

MYP Unit 1 Year 7

<b>Unit Title</b>	<b>Globalisation – The good, the bad and the ugly</b>				
<b>Subject group and discipline</b>	<b>Individuals &amp; Societies - Geography</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>18</b>

**Inquiry:**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Global interactions</b>	<b>Power, Disparity &amp; Equity</b>	<b>Globalisation and sustainability</b>
<b>Statement of inquiry</b>		
<b>Interactions of human and physical environments has led to global disparities in wealth, equality and opportunities</b>		
<b>Inquiry questions</b>		
<p><b>Factual [remembering facts and topics]</b>                      How has globalisation led to change in human processes such as development and equality? What impact have lifestyle changes and demands had on the environment?</p> <p><b>Conceptual [analysing big ideas]</b>                      To what extent does globalisation lead to equality of change over time and space?</p> <p><b>Debatable [evaluating and developing theories]</b>                      Is globalisation an ethical process? Are sustainability goals the answer? Is environmental damage an inevitable part of globalisation?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>Objective A - Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>i. use vocabulary in context</li> <li>ii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations, and examples.</li> </ul> <p><b>Objective B - Investigating</b></p> <ul style="list-style-type: none"> <li>i. explain the choice of a research question</li> <li>ii. follow an action plan to explore a research question</li> <li>iii. collect and record relevant information consistent with the research question</li> <li>iv. Reflect on the process and results of the investigation.</li> </ul> <p><b>Objective D - Thinking critically</b></p> <ul style="list-style-type: none"> <li>i. identify the main points of ideas, events, visual representation, or arguments.</li> <li>ii. use information to justify an opinion</li> <li>iii. identify and analyse a range of sources/data in terms of origin and purpose</li> <li>iv. Identify different views and their implications.</li> </ul>	<p><b>Goal</b> To design a campaign encouraging the retail industry to adopt more ethical product sourcing policies</p> <p><b>Role</b> Public relations head of a charity commissioned by the United Nations.</p> <p><b>Audience</b> CEO's of five main high street retailers</p> <p><b>Situation</b> Greater demand for the efficient supply of lifestyle products is increasing inequality between rich and poor countries and is placing more pressure on the environment</p> <p><b>Purpose</b> You will choose an SDG and research question and focus on three chosen products. For each product you will outline the issues [human and environmental] and suggest solutions [what retailers and consumers can do]</p> <p>You will create an information booklet to be handed out to the delegates at the meeting. You will also design a PowerPoint presentation to go with the booklet.</p> <p><b>Standards</b> – A, B and D</p>	<p><b>Relationship between summative assessment task and statement of inquiry:</b></p> <p>The assessment gives students an opportunity to explore a range of issues around <b>global</b> development inequality and how consumer demand in <b>wealthier</b> countries works to maintain <b>disparities</b>.</p> <p>While the focus is on human processes, opportunities to draw out ideas and key questions around <b>human and physical interactions</b> and environmental degradation have been identified which will also link back to learning in Term 1</p> <p>The assessment gives students the opportunity to evaluate their own knowledge and understanding on consumer demand [and it's wider impacts] at a more local scale thus making these ideas less abstract but also feeling into <b>global</b> impacts</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p><b>Critical thinking</b> – using evidence to develop and evaluate ideas. To suggest solutions to identified problems. To identify links between ideas. To consider the importance and relevance of different ideas</p> <p><b>Research</b> – using a research question to investigate and gather evidence. Being able to choose appropriate sources of information.</p> <p><b>Self-management</b> – how effective were the research methods? How could they be improved?</p> <p><b>Communication skills</b> – effective use of language to convey ideas. Literacy should include key terms and clear explanations of processes. Dialogue with other students to ask and answer pertinent questions.</p>		