for future exploration.</p> <p><b>Assessment Format:</b> Create a pamphlet aimed at a class of 10-12 year olds (MYP1), describing a discovery of your choice and the consequences of the discovery or innovation.  <b>Literacy:</b> Written tasks  <b>Numeracy:</b>  <b>Internationalism/British values:</b>  <b>Kinesthetic learning:</b> recreating the twin clocks experiment in the school field. Measuring longitude on school field.</p>	<p><b>Interdependence:</b>  <b>Content:</b> Scales of Interdependence, WW1 Alliances, Treaty of London 1915, interdependence and independence, Switzerland, Sovereign States, Italy, Interdependence with the media, media debate, interdependence and the environment</p> <p><b>Assessment Format:</b> To prepare and create a presentation on a current issue that required international interdependence to resolve.  <b>Literacy:</b> Powerpoint presentation  <b>Numeracy:</b>  <b>Internationalism/British values</b> This unit is focussing on international cooperation and dependence.</p>
Cross Curricular	PSHE, Maths		PHE		