**MYP 4 Subject overview 2019/2020 GEOGRAPHY**

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| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(topics,**  **knowledge,**  **Skills)** |
| **RESTLESS EARTH**  September  October  November | Change | Causality  Processes | Scientific and  technical  innovation:  the natural world and its laws, the impact of scientific and technological advances on communities and environments | Individuals and communities can adapt and respond to the change caused by natural processes due to scientific and technological advances. | A i, ii  (Knowing and  understanding)  B i, ii, iii, iv  (Investigating)  C i, ii, iii  (Communicating)  D iii, iv  (Thinking critically) | Social:  Collaboration skills  -work collaboratively in teams  -take on a variety of roles within groups  Research:  Information literacy skills  -access information to be informed and inform others  Media literacy skills  -understand the impact of media representations and modes of presentations | Structure of the Earth: layers, minerals, rocks  Plate tectonics:  Plate margins, processes – causes and consequences  Effects of natural disasters on communities:  response of communities  -understanding of the layered structure of the Earth and their interconnectedness  -understanding of the processes on plate margins and how their results change the landscape  -understanding why people live in hazardous environments and how do they respond to earthquakes, tsunamis and volcanic eruptions  -research about an actual natural disaster and presentation of information in the simulation of a TV show  (practising team work)  -service: displaying posters with information how to prepare and behave during and after the earthquake in school corridors |
| **DRAINAGE BASINS AND COASTS**  November  December  January | Systems | Management and intervention  Diversity | Globalization and sustainability:  The impact of decision-making on humankind and the environment | Dynamic and complex drainage basin and coast systems provide living space for humans so communities should manage them in sustainable manner. | A i, ii  B i, ii, iii,iv  C i, ii, iii  D i, iii | Thinking:  Creative-thinking skills  -apply existing knowledge to generate a product  Transfer skills  -make connection between subject groups and disciplines | Closed and open system  Drainage basin:  river processes, landforms  Coast:  processes on coasts, features, types  Usage of drainage basins and coasts – human impact on landscapes  -understanding of how different natural systems and processes function  -interpreting maps and diagrams  -recognizing human intervention in the area  -understanding of management and mismanagement and the effects on communities  -creating a brochure about a chosen drainage basin/coast (management and mismanagement) |
| **WEATHER AND CLIMATE**  **(interdisciplinary)**  February  March | Change | Patterns and trends | Orientation in time and space |  | A i, ii  C i  D i, ii | Communication:  Communication skills  -use and interpret a range of discipline-specific terms and symbols  Thinking:  Critical-thinking skills  -gather and organize relevant information to formulate an argument  -interpret data | Structure of the atmosphere  Weather elements: temperature, humidity, pressure  Synoptic chart and weather forecast  Types of climate  Climate change: natural causes, human impact  -understanding the importance of the atmosphere for life on Earth  -connection between weather and climate  -connection between weather elements  Understanding of diversity of climates on Earth  -drawing and interpreting climate graphs  -reading simple synoptic chart  -recognizing change in patterns and trends in different regions and how they affect communicites  -acting actively to contribute to sustainable development |
| **WATER SUPPLY**  April  May  June | Global interactions | Power  Conflict  Scale | Fairness and development:  Sharing finite resources with other people and other living things | Power over water reserves can cause conflict on local and global scale. | A i, ii  C i, ii  D ii, iv | Communication :  -read critically and for comprehension  Social:  -manage and resolve conflict, and work collaboratively in teams  Thinking:  Critical thinking  -gather and organize relevant information to formulate an argument  -propose and evaluatea variety of solutions | The blue planet:  Oceans and seas  Fresh water  Sharing the water with other living things  Usage of water (individuals, communities)  Water supply in Zagreb  Reserves of fresh water in Croatia, Europe and other continents  Discrepancy between needs and possibilities  -understanding the importance of water for life on Earth  -comparing the amount of water stored in rivers, lakes, ice and underground  -understanding why conflict can arise due to  different perspectives on development projects  -recognizing advantages and disadvantages of global warming to water supply in chosen countries  -acting actively to contribute to saving water |

**MYP 5 Subject overview 2019/2020 GEOGRAPHY**

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| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(topics,**  **knowledge,**  **Skills)** |
| **POPULATION**  September  October  November | Change | Causality  Patterns and trends | Globalization and sustainability  The relationship between local and global processes, the opportunities and tensions provided by world-interconnectedness | The change in population patterns and trends creates global issues. | A i, ii  (Knowing and  understanding)  C i, ii  (Communicating)  D i, ii  (Thinking  critically) | Communication:  Communication skills  -interpret and use effectively modes of non-verbal communication  -structure information in essays and reports  Thinking:  Critical-thinking skills  -interpret data  -propose and evaluate a variety of solutions | Distribution of population  Natural change:  Birth rate, death rate, demographic transition  Population structures:  sex and age,  economic  Population trends in developed and developing countries  Population policies  -understanding reasons for uneven distribution of population (local, regional, global)  -reading and creating population maps  -distinguish components of natural change  -explaining demographic transition  -creating and interpreting population graphs and diagrams  -recognizing population patterns and trends in developed and developing countries  -considering causes of diference in opportunities for population in the world and possible solutions  -service: creating a poster to rise the awarness of problems in selected country |
| **MIGRATION**  December  January | Global interactions | Culture  Globalization | Orientation in time and space:  Explorations and migrations of humankind, the interconnectedness of individuals and civilizations, from personal, local and global perspectives | Movements of people from one place to another have always affected individuals, local and global community by spreading the culture and connecting communities. | A i, ii  B i, ii, iii,iv  (Investigating)  C i, ii, iii  D iii, iv | Social:  Collaborative skills  -listen actively to other perspectives and ideas  Self-management:  Organization skills  -plan short- and long-term assignements, meet deadlines | Push and pull factors  Human migration through history  Recent migrations:  Impacts on individuals, local and global community  -understanding connection between push and pull factors for migration  -brainstorming about human migration through history  -understanding how migrations contribute to globalization (including personal experience)  -migration wave in Europe  -researching about migration in a chosen country – planning, team work, presentation (simulation of a TV show)  -service: helping new students to adapt in new community |
| **URBANIZATION**  February  March  April | Time, place and space | Networks  Scale  Diversity | Globalization and sustainability:  the interconnectedness of human-made systems and communities | Urban settlements have always depended on diversity in location and are connected in networks from local to regional and global level. | A i,ii  B i, ii, iii, iv  C i, ii, iii  D i, iii | Research:  Information literacy skills  -collect, record and verify data  -process data and report results  Self-management:  Affective skills  -practise focus and concentration | Settlements: from rural to urban, factors affecting location  Functions and zones in a city  Urban networks  Urbanization in developed and developing countries  Effects of urbanization on natural and social environment  -understanding and recognizing on the map and in the area factors affecting location of settlements  -understanding how has process of urbanization developed over time and how urban settlements influence surrouding area  -recognizing functions and zones in the field (Zagreb),  mapping  -recognizing urban networks on local, regional and global level  -drawing and interpreting charts |
| **RESOURCES**  **AND**  **INDUSTRY**  April  May  June | Systems | Sustainability  Disparity and equity | Scientific and technical innovation:  the impact of scientific and technological advances on communities and environments | Scientific and technological advances affect industrial system and cans help global community to achieve more equal and sustainable development. | A i, ii  C i, ii  D ii, iv | Social:  Collaboration  -delegate and share responsibility for decision-making  Thinking:  Critical-thinking skills  -evaluate evidence and arguments  -evaluate and manage risk | Industry as a system  Distribution of natural resources  Factors affecting industry  Development of industry in developed and developing countries  -understanding inputs, processes and outputs in industrial system  -recognizing differences in distribution of natural resourcesand how they affect development of industry in the world  -understanding factors that affect location of industry and how their importance can change  -practising team work, role play and decision-making skills (deciding for the location of a factory)s |

**DIFFERENTIATION**

**For students with dyslexia and dysgraphia**

* Bigger font in Sarif, bigger space between rows
* Dividing text in tests, practise sheets and instruction papers in smaller sections
* More time for reading, checking if the text/questions are understood
* Tolerating writing mistakes
* Questions and enough space for answers should be on the same page
* Allowing longer time for finishing a task if needed
* Working in a pair or a team with pears
* Check the obility of students to read maps and act according to that (more practise, allowing more time for map work)

**For students with ADHD**

* Bigger font and space between rows
* Shorter paragraphs
* Avoid tables if needed
* Check which type of graphs/diagrams are suitable for the student
* Fewer questions in tests
* Frequent checking if a student is concentrated on the work
* Instead of complex questions with a, b, c..., create separate questions
* Questions and enough space for answers should be on the same page
* Work in pairs or small teams (up to four)
* Creating summary sheets if needed
* Encourage students to participate in class discussions
* Regurarly make notes about progress in e-dnevnik
* Allowing the student to leave the classroom for a short time during the lesson if needed

**For students with hearing disability**

* Face the studentduring a lessonas often as possible
* Using PPT more often than writing on the board
* Check understanding of the content
* Check the notes in student′s notebook
* Providing summaries for a unit or parts of it if needed
* Payattention thatthe student is not disturbed by a variety of sounds (other students, films, outside noise...)
* Work in pairs and small groups