

Language and literature			
Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme
Language acquisition			
Phases 1–2			
Accent	Audience	Context	Conventions
Form	Function	Meaning	Message
Patterns	Purpose	Structure	Word choice
Phases 3–4			
Audience	Context	Conventions	Empathy
Function	Idiom	Meaning	Message
Point of view	Purpose	Structure	Word choice
Phases 5–6			
Argument	Audience	Bias	Context
Empathy	Idiom	Inference	Point of view
Purpose	Stylistic choices	Theme	Voice
Individuals and societies			
Economics			
Choice	Consumption	Equity	Globalization
Growth	Model	Poverty	Power
Resources	Scarcity	Sustainability	Trade
Geography			
Causality (cause and consequence)	Culture	Disparity and equity	Diversity
Globalization	Management and intervention	Networks	Patterns and trends
Power	Processes	Scale	Sustainability
History			
Causality (cause and consequence)	Civilization	Conflict	Cooperation
Culture	Governance	Identity	Ideology

Innovation and revolution	Interdependence	Perspective	Significance
Integrated humanities (drawn from economics, geography and history)			
Causality (cause and consequence)	Choice	Culture	Equity
Globalization	Identity	Innovation and revolution	Perspective
Power	Processes	Resources	Sustainability
The MYP <i>Individuals and societies</i> guide contains suggested related concepts for business management, philosophy, psychology, sociology/anthropology, political science/civics/government, and world religions.			
Sciences			
Biology			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Chemistry			
Balance	Conditions	Consequences	Energy
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Physics			
Consequences	Development	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Integrated sciences (drawn from biology, chemistry and physics)			
Balance	Consequences	Energy	Environment
Evidence	Form	Function	Interaction
Models	Movement	Patterns	Transformation
Mathematics			
Change	Equivalence	Generalization	Justification
Measurement	Model	Pattern	Quantity
Representation	Simplification	Space	System

Arts			
Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure
Physical and health education			
Adaptation	Balance	Choice	Energy
Environment	Function	Interaction	Movement
Perspectives	Refinement	Space	Systems
Design			
Adaptation	Collaboration	Ergonomics	Evaluation
Form	Function	Innovation	Invention
Markets and trends	Perspective	Resources	Sustainability

Table 2

Related concepts by subject

Using key and related concepts

Because key and related concepts describe the most important ideas for teaching in the subject, teachers can use them as a framework for vertically articulating the curriculum. For example, teachers can begin by identifying the key and related concepts that will be addressed in each year of the programme, and then map the development of those concepts with respect to MYP subject group objectives. Alternatively, teachers can begin by developing their understanding of subject group objectives over the years of the programme, then identify key and related concepts for specific units.

When planning a unit of work and determining the conceptual understandings for students to explore through the unit, it is important to note the following.

- Students need multiple opportunities to explore the concepts defined for each subject or discipline. Students should have meaningful inquiry into all of the key and related concepts for each relevant subject group at least once over the course of the MYP.
- Over the course of the programme, students need to develop an understanding of the key and related concepts at increasing levels of sophistication and abstraction.
- Summative assessments should offer students opportunities to reach the highest levels of achievement with regard to their conceptual knowledge and understanding.