

GEOGRAPHY

	Topic/unit (as identified in the IB subject guide)	Contents	Allocated time		Assessment instruments to be used	Resources
			One class is	mins.		
			45			
			In one week there are	4 SL	classes.	
Year 1	<u>Geographic Perspectives – Global Change</u> <u>Population Distribution – Changing Population</u>	Population distribution - Population change (TOK for models) – Responses to high and low fertility – Movement responses and migration – Gender and change	7 weeks – around 28 lessons	<ul style="list-style-type: none"> • Debate • Presentation techniques both visual and oral. • Fieldwork projects • Practice exam questions. • Essay writing • Peer teaching • Flipped classroom 	<ul style="list-style-type: none"> • Student ICT facilities • Library • IB associated websites • Local area • Cross-Subject learning opportunities. • Fieldtrips • Course text book (TBC) • http://tutor2u.net • www.imf.org • www.worldbank.org • www.aljazeera.com • http://greenfieldgeography.wikispaces.com/Homepage 	
	<u>Geographic Themes</u> <u>Freshwater – Drainage basins</u>	Drainage basins and the fluvial system – Flooding and flood mitigation – Flood management – Water distribution and scarcity - Management issues and strategies – Fieldwork/data presentation/data analysis	7 weeks – 28 lessons			
	<u>Geophysical Hazards</u>	Structure of the Earth – Plate tectonics and associated hazards – Hazard case studies (preparation, mitigation, impacts, responses, future adaptation) – Mapping hazards	7 weeks – around 28 lessons			
	<u>Geographic Perspectives – Global Change</u> <u>Global Climate – Vulnerability and Resilience</u>	Global energy balance – The atmospheric system – The greenhouse effect – System interactions mapping – Impacts of climate change – Impact/response case-study comparisons	7 weeks – around 28 lessons			

	<u>Internal Assessment</u>	Introduction to fieldwork and IA – Pilot study and practice fieldwork during Freshwater unit – Creation of hypothesis for real study – Planning and methodology	3-4 weeks – around 16 lessons		
Year 2	<u>Internal Assessment</u>	Chosen study – Data collection and assessment (TOK for data collection) – Data analysis – Report writing	4-5 weeks – Around 20 lessons	<ul style="list-style-type: none"> • Debate • Presentation techniques both visual and oral. • Fieldwork • Major surveyance of the city of London. • Practice exam questions. • Essay writing • Peer teaching • Flipped Classroom 	<ul style="list-style-type: none"> • Student ICT facilities • Library • IB associated websites • Local area • Cross-Subject learning opportunities. • Fieldtrips • Course text book (TBC) • http://tutor2u.net • www.imf.org • www.worldbank.org • www.aljazeera.com • http://greenfieldgeography.wikispaces.com/Homepage
	<u>Geographic Perspectives – Global Change</u> <u>Global Resource Consumption and Security</u>	Mapping resource consumption – Data analysis – Modern energy sources – water/food/energy nexus – Resource security case studies – Waste management – Malthus/Boserup comparison – A critique of the UN Sustainable Development Goals	8 weeks – around 32 lessons		

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

Internal assessment work will be introduced from the beginning of the course, focusing on the skills and understanding they must have in order to undertake the assessment. This will form an integral part of the introduction to the course. As the first cohort undertaking the IBDP at this school, a clear introduction to the rigors and requirements of the course will be crucial from the start.

There will be opportunity for introduction to the required skills and structures through investigative fieldtrips in the first year. During the Freshwater unit, the investigative work will model the requirements of the IA. The final fieldwork and investigation will be started towards the end of the first year once all required skills have been taught and experienced, along with a strong background in the course materials and synoptic nature of the approach. This will include planning their investigations, hypothesis, methodology and planning for their primary data collection at the beginning of the second year. In the second year of the IB, data collection will be completed and the analysis and report writing will be completed. First drafts should be completed before the Autumn break to enable opportunities for feedback and final submission in good time for the final deadline.

2. Links to TOK

Topic	Link with TOK (including description of lesson plan)
Population Distribution – Population Change	<p>Continuous critiquing of the quality of the data we use and collect will be present throughout the unit.</p> <p>A critical analysis of the data collected regarding populations including census and interview data.</p> <p>Introduction – Presentation of census data we are currently making use of in our unit with students ranking categories of information by their reliability or credibility with explanations of their decisions. i.e comparing information such as age compared with information income or number of inhabitants/status which may have legal ramifications dependant on the response. We will then discuss this as a class.</p> <p>Main – Students will be split into two groups and provided with data typically used by human or physical geographers and tasked with interpreting the data and preparing for a short debate arguing for which types of data are more reliable and why. The students will also be given resources concerning typical critiques of different types of data and cultural interpretations of data by different stakeholders.</p> <p>Plenary – Students will be set a collection of the questions from the course guide and a following lesson will be used to discuss their outcomes.</p>

4. Approaches to learning

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Internal Assessment	<p>The students will develop a mastery of the skills involved with self-management and research as they will be tasked with the creation of their research question. The students will be involved in creating the logistics of their fieldtrip to ensure they are able to complete their first-hand data collection.</p> <p>This will be guided by the teacher but must be completed by the students, enabling them to take ownership of their learning and structure the activity to their own strengths and activities.</p> <p>Aiding the students to create a work timetable and scaffold their planning to enable them to lead their own learning.</p> <p>The students will be managing the schedule of their own personal research and analysis for the duration of the internal assessment excluding a brief period of modelling by the teachers.</p>

5. International mindedness

Topic	Contribution to the development of international mindedness (including resources you will use)
Global Resource Consumption and Security	<p>Using the students as a resource during this unit we will discuss comparisons between data collected from their countries concerning quality of life and wealth and also between their personal quality of life compared to the average experienced in their home country.</p> <p>This will be used to develop awareness of international differences using the student as a starting point and developing the awareness with data related to the course material. This should also enable the students to make relationships between their own actions and how their choices may have impacts both positive and negative on the world.</p>

6. Development of the IB learner profile

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Internal Assessment	<p>Inquirers – Through being presented with formulating their own research hypothesis, the students will be given the freedom to inquire about the processes and systems they have learnt which most greatly interest them, thus allowing them to see the rewards of further investigation into their favoured topics lead by their own sense of inquiry. Geography is a subject which fosters inquiry and through enabling the students to understand the world around them in greater complexity and detail, it also engenders deeper questions. This occurs whilst equipping the students with the tools to investigate these questions, most notably through the creation of their IA.</p>

7. Resources

The school is currently acquiring a core textbook for use throughout the course which will be supplemented by the wealth of online resources available through the OCC and various external sources of information. The majority of materials will be made through a combination of the teacher's personal efforts as aligns with the school's provision for ESL students.

- <http://greenfieldgeography.wikispaces.com/Homepage>
- Course text book (TBC)
- <http://tutor2u.net>
- www.imf.org
- www.worldbank.org
- www.aljazeera.com