

| Unit title | Key concepts | Related concepts | Global context | Statement of inquiry | Subject group objectives | ATL skills | Content (topics, knowledge, skills) |
|---|------------------------------|--------------------------------|--|---|---|--|--|
| <p>EARTH</p> <p>September October November</p> | <p>Time, place and space</p> | <p>Causality Processes</p> | <p>Scientific and technical innovation</p> | <p>Scientific and technological advances have helped individuals and communities to adapt and respond to consequences of natural processes over time.</p> | <p>A i, ii D i, ii,</p> | <p>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</p> | <p>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</p> |

ATMOSPHERE

December
January
February

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|---------|--------------------------------|----------------------------------|--|--|--|---|
| 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. | 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 | 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 communities -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) |
|--|--------------|----------------------------------|--|---|--|--|---|
| <p>POPULATION</p> <p>September October November</p> | 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. | <p>A i, ii</p> <p>D i, ii,</p> | <p>Communication: Communication skills -interpret and use effectively modes of non-verbal communication -structure information in essays and reports</p> <p>Thinking: Critical-thinking skills -interpret data -propose and evaluate a</p> | <p>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</p> <p>-understanding reasons for uneven distribution of population (local, regional, global) -reading and creating population maps -distinguish components of natural change</p> |

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| | | | | | | variety of solutions | <ul style="list-style-type: none"> -explaining demographic transition -creating and interpreting population graphs and diagrams -recognizing population patterns and trends in developed and developing countries -considering causes of difference in opportunities for population in the world and possible solutions |
| <p>MIGRATION</p> <p>December January</p> | 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. | <p>A i, ii</p> <p>B i, ii, iii,iv</p> <p>C i, ii, iii</p> <p>D iii, iv</p> | <p>Social: Collaborative skills</p> <ul style="list-style-type: none"> -listen actively to other perspectives and ideas <p>Self-management: Organization skills</p> <ul style="list-style-type: none"> -plan short- and long-term assignements, meet deadlines | <p>Push and pull factors</p> <p>Human migration through history</p> <p>Recent migrations: Impacts on individuals, local and global community</p> <ul style="list-style-type: none"> -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 |

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| | | | | | | | <ul style="list-style-type: none"> -researching about migration in a chosen country – planning, team work, presentation -service: helping new students to adapt in new community |
| <p>URBANIZATION</p> <p>February March April</p> | Time, place and space | <p>Networks</p> <p>Scale</p> <p>Diversity</p> | <p>Globalization and sustainability: the interconnectedness of human-made systems and communities</p> | <p>Urban settlements have always depended on diversity in location and are connected in networks from local to regional and global level.</p> | <p>A i, ii</p> <p>B i, ii, iii,iv</p> <p>C i, ii, iii</p> <p>D iii, i</p> | <p>Research:</p> <p>Information literacy skills</p> <ul style="list-style-type: none"> -collect, record and verify data -process data and report results <p>Self-management:</p> <p>Affective skills</p> <ul style="list-style-type: none"> -practise focus and concentration | <p>Settlements: from rural to urban, factors affecting location</p> <p>Functions and zones in a city</p> <p>Urban networks Urbanization in developed and developing countries Effects of urbanization on natural and social environment</p> <ul style="list-style-type: none"> -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 |

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| <p>GLOBALIZATION</p> <p>June, July</p> | <p>Systems</p> | <p>Globalization, networks</p> | <p>fairness and development</p> | <p>Raw materials, industry, trade and transport are connected in the global system that acts as a network of today's economically intertwined world.</p> | <p>B i, ii, iii,iv D i, ii,</p> | <p>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</p> | <p>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</p> |
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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