

Diploma Programme subject outline—Group 3: individuals and societies			
School name	Gymnazium a SOS Rokycany		School code 061768
Name of the DP subject <i>(indicate language)</i>	Geography (in English)		
Level <i>(indicate with X)</i>	Higher ☐	Standard completed in two years ☒	Standard completed in one year * ☐
Name of the teacher who completed this outline	Antonio Laurel	Date of IB training	March 2021 February 2024
Date when outline was completed	1/03/2026	Name of workshop <i>(indicate name of subject and workshop category)</i>	Geography, Category 1 Geography, Category 2

* 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*.

If you will teach history, complete the following chart.

Prescribed subject	Topics	HL option and sections

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.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is	45 minutes.		
			In one week	3/5 classes.		
<u>Year 1</u>	<u>SL/HL</u> Unit 1 Changing population	-Population and economic development patterns; -Changing populations and places; -Challenges and opportunities; Focus on: North-South divide; development gap; population distribution; migration; demographic transition; fertility and natality rates; dependency ratio; consequences for individuals and societies; demographic dividend; human trafficking;	18 hours/24 lessons/8 weeks		Mock exams, semester written tests, end of year oral test, essays.	Textbook, technical and official websites, interviews, presentations.

	<u>SL/HL</u> Option E Leisure, Tourism and Sport	- Changing leisure patterns; - Tourism and sport at the local and national scale; - Tourism and sport at the international level; - Managing tourism and sport for the future. Focus on: what leisure and recreation are; sustainable tourism; global commons; types of tourism, niches; eco and ego tourism; similarities and differences between local and international LTS.	23 hours/30 lessons/10 weeks		
	<u>SL/HL</u> Option G Urban Environments	- Changing urban systems; - The variety of urban environments; - Urban environmental and social stresses; - Building sustainable urban systems for the future; Focus on: what settlement/urban area are; gentrification concept; urban circular system; urban ecological footprint; urban functions; population movements.	23 hours/30 lessons/10 weeks		

	HL Unit 4 Power, places and networks	-Global interactions and global power; -Global networks and flows; -Human and physical influences on global interactions; Focus on: Globalization; global village; superpower; military-industrial complex; foreign direct investment; outsourcing; offshoring; supply chains; trading blocs.	18 hours/24 lessons/15 weeks (simultaneously with Unit 1 and Option E, 2 lessons per week)		
	HL Unit 5 Human development and diversity	-Development opportunities; -Changing identities and cultures; -Local responses to global interactions; Focus on: Cultural imperialism; diaspora; cultural diffusion; civil society; resource nationalism; HDI; gender inequality; protectionism; affirmative action; the UN sustainable development goals.	18 hours/24 lessons/15 weeks (simultaneously with Option E and Option G, 2 lessons per week)		
<u>Year 1</u>	SL/HL Internal Assessment	(explained below)	15 hours/20 lessons/7 weeks (simultaneously with Option G and Unit 5)		

<u>Year 2</u>	<u>SL/HL</u> Unit 2 Global Climate – Vulnerability and Resilience	-The causes of global climate change; -The consequences of global climate change; -Responding to climate change: Focus on: Global warming; the greenhouse effect; mitigation; resilience; vulnerability; anthropogenic; albedo; adaptation; changes in biomes; extreme weather.	18 hours/24 lessons/8 weeks		
	<u>SL/HL</u> Unit 3 Global resource consumption and security	-Global trends in consumption; -Impacts of changing trends in resource consumption; -Resource stewardship; Focus on: Ecological footprint; biocapacity; food security; energy security; the nexus; virtual water; the global middle class; fossil fuels; renewable energy; waste disposal; circular economy.	18 hours/24 lessons/8 weeks		

	HL Option C Extreme environments	- The characteristics of extreme environments; - Physical processes and landscapes; - Managing extreme environments; - Extreme environments' futures; Focus on: Sustainability; arid and semi-arid; infertility; periglacial; permafrost; desertification; indigenous people; resource nationalism; weathering and erosion; desalination.	23 hours/30 lessons/10 weeks (simultaneously with Unit 3, 2 lessons per week)		
	HL Unit 6 Global risks and resilience	- Geopolitical and economic risks; - Environmental risks; - Local and global resilience; Focus on: Crowdsourcing; cybercrime; drones and 3D printing – new disruptive technologies; geopolitics; resilience; reshoring; profit repatriation; renewed nationalism; transboundary pollution.	12 hours/16 lessons/8 weeks (simultaneously with Unit 2, 2 lessons per week)		

2. 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 IA will be introduced in late January of year 1, during February the students will think about it and we start in late February. During the rest of the school year we will have meetings and consultations as well as lessons about it until it is concluded at the end of the semester, the latest by September of year 2. There won't be more than two lessons in a row about it, the 15 allocated hours will be divided among the months of year 1. Students will have access to templates and models of good quality IAs and teacher support to prepare their own.

3. 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)
Option C Periglacial areas and resource extraction	« There are known knowns. There are known unknowns. There are unknown unknowns. » I would ask the students for one of each of the above statements. Example answers could be: -We know that the expansion and consolidation of oil drilling facilities in periglacial areas is highly destructive to the local environment ; -We know that we don't know whether this economic activity will cause irreversible damage to the planet itself ; -We don't know whether an external player or situation will change the paradigm. Present data that corroborates the possible answers. The point of TOK is to get the students to think and not to simply accept the « socially comfortable » version of events.

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Option G Masdar City, UAE	Thinking : students will have to think about the future of urban settlements in a background of extreme environments, with a tendency to get worse, and with a possible lack of resources we now take for granted such as gasoline or fresh air. Try to understand that cities will sooner or later have to change in order to adapt to changes in climate. Communication : students will have to discuss possible solutions based on already existing technologies or projects, advantages and disadvantages between them. Research: students will have to discover what is the state of the art in this sector and how advanced is the construction and development of Masdar City in the UAE and other similar projects around the world.

5. 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)
Unit 5 Cultural change in Tibet	In Tibet nowadays we have at least three main different cultural perspectives, the Tibetan, the Chinese and our own, the Western. By analyzing the cultural genocide that the Tibetan people are being subjected to by the Chinese authorities, the students will realize that these situations are not a thing of merely the realm of History but also of current affairs. The Chinese perspective on the issue cannot although be forgotten and should also be analyzed. Perhaps a paralel between the Czech experience under communism and under national-socialist rule and the respective sovietization and germanization processes to which they were subjected to can be established. As of resources to be used, there are plenty of interviews and reports from Tibetan exiles, statements, communiques and speeches from Chinese officials and also data from the UN and the EU that can be analyzed.

6. 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
Unit 2 Flooding in Bangladesh	Inquirers : the students have to inquire about the causes of the flooding ; Knowledgeable : the students need geographical information about Bangladesh and Southeast Asia ; Thinkers : the students need to think of possible solutions to this problem ; Communicators : the students need to be able to communicate their ideas with confidence and also listen to others ; Principled : the students shouldn't have biased opinions or lie in order to pass their message ; Open-minded : the students need to be open to different opinions and innovative ideas on the topic ; Caring : the plight of the local people when facing floods shouldn't be underestimated or looked upon as merely numbers and data, compassion is also necessary ; Risk-takers : the students shouldn't be afraid of failing or of taking their own time to reach their conclusions, be bold ; Balanced : to every topic there are several opinions and solutions, a compromise often works for the best, dealing in absolutes is not advisable ; Reflective : reflection helps the students to look at things from a different perspective and to consider what could be improved or what shouldn't be repeated.

7. 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.

The school library is equipped in order to provide proper support to the learning of Geography. Besides in school resources, several legitimate websites have been recommended to students. The nearby University of West Bohemia, in Pilsen, has already provided support in some instances too, as well as technical libraries in the city of Pilsen.