

Diploma Programme subject outline—Group 3: individuals and societies

School name	Spojená škola pankúchova 6, Bratislava	School code	
Name of the DP subject <i>(indicate language)</i>	Geography		
Level <i>(indicate with X)</i>	Higher	Standard completed in two years	X
			Standard completed in one year *
Name of the teacher who completed this outline	Mgr. Martin Sabo	Date of IB training	May 2021
Date when outline was completed	6.4.2022	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP geography

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

If you will teach history, complete the following chart.

Prescribed subject	Topics	HL option and sections

1. Course outline

– Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.

– This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject

– This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.

– If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit	Contents	Allocated time			Assessment instruments to be used	Resources
	(as identified in the IB subject guide)						List the main resources to be used, including information technology if applicable.
	State the topics/units in the order you are planning to teach them.		One class is	45	minutes.		
			In one week there	3	classes.		
			are				

<p>Year 1</p>	<p>Part 1 - SL core - Geographic perspectives - global change</p> <ul style="list-style-type: none"> • Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security <p>Part 2 – Optional themes • extreme environments</p>	<ul style="list-style-type: none"> • Population and economic development patterns • Changing populations and places • Challenges and opportunities • Global interactions and global power • Global networks and flows • Human and physical influences on global interactions • Development opportunities • Changing identities and cultures • Local responses to global interactions • The characteristics of extreme environments • Physical processes and landscapes • Managing extreme environments 	<p>70 hrs</p> <p>30 hrs</p> <p>Total first year – 100hrs</p>	<p>“Mini” geographical investigation</p> <ul style="list-style-type: none"> - maps and schemes analysis assignments (evidence questions) - tests (with emphasis on evidence questions) - Year-end examination -two position papers - two of the External Assessment components (completed in Year Two of the program) will be modeled in Year One. -there are 2 Papers to be completed for the External Assessment in Year Two: Paper One and Paper Two. 	<p>Hodder textbooks, Oxford IB Diploma programme textbooks, Student world atlas (Collins books), other maps and atlases</p>
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Year 2	<p>Part 2 – Optional themes • urban environments</p> <p>INTERNAL ASSESSMENT: Fieldwork Internal assessment based on urban environment of Bratislava</p>	<ul style="list-style-type: none"> • Extreme environments futures • The variety of urban environments • Changing urban systems • Urban environmental and social stresses • Building sustainable urban systems for the future <p>Fieldwork</p>	<p>30 hrs</p> <p>20 hrs</p> <p>Total second year – 50hrs</p>	<p>Checkpoint 1: Introduction and Design Checkpoint 2: Methodology and Results Checkpoint 3: Discussion and Final Form</p>	
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2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

The internal assessment for Geography will be worked formatively through the DP1 year, focussing on evaluating sources and analyzing evidence with the OPVL framework: Origin, Purpose, Value, and Limitations. A fieldwork investigation will be done in the DP2 year without being submitted to IB but will be assessed using the IB marks schemes .

The internal assessment will be first introduced in May of the DP1 year. We will introduce the IA with a guidance how to formulate suitable IA questions. Students will have almost a whole year to work on the IA. Twenty hours in the second year will be dedicated to fieldwork of the internal assessment. The deadline for the draft of the IA will be in February of the DP2 year and the final submission of IA in March of the DP2 year.

3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Geophysical hazards	<p>List three things that you know you know in physical geography. Highlight the ways of knowing what you know. You can have more than one, for example, sense perception and memory. Write down at least one thing that is unknowable</p> <p>e.g.</p> <ol style="list-style-type: none"> 1. I know that tides occur based on the position of the moon. 2. I know that lava erupts from vents in the Earth known as volcanoes. 3. I know that Earthquakes can cause tsunami waves. <p>All of the above things I know mostly require reason and faith as I am not directly observing these events, but I have faith that they happen and it is reasonable that they are true.</p>

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Population distribution— changing population	<p>Inquiry based project that examines the growth of the largest urban areas in the world. This will give student overview of the growth of urban areas in 20th and 21st century. They will be asked to analyse data (largest urban areas from 1950 through 1975, 2000 etc. to projected numbers for 2025).</p> <p>Second part is learning the location of these cities on the map and adding them to the blank map. Then creating legend and way how to portray three chosen years into the map (e.g. as circles - color shows years, size of circle shows millions of inhabitants).</p> <p>(e.g. thinking skills and self-management).</p>

5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
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Responding to global climate change	Groups discussion about regions around the world most affected by environmental issues. Which regions are affected the most and why ? Who is the most responsible for those problems ? What can be done to make some positive change ?
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6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Extreme environments	Plot the climate data for Anchorage (Alaska) and Timbuktu (Mali) presented in the attached tables. Make sure that you use the same scale for temperature and rainfall for both locations. Describe the main differences in climate between the two places. Suggest reasons for the differences that you have noted. (developing inquirers and reflective learners)

7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Students at our school have enough geography resources. Recently we bought new world atlases, we have also a big collection of large maps we are using in the classrooms. We also have a big collection of digital materials and resources we are using in geography lessons. Our students have also access to the school library.