

# GEOGRAPHY

## MYP 4 Subject overview 2025/2026

| Unit title                                                                        | Key concepts          | Related concepts                      | Global context                      | Statement of inquiry                                                                                                                               | Subject group objectives                                                           | ATL skills                                                                                                                                                                                                                                                                  | Content (topics, knowledge, skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>INSIDE THE EARTH</b><br><br><i>September, October, November</i>                | Time, place and space | Causality<br>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. | <b>A i, ii</b><br><b>D i, ii</b>                                                   | Social:<br>Collaboration skills<br>-work collaboratively in teams<br>Research:<br>Information literacy skills<br>-access information to be informed and inform others                                                                                                       | Structure of the Earth: layers, minerals, rocks<br><br>Geological past<br><br>Plate tectonics: plate boundaries, processes – causes and consequences<br><br>Volcanism and earthquakes<br><br>Effects of natural disasters on communities: response of communities<br>-understanding of the layered structure of the Earth and their interconnectedness<br>-understanding of the processes on plate boundaries and how their results change the landscape<br>- orientation on the map of tectonic movements<br>-understanding why people live in hazardous environments and how do they respond to earthquakes, tsunamis and volcanic eruptions                                                                                                                                                                                    |
| Unit title                                                                        | Key concepts          | Related concepts                      | Global context                      | Statement of inquiry                                                                                                                               | Subject group objectives                                                           | ATL skills                                                                                                                                                                                                                                                                  | Content (topics, knowledge, skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>DYNAMIC SYSTEM OF THE ATMOSPHERE</b><br><br><i>November, December, January</i> | Systems               | Patterns and trends, processes, scale | Globalization and sustainability    | Atmosphere is an interconnected system and by observing patterns and trends, it is possible to understand the process and scale of climate change. | <b>A i, ii</b><br><b>B i, ii, iii,iv</b><br><b>C i, ii, iii</b><br><b>D i, iii</b> | Thinking:<br>Creative- thinking skills<br>-apply existing knowledge to generate a product Transfer skills<br>-make connection between subject groups and disciplines<br>Media literacy skills<br>-understand the impact of media representations and modes of presentations | The main characteristics of the atmosphere<br><br>Atmospheric variables and climatic elements: temperature, pressure, wind, humidity, precipitation<br><br>Global atmospheric circulation under the influence of atmospheric variables<br><br>Effects of global circulation on the regional and local climate of an area<br><br>Causes, effects and consequences of modern climate change<br>-understanding the importance of the atmosphere for life on Earth<br>-connection between weather and climate<br>-connection between different atmospheric variables<br>-understanding of diversity of climates on Earth<br>-drawing and interpreting climate graphs<br>-recognizing change in patterns and trends in different regions and how they affect communicates<br>-acting actively to contribute to sustainable development |

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| <b>WATER ON LAND AND ITS IMPORTANCE</b><br><br><i>February, March, April</i> | Change       | management and intervention, disparity and equity | fairness and development | Water on land constantly changes the landscape, but also provides people with the conditions for life, therefore adequate management of available water is important in order to create equality of social development in the world. | <b>A i, ii</b><br><b>B i, ii, iii,iv</b><br><b>C i, ii, iii</b><br><b>D i, iii</b> | Thinking:<br>critical-thinking<br>-use models and simulations to explore complex systems and issues<br>Self- management:<br>Affective skills<br>-practise focus and concentration | Distribution of world water and the hydrological cycle<br>Rivers and their influence on relief formation<br>Significance of groundwater on water supply<br>Differences in the use of lakes and wetlands<br>Economic exploitation of waters on land<br>Pollution and the negative impact of human activities on water availability<br>- recognize the comprehensive impact of water on the land surface, life on earth and the development of society<br>- use the principles of the hydrological cycle in the analysis of the global movement of water on land<br>- understand the variety of forms and types of water on land and their connection<br>- use cartographic representations for the analysis of drainage basins<br>- think about the fairness of today's use of available drinking water |

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| <b>POWER OF THE WORLD'S SEA</b><br><br><i>May, June</i> | Global interactions | power, sustainability | orientation in space and time | Understanding the powerful nature of the sea is essential for sustainable coastal development and the use of marine resources in today's global world. | <b>A i, ii</b><br><b>D i, ii</b> | Self- management:<br>reflection<br>-consider ethical, cultural and enviromental implications | Principles of dividing the sea surface (oceans, seas, bays...)<br>Characteristics of the sea<br>Movement of the sea<br>The influence of the sea on the formation of coastal relief and types of coasts<br>Natural resources of the sea and undersea<br>Coastal settlement and use of marine resources<br>- use maps to analyse shape and position of the sea surface<br>- understand the connection between different characteristics and motions of the sea<br>- recognise the power of the sea on the costal area<br>- develop an understanding of the importance of sustainable development of the coastal area |

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| <b>POPULATION</b><br><br><i>September, October, November</i> | Change       | Causality<br>Patterns and trends | Identities and relationships | Historical and modern changes in population patterns and trends causes global issues and opportunities. | <b>A i, ii</b><br><b>D i, ii,</b> | Communication:<br>Communication skills<br>-interpret and use effectively<br>modes of non- verbal communication<br>-structure information in essays and reports<br>Thinking:<br>Critical-thinking skills<br>-interpret data<br>-propose and evaluate a variety of solutions | Distribution of population<br><br>Natural change:<br>Birth rate, death rate, demographic transition<br><br>Migration processes, trends and effects<br><br>Population structures: biological,economic..<br><br>Population trends in developed and developing countries<br><br>Population policies<br>-understanding reasons for uneven distribution of population (local, regional, global)<br>-reading and creating population maps<br>-distinguish components of natural change<br>-explaining demographic transition<br>-creating and interpreting population graphs and diagrams<br>-recognizing population patterns and trends in developed and developing countries<br>-considering causes of difference in opportunities for population in the world and possible solutions |

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| <b>GLOBALIZATION AND RESOURCES</b><br><br><i>November, December, January</i> | Systems      | Globalization, networks | Globalization and sustainability<br>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>A i, ii</b><br><b>B i, ii, iii,iv</b><br><b>C i, ii, iii</b><br><b>D i, ii</b> | Social:<br>Collaboration skills<br>-work collaboratively in teams<br>Research:<br>Information literacy skills<br>-access information to be informed and inform others<br>Media literacy skills<br>-understand the impact of media representations and modes of presentations | Carriers of globalization<br><br>Importance of trade and traffic<br><br>Global identity in a globalized world<br><br>Distribution of natural resources (energy, mining, agriculture)<br><br>The geopolitical importance of resource availability and distribution<br><br>Factors affecting the industry<br>Importance of industry in developed and developing countries<br>- understanding of inputs, processes and outputs in the industrial system<br>- getting to know the differences in the distribution of natural resources and their influence on the development of industry in the world<br>- explaining the impact of the economy on globalization and vice versa<br>- recognition of the effects of global interactions on identity and social processes |

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| <b>URBAN SETTLEMENTS</b><br><br><i>February, March, April</i> | Time, place and space | Processes<br>Culture | Orientation in space and time<br>Scientific and technical innovation | Today's cities are an important places of human activity with all its possibilities and problems, and they are the result of a complex cultural development process over time. | <b>A i, ii</b><br><b>B ii, iii, iv</b><br><b>C i, ii, iii</b><br><b>D i, ii</b> | Research:<br>Information literacy skills<br>-collect, record and verify data<br>-process data and report results<br><br>Self- management:<br>Affective skills<br>-practise focus and concentration | The difference between rural and urban areas<br><br>Criteria for determining the city<br><br>Historical development of urban spaces<br><br>Urban structures and networks (functional and social)<br><br>Problems of modern cities<br><br>Effects of urbanization on the environment and society<br><br>Megacities<br><br>Future (smart) cities<br>-understanding and recognition (on the map and in space) of the factors that influence the location of the settlement<br>-understanding how the urbanization process unfolded over time and how urban settlements affect the surrounding area<br>-recognition and mapping of functions and zones in the city (application of knowledge in field work in Zagreb)<br>- discussing modern problems and solutions for urban living |

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| <b>TOURISM</b><br><br>May, June | Global interactions | Diversity<br>Sustainability | Personal and cultural expression<br>Orientation in space and time | Advances in global connectivity have fuelled the rapid growth of world tourism, therefore sustainable development of tourism is needed to preserve the world's diversity of natural and cultural heritage | <b>A i, ii</b><br><b>C i, ii, iii</b> | Communication:<br>Communication skills<br>-interpret and use effectively<br>modes of non- verbal communication<br>-structure information in essays and reports<br>Thinking:<br>Critical-thinking skills<br>-interpret data<br>-propose and evaluate a variety of solutions | What is tourism<br><br>What are its components and processes and how has tourism developed over time<br><br>The main features of the world's tourist regions and tourist diversity<br><br>The importance of tourism for the economic development of the area<br><br>Problems of tourism on the sustainability of the area<br>- understand the specificity of tourism as an economic activity<br>-explain the role of global connectivity for possibilities of tourism<br>- distinguish between the types of tourist offer<br>- recognize the positive and negative sides of tourist exploitation of natural and cultural resources |

## **DIFFERENTIATION**

### **For students with dyslexia and dysgraphia**

Bigger font , 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