

Diploma Programme subject outline—Group 3: individuals and societies			
School name	Gymnázium Šrobárova	School code	061626
Name of the DP subject	GEOGRAPHY		
Level <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Jana Geročová	Date of IB training	February/March 2021
Date when outline was completed	08/04/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Geography Category 1 /DP/

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*

### **Syllabus outline – HL**

**P1– Geographic themes – Geophysical hazards, Freshwater-drainage basins, Urban environments**

**P2 – Geographic perspectives – Global Change**

**Unit1 – Population distribution – changing population**

**Unit2 – Global climate – vulnerability and resilience**

**Unit3 – Global resource consumption and security**

**P3 – HL core extension – Geographic perspectives – global interactions**

**Unit4 – Power, places and networks**

**Unit5 – Human development and diversity**

**Unit6 – Global risks and resilience**

## 1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

<p><b>Topic/unit</b></p> <p>(as identified in the IB subject guide)</p> <p><i>State the topics/units in the order you are planning to teach them.</i></p>	<p><b>Contents</b></p>	<p><b>Allocated time</b></p>	<p><b>Assessment instruments to be used</b></p>	<p><b>Resources</b></p> <p><i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1</p> <p>Option D: <b>GEOPHYSICAL HAZARDS</b></p>	<p><b>1. Geophysical Systems</b></p> <ul style="list-style-type: none"> <li>• Plate Movement</li> <li>• Earthquakes and Associated Hazards</li> <li>• Types of Volcano and Associated Hazards</li> <li>• Mass Movements</li> </ul>	<p>13 lessons / 10 hours</p>	<p><i>Criterion A: Fieldwork question and geographic context</i></p> <p><i>Criterion B: Method(s) of investigation</i></p>	<p>Geography for the IB diploma</p> <p><a href="http://www.ibo.org">www.ibo.org</a></p> <p><a href="http://www.geographyalltheway.net">www.geographyalltheway.net</a></p> <p><a href="http://www.volcanoandearthquake.com">www.volcanoandearthquake.com</a></p> <p>Textbook (To be decided)</p> <p>PPT's, Worksheets, Websites Maps, Graphs</p> <p><a href="http://www.worldmeter.info">www.worldmeter.info</a></p> <p>AQA Geography A Level</p> <p>Geography for the IB Diploma (Patterns and changes)</p>
	<p><b>2. Geophysical Hazard Risk</b></p> <ul style="list-style-type: none"> <li>• The Distribution of Geophysical Hazards</li> <li>• Risk Vulnerability and Human Causes</li> <li>• Geographical Factors and Risk</li> </ul>	<p>11 lessons / 8 hours</p>		
	<p><b>3. Hazard Risk and Vulnerability</b></p> <ul style="list-style-type: none"> <li>• Contrasting Hazard Profiles</li> <li>• Contrasting Impacts</li> <li>• Hazard Risk and vulnerability Think Tank</li> </ul>	<p>11 lessons / 8 hours</p>		
	<p><b>4. Future Resilience and Adaptation</b></p> <ul style="list-style-type: none"> <li>• Trends in Geophysical Hazards</li> <li>• Geophysical Hazard Adaptation</li> <li>• Pre-event Management Strategies</li> <li>• Post-event Management</li> </ul>	<p>13 lessons / 10 hours</p>		
	<p><b>IA: Introduction and Planning</b></p>	<p><i>Introduction and Explanation</i></p>		

	Option A: <b>FRESHWATER</b>	<b>5. Drainage Basin Hydrology and Geomorphology</b> <ul style="list-style-type: none"> <li>• Drainage Basins</li> <li>• The Water Budget</li> <li>• Hydrology and Geomorphology</li> </ul>	11 lessons / 8 hours	<p>Collect data</p> <p>Criterion C: Quality and treatment of information collected</p> <p>Criterion D: (begin) written analysis</p> <p>Urban project of chosen megacities (megalopolises)</p> <p>Individual presentation of urban issues</p> <p>Local and national waste companies – operations, innovations and progress</p> <p>Choose a local village, produce analysis of local environment, impact of urbanism, people changes.</p>	<p>www.populationpyramid.net</p> <p>United Nations Department</p>
		<b>6. Flooding and Flood Mitigation</b> <ul style="list-style-type: none"> <li>• Flooding and Hydrographs</li> <li>• Flood Mitigation</li> </ul>	8 lessons / 6 hours		
		<b>7. Water Scarcity and Water Quality</b> <ul style="list-style-type: none"> <li>• Water Scarcity</li> <li>• Environmental Consequences of Agriculture</li> <li>• Conflicts and Resolutions in the Mekong River Basin</li> </ul>	11 lessons / 8 hours		
		<b>8. Water Management Futures</b> <ul style="list-style-type: none"> <li>• Water Management and Community Participation</li> <li>• The Lancang-Mekong Dam Cascade</li> <li>• Integrated Drainage Basin Management in the Lower Mekong Basin</li> <li>• Freshwater Wetland Management</li> </ul>	13 lessons / 10 hours		
		<b>IA: Follow up and Planning</b>	<i>Fieldwork, Planning</i>		
	Option G: <b>URBAN ENVIRONMENTS</b>	<b>9. The Variety of Urban Environments</b> <ul style="list-style-type: none"> <li>• Urban places</li> <li>• The pattern of urban economic activities</li> <li>• The pattern of residential areas</li> </ul>	11 lessons / 8 hours		
		<b>10. Changing urban systems</b> <ul style="list-style-type: none"> <li>• Urbanisation, natural increase and centripetal population movements</li> <li>• Centrifugal population movements</li> </ul>	11 lessons / 8 hours		

		<ul style="list-style-type: none"> <li>Urban system growth</li> </ul>			
		<b>11. Urban environmental and social stresses</b> <ul style="list-style-type: none"> <li>Urban microclimate modification and management</li> <li>Traffic congestion patterns</li> <li>Contested land use changes</li> </ul>	11 lessons / 8 hours		
		<b>12. Building sustainable urban system for the future</b> <ul style="list-style-type: none"> <li>Urban growth projection for 2050</li> <li>Resilient city design</li> <li>Eco city design</li> <li>Smart city design</li> </ul>	13 lessons / 10 hours <b>Total 136 lessons (45 minutes) / 102 hours (60 minutes) for Optional themes and 10 lessons (45 minutes) / 8 hours (60 minutes) for Fieldwork</b>		
Unit1: <b>POPULATION DISTRIBUTION</b>		<b>13. Population and Economic Development Patterns</b> <ul style="list-style-type: none"> <li>Population Distribution at the Global Scale</li> <li>Global Patterns of Development</li> <li>Population Density and Development in China and Nigeria</li> </ul>	11 lessons / 8 hours		

		<p><b>14. Changing populations and places</b></p> <ul style="list-style-type: none"> <li>• Population Change and the Demographic Transition</li> <li>• Introduction to Population Structure and Population Pyramids</li> <li>• Introduction to Dependency Ratios</li> <li>• Student Investigation into China and Nigeria</li> <li>• Lagos</li> <li>• Introduction to Migration</li> <li>• Forced Internal Displacement in Nigeria</li> <li>• The European Migration Crisis</li> <li>• The Global Population – the Future</li> </ul>	<p>21 lessons / 16 hours</p>		
		<p><b>15. Challenges and Possibilities</b></p> <ul style="list-style-type: none"> <li>• Population Patterns and Policies</li> <li>• Aging Policies</li> <li>• The Brain Drain of the British NHS</li> <li>• Gender Policies and trafficking Policies</li> <li>• The Demographic Dividend</li> </ul>	<p>13 lessons / 10 hours</p>		

Year 2	Unit2: <b>GLOBAL CLIMATE – vulnerability and resilience</b>	<b>16. Causes of Global Climate Change</b> <ul style="list-style-type: none"> <li>• The Atmospheric System and Climate Variation</li> <li>• The Enhanced Greenhouse Effect</li> </ul>	5 lessons / 4 hours		
		<b>17. Consequences of Global Climate Change</b> <ul style="list-style-type: none"> <li>• The Impacts of Global Change</li> <li>• The Impacts of Global Change, People and Places</li> </ul>	5 lessons / 4 hours		
		<b>18. Responding to Global Climate Change</b> <ul style="list-style-type: none"> <li>• Exposure and Vulnerability</li> <li>• Climate Change Vulnerability Detailed Examples</li> <li>• Adaptation and Mitigation – Global Geopolitical Efforts</li> <li>• Carbon Emissions – Offsetting and Trading</li> <li>• Technology and Geo-engineering</li> <li>• The Role of Civil Society</li> </ul>	11 lessons / 8 hours		
	Unit3: <b>GLOBAL RESOURCE CONSUMPTION AND SECURITY</b>	<b>19. Global Trends in Consumption</b> <ul style="list-style-type: none"> <li>• Poverty Reduction and the New “Global Middle Class”</li> <li>• Consumption of Resources</li> <li>• Measuring Trends in Consumption and Ecological Footprint</li> <li>• Water</li> <li>• Land and Food Availability Consumption</li> <li>• Energy Availability and Consumption</li> </ul>	11 lessons / 8 hours		
		<b>20. Impacts of Changing Trends in Resource Consumption</b> <ul style="list-style-type: none"> <li>• The water-food-energy “nexus” and Security</li> <li>• Climate Change and Contrasting Resource Security</li> <li>• Waste Disposal, Recycling and International Disposal</li> </ul>	7 lessons / 5 hours		

		<b>21. Resource Stewardship</b> <ul style="list-style-type: none"> <li>• Divergent Views on Resource Consumption</li> <li>• Resource Stewardship and the circular economy as a Systems approach</li> <li>• UN Sustainable Development Goals</li> </ul>	7 lessons / 5 hours		
<b>HL Core Extension</b> <b>Unit4: POWER, PLACES AND NETWORKS</b>		<b>22. Global Interactions and Global Power</b> <ul style="list-style-type: none"> <li>• Measuring Global Interactions and role of the USA and China as Global Superpowers</li> <li>• Powerful Organizations and Groups</li> </ul>	5 lessons / 4 hours		
		<b>23. Global Networks and Flows</b> <ul style="list-style-type: none"> <li>• Global Networks and Flows</li> <li>• Global Financial Flows</li> <li>• Illegal Flows</li> <li>• FDI and Outsourcing – 2 Contrasting TNC Global Strategies</li> </ul>	8 lessons / 6 hours		
<b>Unit5: HUMAN DEVELOPMENT and DIVERSITY</b>		<b>24. Human and Physical Influences on Global Interactions</b> <ul style="list-style-type: none"> <li>• Multigovernmental Organization Influence on Global Interactions</li> <li>• Economic Migration – Rules and Controls</li> <li>• Global Village</li> <li>• The Importance of Physical Geography for Global Interactions</li> </ul>	8 lessons / 6 hours		

		<b>25. Development opportunities</b> <ul style="list-style-type: none"> <li>• Evaluating Development Indicators</li> <li>• Empowering Women</li> <li>• Empowering Indigenous or Minority Groups</li> <li>• Social Entrepreneurship Approaches</li> <li>• Fair Trade</li> <li>• TNC's and Social Responsibility</li> </ul>	11 lessons / 8 hours		
		<b>26. Changing Identities and Cultures</b> <ul style="list-style-type: none"> <li>• Introduction to Culture</li> <li>• The Diffusion of Cultural Traits and Processes</li> <li>• Globalization and Cultural Hybridity</li> <li>• Homogenous Urban Environments and Attempts to Stand Out</li> <li>• Diaspora and their Influence on Cultural Diversity</li> </ul>	10 lessons / 7 hours		
	<b>Unit6: GLOBAL RISKS and RESILIENCE</b>	<b>27. Local Responses to Global Interactions</b> <ul style="list-style-type: none"> <li>• The Rejection of Globalized Production</li> <li>• Anti-Migration Movements</li> <li>• National Controls to Restrict Global Participation</li> <li>• National Controls on Trade</li> <li>• Civil Society Promotes International Mindedness and Global Interactions</li> </ul>	10 lessons / 7 hours		
		<b>28. Geopolitical and Economic Risks</b> <ul style="list-style-type: none"> <li>• Modern Threats</li> <li>• Risks to the Global Supply Chain</li> <li>• TNC Piracy</li> <li>• Disruptive Technologies</li> <li>• Globalization and Renewed Geopolitical Tensions</li> </ul>	10 lessons / 7 hours		

		<b>29. Environmental Risks</b> <ul style="list-style-type: none"> <li>• Transboundary Pollution</li> <li>• Localized Pollution Due to Global Flows</li> <li>• Environmental Consequences of the Global Shift</li> <li>• Environmental Issues of Global Food Agribusiness</li> </ul>	8 lessons / 6 hours		
		<b>30. Local and Global Resilience</b> <ul style="list-style-type: none"> <li>• Civil Society Success for the Environment</li> <li>• Civil Society Success on Social Issues</li> <li>• Re-shoring of Economic Activity by TNC's</li> <li>• Crowd Sourcing Technologies</li> <li>• New Technologies for Global Flow</li> </ul>	8 lessons / 6 hours		
	<b>IA: Final Draft and Evaluation</b>  <b>Revision and exam preparation</b>	<i>Evaluation</i>	16 lessons / 12 hours  <b>Year 2</b>  <b>Total HL core – 121 lessons / 91 hours + 16 lessons / 12 hours of IA</b>		
<b>Total:</b> Year 1: 192 lessons / 144 hours Year 2: 138 lessons / 103 hours					

## 1. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

The criteria for all assessments will be introduced at the beginning of Year 1.  
They are two types of internal assessments. We have summative assessment (mid-term and final term exam in school) aims to evaluate student progress. That's for SL and HL students.  
By the end of June (Year1) there will be the IA first draft and by January (Year2) will be a IA final draft  
SJ + HL  
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  
Syllabus content: Any topic from the syllabus  
Assessment objectives 1–4  
Written report based on fieldwork. Maximum 2,500 words  
Internal Assessment based on fieldwork - the writing of the report, data analysis, and formation of the conclusion will be done individually. Class time will be utilized for the preparation and planning stages the fieldwork, as well as for data collection and preparation of primary source infographics (maps, tables, and anything else they choose to include).  
Final report will be due January.  
I will be available to assist in all of the stages of this process to ensure students understand how to write the report and how it will be assessed.

## 2. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Population Distribution- Changing Populations	Population change and demographic transition over time, including natural increase, fertility rate, life expectancy, population structure and dependency ratios. I would show them a detailed example (pics and infographics) of 2 or 3 contrasting countries Link to TOK: <ul style="list-style-type: none"><li>• To what extent does gender inequality influence fertility rates?</li><li>• What can an African woman consider to have more children than any European woman?</li><li>• What were the aims of some governments in establishing new population policies ?</li><li>• The greatest global demographic challenge is the growth of overpopulated megacities. To what extent do you agree or disagree with this statement ?</li></ul>

	<ul style="list-style-type: none"> <li>• To what extent can the United Nations use mathematical techniques to make accurate predictions of the world population? <ul style="list-style-type: none"> <li>• How might knowledge reflect or contribute to the increasing/decreasing number of population?</li> </ul> </li> </ul> <p>I would show them a newspaper article on predicting future population growth in Africa. Q - How can a model be useful even if it is obviously false?</p> <p>Geography students also explore and think critically about the interactions between people as individuals and whole population in time and place. All of these elements can be used to help explain patterns of behavior and contribute to an examination of how we know what we claim to know about the population.</p>
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### 3. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Urban Environments	<p>Provides students an opportunity to examine settlement patterns from the historical point of view comparing the development in the modern era. I would focus on different places as examples of diverse urban development. Producing a map of the local development would analyse all impacts. It's the opportunity to explore what makes up different and what bonds we share between locations.</p> <p>Lab work (quality testing), Documentary Films, Guest Speaker</p>

#### 4. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Population Distribution- Changing Populations	Inquirers Knowledgeable Thinkers - students will recognize population issues and critically analyse population growth Open-Minded Caring - students will understand positives and negatives of population growth seeing us as humans Balanced – seeing benefits of population

#### 5. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

All resources needed will be placed in our IB library depending on school annual budget. Books, newspapers, magazines, drawing material for outlining the schemes, maps, graphs and of course online sources will be available anytime during the school day via internet. Student classes are next to the library where they also can relax and spend break times.  
We also have a school library, if there happens to be a book that can be used.  
Our city library and the InfoUSA centre are very close to our school to help.