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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Psychology  (History, PreMYP) | Identity | Behaviour, consciousness | Identities and relationships | The knowledge that everyone has a unique set of features and abilities which differentiate them from others and affect their behavior can help us understand ourselves and other people. | A i, ii  D i, ii | Communication  Self-management  Transfer  Research | Identity, personality, needs, intelligence, emotions, communication |
| Sociology and Political Science  (History, PreMYP) | Communities | Governance | Fairness and development | Understanding how our families, communities and states work can help us influence and improve them towards greater fairness and respect towards human rights and democracy. | A i, ii  B ii, iii, iv  C i, ii, iii  D i, ii | Communication  Self-management  Transfer  Research | Social groups, families, human rights, states, democracy |
| Historical Workshop  (History, PreMYP) | Time, place and space | Culture | Orientation in space and time | Studying various historical sources surviving from different periods and places can help people learn both about the way people lived in the past and the way they life the present. | A i, ii  B i, ii, iii, iv  C i, ii, iii  D i | Communication  Self-management  Research | Eras, periods of history, historical sources, auxiliary sciences of history, development of writing, monotheistic religions |
| Story from the Life of a Prehistoric Man  (History, PreMYP)  (Interdisciplinary - English) | Change | Innovation and revolution | Personal and cultural expression | Life of people is changed by inventions and innovations and by portraying this transformation as a story full of conflict and suspense from the viewpoint of their cultural background students learn to use the dramatic structure of story-telling. | A i, ii  D i | Communication  Self-management  Transfer  Research | Human evolution, hunter-gatherers, the Neolithic revolution, division of labour, early cities, irrigation, the redistribution economy |
| River civilizations  (History, MYP I) | Systems | Interdependence, Religious doctrines | Orientation in time and space | Ancient river civilizations were states built on a system of structures based on despotism, redistribution economy and religion and they had intense long-distance trade and cultural interchange with each other | A i, ii  Bi, ii, iii, iv  C i, ii, iii  D i, | Communication  Self-management  Research | Middle Eastern Empires, the collapse of the Bronze Age, Israel, India, Hinduism, Buddhism |
| Ancient Greece  (History, MYP I) | Global interactions | Governance | Identities and relationships | Cultural and political ideas born in ancient Greece (how people viewed themselves and related to other people) have had profound influence on nowadays civilization and the way in which Western civilization states are governed. | A i, ii  B i, ii, iii, iv  C i, ii, iii  D i | Communication  Self-management  Research | History in ancient myths (Minotaur, the Trojan War), Greek city-states, Greek colonization, Athenian democracy, Persian Wars, Alexander the Great |
| Ancient Rome  (History, MYP I) | Systems | Governance | Globalization and sustainability | Ancient Romans conquered huge territories thus spreading their culture and system of government. | A i, ii  B ii, iii, iv  C i, ii, iii  D ii, iii, iv | Communication  Self-management  Research | Roman kingdom, Roman republic, Roman constitution, the Punic Wars, the crisis of the Republic and the rise of the Early Empire |
| Christianity and the Fall of Rome  (History, MYP II) | Change | Significance, Ideology, Causality | Globalization and sustainability | The inability of the Roman Empire to adapt to changes in its social structure and pressure from the outside led to its disintegration. | A i, ii  B ii, iii, iv  C i, ii, iii  D ii, iii, iv | Communication  Self-management  Research  Critical Thinking | Jesus, Christianity, the Early Church, the Late Empire and its problems, the Migration Period, the Fall of the Western Roman Empire |
| Early Middle Ages  (History, MYP II) | Culture | Ideology | Orientation in time and space | The Fall of the Roman Empire led to the emergence of several new and distinct cultures and civilizations in Europe and Asia. | A i, ii  B ii, iii, iv  C i, ii, iii  D ii, iii, iv | Communication skills,  Self-management skills,  Research skills  Critical Thinking | The Frankish Empire, Charlemagne, the Byzantine Empire, Vikings and their voyages, the emergence of Islam, the doctrine of Islam |
| Medieval Society  (History, MYP II) | Systems | Ideology | Identities and relationships | In contrast to modern times, in medieval society there was a strict system of social classes with clearly defined roles, privileges and obligations which was dictated by the Christian ideology and which defined people’s identity and relationships with others. | A i, ii  B i, ii, iii, iv  C i, ii, iii  D i, ii | Communication skills,  Self-management skills,  Research skills | Feudalism, Three Estates, knighthood and chivalry, clergy, peasantry, medieval towns, medieval architecture |
| High and Late Middle Ages  (History, MYP II) | Development | Conflict | Orientation in time and space | Several people, events and conflicts of High and Late Middle Ages had significant influence on the development of medieval European civilization. | A i, ii  B ii, iii, iv  C i, ii, iii  D ii, iii, iv | Communication  Self-management  Research | Medieval England, Germany and France, Crusades, Magna Carta, the Hundred Years War, the Western Schism, the Battle of Hastings |
| Humanism and Renaissance  (History MYP III.) | Change | Culture, Identity | Personal and cultural expressions | Modifying cultural expressions can bring deep changes not only into the world of art and science but also into the people´s identities | A: i, ii  B: i,ii, iii, iv  C: i ii iii  D: i, ii, | Communication  Self-management  Research  (Critical) thinking | Renaissance painting, renaissance writing, renaissance thinking |
| The Age of Exploration  (History MYP III.) | Global interactions | Civilization, ideology | Orientation in time and space | Interactions of civilizations from all over the world make our space smaller, time shorter and affect our variability | A: i, ii  B: iii  C: i, ii, iii  D: ii, iii, | Communication  Reflective skills  Collaboration  Research  (Critical) thinking | Causes of the age of exploration, main discoveries, colonialism, Aztecs & Incas, life in colonies,  Colombian exchange, |
| Reformation and Counter reformation  (History MYP III.) | Change | Identity, conflict | Identities and relationships | Change of long-lasting tradition/relationships usually leads to a conflict, however, when managed well, it can contribute to remarkable diversity. | A: i, ii  B: ii, iii, iv  C: I, ii, iii  D: i, ii, iii  iv | Communication  Collaboration  Organization skills  Research  (Critical) thinking | Renaissance popes ,  Martin Luther and Reformation in Germany, Protestantism in other countries, counter-reformation |
| Absolutism vs Parliamentarism  (History MYP III.) | System | Governance | Fairness and developement | Fairness of a government depends on the system chosen as well as on people present | A: i, ii  B: i, ii, iii, iv  C:I, ii, iii  D:i, ii,iii, iv | Communication  Collaboration  Self-management  Research  (Critical) thinking | Louis XIV. and his reign,  Oliver Cromwell,  Glorious revolution |
| Enlightenment  (History MYP IV) | Change | Innovation and revolution, cooperation | Personal and cultural expression | Open expressing of personal views and ideas and their spreading all around the world brought innovation and unusual cooperation. | A:i, ii  D:i, ii, iv | Communication  Research  (Critical) thinking | Education reform,  3-branch government/political theories; reading revolution; enlightened despotism |
| American Revolution  (History, MYP IV) | Time, place, space | Perspective, (governance) | Identities and relationships | Distance and time change people´s perspective and influence societal identities and relationships. | A: i, ii  B: i, ii, iii, iv  C:i, ii, iii  D:i, ii, iii, iv | Communication  Collaboration  Self-management  Research  Thinking | Causes of revolution  Patriots vs Loyalists;  Declaration of Independence, American Constitution |
| French Revolution & Napoleon  (History MYP IV) | Systems | governance, innovation and revolution  Conflict | Fairness and development | Deeper change in more/different aspects of life at the same time requires revolution or conflict. | A: i, ii  B: ii, iii  C: i, ii, iii  D:i, ii, iii, iv | Communication  Collaboration  Self-management  Research  (Critical) thinking | Declaration of Rights of Man, Reign of terror, Code Civil,  Spreading revolutionary ideas |
| Industrial revolution  (History MYP IV) | Time, place, space | Innovation and revolution,  Significance | Scientific and technical innovation | Technology innovations changed perception of space, time, place into manageable parts of life and turned people into their masters. | A: i, ii  B: iii, iv  C:I, ii, iii  D: i, iii, iv | Communication  Research  Collaboration  Thinking | New technical devices,  New social classes,  Child labour  Migration |
| 19th century new ideologies  (History MYP IV.) | Systems | Perspective, governance | Fairness and development | The fairness of a governing system may depends on the perspective from which it arose. | A:i, ii  B:iii  C:i, ii, iii  D:i, ii, iv | Communication  Collaboration  Organization  Research  (Critical) thinking | Capitalism  Socialism  Liberalism  Nationalism |
| Imperialism  (History MYP V.) | Global interactions | Identity, conflict, culture,  Civilization | Globalization and sustainability | Global interactions as a form of competition caused emergence of cultures with unsustainable economic and political problems. | A:i, ii  B:i,ii, iii, iv  C:i, ii, iii  D: i, ii, iii, | Communication  Collaboration  Self-management  Research  Thinking | Colonialism vs Imperialism,  Social Darwinism,  Scramble for Africa, Consequences visible at the present |
| Totalitarian regimes  (History MYP V.) | Systems | Ideology  causality | Identities and relationships | Crisis of identity and system causes inclination towards radical ideologies. | A:i, ii  B: iii, iv  C:I, ii, iii  D: i, iii, iv | Communication  Collaboration  Self-management  Research  Thinking | Versailles treaty, Great Depression  Italian fascism,  Nazism  Socialism |
| WWII and the Slovak State  (History MYP V.) | Identity | Ideology, perspective | Orientation in time and space | Conditions created in specific time change people´s perspective on various ideologies and their willingness to identify with it. | B:i, ii, iii,  C: I, ii, iii  D:ii, iii, iv | Communication  Collaboration  Self-management  Research  Thinking | Josef Tiso, Slovak Stat, Holocaust |
| Cold war  (History MYP V.) | Global interactions | Conflict,  Cooperation,  Interdependence | Globalization and sustainability | What kind of cooperation on global level was necessary to prevent or put down conflicts of different kind. | A: i, ii,  B: ii, iii, iv  D:ii, iii, iv, | Communication  Collaboration  Self-management  Research  Thinking | Suez Crisis, Cuban Crisis, Berlin crisis, Vietnam, Korean War |
| Maps  (Geography, MYP1) | Time, place and space | Scale | Scientific and technical innovation | How to find the right place in the world? | A i, ii  B iii  C i, ii  D i, ii | Self-management, Critical thinking skills, Transfer skills | Latitude, longitude, maps, plans, contour lines, real life situations |
| Exploration  (Geography, MYP1) | Identity | Globalization | Orientation in time and space | How great discoveries did change our world? | B ii, iii  C i, ii, iii  D ii, iv | Self-management, Critical thinking skills, Creative thinking skills, Organisational skills, Research skills | Christopher Columbus, Vasco da Gama, Fernao Magalhaes, consequences of discoveries for local people and for Europeans |
| Solar system  (Geography, MYP1) | Connections | Causality | Scientific and technical innovation | What are the consequences of Earth`s motion? | A i, ii  B iii  C ii  D ii | Research skills, Critical thinking skills, | Solar system, planets, objects, seasons, time zones, biorhythms |
| Australia and Polar regions  (Geography, MYP1) | Communities | Diversity | Globalization and sustainability | What are the effects of isolation? | A i, ii  B i  C iii  D i, ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Endemits, invasive species, aborigines, British culture |
| Plate tectonics  (Geography, MYP2) | Systems | Culture | Orientation in space and time | Alongside the PT, different peoples live and so they are affected by the phenomena which is reflected in their culture. | A i, ii  B i, iii,  C i, ii,  D i, ii, iv | Self-management, Critical thinking skills, Organisational skills, Research skills | About Plate tectonics  Earth structure  Crust  Mountains  Volcanoes |
| Settlement  (Geography, MYP2) | Connection | Culture | Personal and cultural expression | Settlements do not appear randomly and they do have a specific characteristics which reflect local humans and natural needs and aspects. | A i, ii  B i, ii, iii, iv  C i, ii, iii  D i, ii, iii, iv | Self-management, Critical thinking skills, Organisational skills, Research skills | Where and Why?  Development  Functions  Structure  Evolution  Problems  Future/our city |
| Human activities  (Geography, MYP2) | Global interactions | Diversity | Scientific and technical innovation | Humans are social creatures permanently in contact with nature and other humans; and technology shortens their interactions and thus opening a rooms for various reactions. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Agriculture and agricultural technics, Industry, Localisation factors of industries,  Transportation,  Services  Sustainable development |
| Africa  (Geography, MYP2) | Development | Causality | Fairness and development | Africa is a vast continent accommodating many peoples and cultures which are considered "undeveloped"; for that reason we must understand what and why is happening. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | African culture and traditions,  Comparison of African states and Europe |
| Biomes  (Geography, MYP3) | Systems | Networks, sustainability | Globalization and sustainability | Students will understand importance of different biomes. They will know differences and similarities, adaptations and they will be able to evaluate human impact on fauna and flora. | A i, ii  B ii, iii  C i, ii, iii  D iii | Communication, Social skills,  Self-management,  Research,  Critical thinking skills | Biomes, adaptations, human activities, interactions, causality. |
| North America  (Geography, MYP3) | Global interactions | Culture | Fairness and development | In what ways has globalisation affected USA and the rest of the world? | A i, ii  B iii  C i, ii, iii  D ii | Communication, Social skills,  Self-management,  Research,  Critical thinking skills | USA, Canada, NAFTA, TNC, globalisation, way of living, Native Americans, melting pot of cultures |
| Hydrology  (Geography, MYP3) | Connections | Disparity and equity | Globalization and sustainability | Why is the water so important for us and what are the ways how to save it? | A i, ii  B ii, iv  C ii, iii  D ii | Self-management skills, Reflection skills, Research skills, Communication skills | World ocean, Fresh water, Saving technics |
| Latin America  (Geography, MYP3) | Culture | Diversity | Personal and cultural expression | How did European colonisation change life in South America? | A i, ii  B ii, iv  C ii, iii  D ii | Self-management skills, Reflection skills, Research skills, Communication skills | Settlement, European colonisation, slavery, consequences, Fair Trade, ecotourism |
| Political geography  (Geography, MYP4) | Governance | Processes,  Management and intervention | Orientation in space and time | The world is governed by multinational organisations, countries and political powers which must be analysed and understood to be able to comprehend the world development. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Types of governments  Where is what and why?  How does our political system work?  Parties and power.  Multinational structures. |
| Middle East  (Geography, MYP4) | Culture | Power,  Disparity and equity | Identities and relationships | The Middle East is cradle of civilisation, the region is accommodated by many ethnics and people which play a very important role in our World; we must be understand their diversity and the natural aspects of their land in relation to the surrounding world. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Natural features affecting human development.  5 main cultural spheres.  Relations  Peace and conflict? |
| Weather and climate  (Geography, MYP4) | Connections | Diversity | Globalization and sustainability | Weather and climate influence human behaviour as well as human behaviour might influence weather and climate and we want to know how and to what extent. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Weather and climate  Natural hazards  Human activities influenced by weather and climate,  Pollution |
| South and East Asia  (Geography, MYP4) | Change | Networks, sustainability | Orientation in space and time | South and East Asia has changed in time, from undeveloped countries into economical "tigers". This area is tightly connected to the whole world - through nature and trade and we must know how to positively sustain it. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Asian culture and traditions, comparison with Europe,  Asian tigers-comparison now and then,  Global trade |
| Population  (Geography, MYP5) | Connections | Causality,  Disparity and equity | Globalization and sustainability | Population is influenced by various factors which must know and carefully assessed because countries form their policies on them. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Basic terms.  How are the basic terms materialized in our world?  Migration issue. |
| Globalization  (Geography, MYP5) | Global interactions | Connections | Scientific and technical innovation | The modern world is extensively connected on various levels - which must be analysed in order to improve the world coexistence of nations and countries as well as social changes. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Basic terms.  How are the basic terms materialized in our world?  Big global companies.  Revolutions and globalization.  Future? |
| Europe  (Geography, MYP5) | Identity | Scale | Fairness and development | Europe has many identities which interact at national and international levels. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | European Union and changes within it,  Support of local culture or unified Europeans |
| Slovakia  (Geography, MYP5) | Developments | Scale,  Patterns and trends | Orientation in space and time | Slovakia has change in a due time; transformed from a socialistic system into a democracy while people are still the same. | A i, ii  B iii  C i, ii, iii  D ii | Self-management, Critical thinking skills, Organisational skills, Research skills | Historical changes in Slovakia,  Part of EU,  Government and economy, comparison with other European countries |