

**Year 8 Humanities Term 2a**  
**AL JAZEERA ACADEMY,**  
**MIDDLE YEARS PROGRAMME, 2009-2010**

UNITS	OBJECTIVES	AREAS OF INTERACTION	ASSESSMENT CRITERIA
<p><b>Unit:</b>  <b>How is the world developing?</b></p> <p><b>Key Questions:</b></p> <p>Where in the world was the British empire?</p> <p>How was it that by 1900 the British empire controlled half of the world?</p> <p>What part did explorers play in finding the British empire?</p> <p>What is exploitation?</p> <p>What resources did the empire exploit from Africa?</p> <p>How do we know whether a country is developed?</p> <p>How did the work of the British empire help to make England a developed country?</p> <p>What is a developing country?</p> <p>How did the work of the British empire help to make Ghana a developing country today?</p>	<p><b>Students should be able to:</b></p> <p>know and use basic humanities terminology in context</p> <p>to begin to understand the concept of rights and responsibilities</p> <p>know the extent of the British empire.</p> <p>to be able to map the British empire</p> <p>to understand how the British empire gained control over a wide area.</p> <p>to know explorers of the empire</p> <p>to understand how the British people felt about their African colonies.</p> <p>to be understand the term exploitation</p> <p>to understand and be able to explain development indicators</p> <p>to recognise a developed and developing country.</p> <p>to understand how a country's exploitation can affect its current level of development.</p>	<p><b>Approaches to Learning:</b>            Keeping an organised exercise book.            Using assessment criteria to raise achievement and to develop high expectations            Listening to other people's point of views and to understand that different points of view can be valid.            Speaking/ listening and questioning.            Use appropriate vocabulary in the context of the lesson.            Summarising , comparing and contrasting information using various texts, sources and the use of ICT.            Problem solving and decision making.            Comprehend, interpret and evaluate.            Making interdisciplinary connections.</p> <p><b>Human Ingenuity:</b>            Human ingenuity how Britain as a people gained control through thinking about their position in the world.</p> <p><b>Significant Concept</b></p> <p><b>Global Awareness:</b>            Explore the issues facing the international community.            Know when and how to take responsible action where relevant.</p>	<p><b>MYP Humanities Assessment Criteria</b></p> <p><b>a) Knowledge and understanding (10)</b></p> <p><b>b) Understanding and application of concepts. (10)</b></p> <p><b>c) Application of skills.(10)</b></p> <p><b>d) Organisation and presentation of information. (8)</b></p> <p><b>Total 38 marks</b></p> <p>The above criteria will be assessed as applicable to the following tasks:</p> <p><b>Summative Assessment Tasks:</b></p> <p><b>Project</b>            Students research the history of Qatar and discuss the factors that have led to Qatar becoming a developed nation.  <b>Criteria A, B, C, D</b></p>