

Unit Title	Why do stories of Empire differ?				
Subject group and discipline	IY - History	MYP year	2 (8)	Unit duration (hrs)	24

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Global Interaction	Conflict Civilization	Relationships: competition and cooperation
Statement of inquiry		
Global interaction between civilisations led to increased competition and cooperation but also to greater conflict.		
Inquiry questions		
<p>Factual</p> <ol style="list-style-type: none"> 1. What and where did Empires exist? 2. Why were they created? 3. Why and how were they developed? 4. How were people treated <p>Conceptual</p> <ol style="list-style-type: none"> 1. What is meant by civilization? Can it spread for good? 2. Why do Empires develop? 3. What are the legacies of Empire? 		

Debatable <ol style="list-style-type: none"> 1. Can we ever decolonise? 2. Should we apologise for the mistakes from the past? 3. Can Empires ever be used as a force for Good? 		
Objectives		Summative assessment <i>This does not always have to be a GRASPS task, but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>
<i>Learning objectives for the unit</i> Students need to have an understanding of how views of Empires have changed over time, and can communicate to others about how people have viewed Empire Criteria A: Knowing & Understanding Criteria C Communcation	Outline of summative assessment task(s) including assessment criteria: Goal: students will need to create their own exhibition with items which tell the story of the British Empire. Role: Exhibit Curator Audience: British Museum Situation: the Museum are revisiting the items which are in their current exhibitions in light of the move to decolonise Purpose: The students need to write a letter which will help to persuade the Museum which items should remain/enter the exhibition.	Relationship between summative assessment task(s) and statement of inquiry: The students will be learning about two Empires which are intrinsictly linked. The first the Mughal Empire will allow the students to develop an understanding of India before the British and how the colonised countries were developing. In the second half term we will look at Britain and her involvement with different countries such as Australia, Canada, Benin and India and the imperial legacies left with each.

	<p>Differentiation for weaker students: Students will be given a choice of items studied such as Empire Map, Koh-i-Noor Diamond etc.</p> <p>Higher Ability students: should use the British Museum website to help choose.</p>	
Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed		
Skill category	Skill cluster	Skill indicator and description
Communication skills	Making inferences and conclusions	<p>In order for students to make inferences and conclusions</p> <p>They will need to have a set of sources and wider interpretations from a varied mediums.</p> <p>Explicitly taught through explicit focus on inferences and forming judgment. Assessment really develops this further</p>
Research skills	Identifying primary and secondary sources	<p>In order for students to identify primary and secondary source</p> <p>They will need to look at the Nature of the source and how this can explain whether it was made at the time or later. This will allow them to grasp how sources and interpretations are made</p> <p>Explicitly taught with a variety of sources and materials to use in classes.</p>
Thinking skills	Consider ideas from multiple perspectives	<p>In order to consider ideas from multiple perspectives</p> <p>They will need to read primary sources and secondary sources from a variety backgrounds</p> <p>Explicitly taught through interpretations and the focus of motives, opinions etc.</p>