

# MYP 4 Subject overview 2022/2023

## GEOGRAPHY

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content (topics, knowledge, skills)
<b>EARTH</b>  September October November	Time, place and space	Causality Processes	Scientific and technical innovation	Scientific and technological advances have helped individuals and communities to adapt and respond to consequences of natural processes over time.	A i, ii D i, ii,	Social: Collaboration skills -work collaboratively in teams 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 Geological past Plate tectonics: Plate boundaries, processes – causes and consequences Volcanism and earthquakes 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

**ATMOSPHERE**

December  
January  
February

Systems	Patterns and trends, processes	Globalization and sustainability	Atmosphere is an interconnected system and by observing patterns and trends, it is possible to understand the process of climate change.	<b>A i, ii</b> <b>B i, ii, iii,iv</b> <b>C i, ii, iii</b> <b>D i, iii</b>	Thinking: Creative-thinking skills -apply existing knowledge to generate a product Transfer skills -make connection between subject groups and discipliness	Structure of the atmosphere Weather elements: temperature, humidity, pressure Synoptic chart and weather forecast Types of climate Climate change: natural causes, human impact, consequences on local and -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
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**WATER**

March  
April  
June

Global  
interaction

Causality,  
management and  
intervention

Globalization and  
sustainability

Increase in global  
population and  
interactions is the cause  
of higher demand for  
water, therefore  
adequate management  
and intervention of that  
source is required.

**A i, ii**  
**B i, ii, iii,iv**  
**C i, ii**  
**D i, ii**

Communication  
skills  
-use and  
interpret a  
range of  
discipline-  
specific terms  
and symbols

The blue planet:  
Oceans and seas  
Fresh water  
Sharing the water with  
other living things  
Usage of water  
(individuals, communities)  
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

## MYP 5 Subject overview 2022/2023

## GEOGRAPHY

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content (topics, knowledge, skills)
<b>POPULATION</b>  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.	<b>A i, ii</b> <b>D i, ii,</b>	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	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

						variety of solutions	<ul style="list-style-type: none"> <li>-explaining demographic transition</li> <li>-creating and interpreting population graphs and diagrams</li> <li>-recognizing population patterns and trends in developed and developing countries</li> <li>-considering causes of difference in opportunities for population in the world and possible solutions</li> </ul>
<b>MIGRATION</b>  December January	Global interactionse	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.	<b>A i, ii</b> <b>B i, ii, iii,iv</b>  <b>C i, ii, iii</b> <b>D iii, iv</b>	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 -service: helping new students to adapt in new community
<b>URBANIZATION</b>  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.	<b>A i, ii</b> <b>B i, ii, iii,iv</b>  <b>C i, ii, iii</b> <b>D iii, i</b>	Research: Information literacy skills -collect, record and verify 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 surrounding area -recognizing functions and zones in the field (Zagreb), mapping -recognizing urban networks on local, regional and global level - drawing and interpreting charts

**GLOBALIZATION**

June,  
July

Systems

Globalization,  
networks

fairness and  
development

Raw materials, industry,  
trade and transport are  
connected in the global  
system that acts as a  
network of today's  
economically intertwined  
world.

**B i, ii, iii,iv**  
**D i, ii,**

Social:  
Collaboration  
skills  
-work  
collaboratively  
in teams  
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

Carriers of globalization  
Importance of trade and transport  
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 factorys

## 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 peers
- Check the ability 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
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed