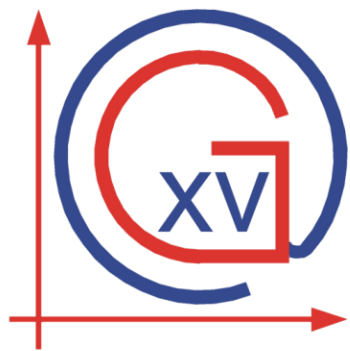




XV. GIMNAZIJA
International Baccalaureate Department
Middle Years Programme



Individuals and societies- **Geography**

Course description 2025/2026

Geography course belongs to MYP Individuals and societies group and covers various topics from physical and social geography. Through this course students should become aware of the space in which we live and understand the connection between physical environment and humans and the impact of humans on the environment.

The school offers two lessons of geography per week in each semester in MYP4 and MYP5.

MYP4

Unit 1: INSIDE THE EARTH

Why is Earth in constant motion and how does that impact humans?

- Earth's structure and geology
- causes and consequences of tectonic movements
- volcanism
- seismism

Unit 2: DYNAMIC SYSTEM OF THE ATMOSPHERE

What makes atmosphere so dynamic and is climate changing?

- atmospheric variables and climate elements
- global and regional circulation of atmosphere
- natural and human impact on climate change,
- consequences of climate change on local and global scale

Unit 3: WATER ON LAND AND ITS IMPORTANCE

Why is the water one of the most important resources for individuals and communities?

- drainage basins and rivers
- groundwater, lakes, ice
- importance of land water for economy

Unit 4: POWER OF THE WORLD'S SEA

To what level is everything on Earth dominated by the sea?

- characteristics and movements of the sea
- the influence of the sea on the formation of the coast
- natural resources of the sea
- connection between world's sea and development of human society

MYP 5

Unit 1: POPULATION

What are the impacts of change in population patterns and trends on global community?

- population number, distribution and density
- natural change and population pyramids
- migration features and trends
- differences in developed and developing countries

Unit 2: GLOBALIZATION AND RESOURCES

How does economy connect the world?

- carriers of globalization
- social globalization
- raw materials
- energy, mining, agriculture
- industry as a global system

Unit 3: URBAN SETTLEMENTS

Why are cities so important in modern world?

- historical development of cities
- urban structures and networks
- problems in modern cities
- smart cities and cities in the future

Unit 4: TOURISM

Why is it necessary for tourism to be sustainable?

- components, types and processes of tourism
- world's tourist regions
- benefits and problems of tourism

AIMS of MYP Individuals and societies are to encourage and enable students to

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

OBJECTIVES

Students should be able to:

A Knowing and understanding

- i. use terminology in context
- ii. demonstrate knowledge and understanding of content and concepts through descriptions, explanations and examples

B Investigating

- i. Formulate a clear and focused research question and justify its relevance
- ii. Formulate and follow action plan to investigate a research question
- iii. Use research methods to collect and record relevant information
- iv. Evaluate the process and results of the investigation

C Communicating

- i. Communicate information and ideas using an appropriate style for the audience and purpose
- ii. Structure information and ideas in a way that is appropriate to the specified format
- iii. Document sources of information using a recognized convention

D Thinking critically

- i. Discuss concepts, issues, models, visual representation and theories
- ii. Synthesize information to make valid arguments
- iii. Analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- iv. Interpret different perspectives and their implications

ASSESSMENT

Formative assessment: map reading, graphs and diagrams, involvement in class discussions and debates, working in a team, organization and reflection skills.

For summative assessment the students will get written instructions for each task together with the descriptors for level of achievement for criteria which will be assessed. The students are assessed according to the prescribed (MYP5) and interim (MYP4) descriptors for grading.

Types of tasks: written test, essay, project report, interpretation of visual representation, oral presentation

At the end of the school year the levels of achievement for each of the criteria will be decided on. The total number of points will be converted into the final grade using the grade boundaries given by IBO.

GRADE	BOUNDARIES
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32