



# IBS & IBH Level Geography - U6

## Curriculum Intent

Within the Geography department we aim to establish a desire in students to want to know about our planet. Students are provided with key fundamental skills that enables them to critically evaluate their understanding of the diverse world they live in and how it is constantly changing. IB Standard Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. Students investigate the way in which people adapt and respond to change and evaluate actual and possible management strategies associated with such change. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

*In our changing world nothing changes more than geography – Pearl S. Buck*

### Students will learn:

The IB Geography programme has a global focus looking at interactions between the human and physical world. Students study a number of different topics and develop a wide range of geographical skills.

The core themes look at the issues surrounding population, resources and development in the global society. Students also study two of the following optional themes:

- Freshwater – issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Hazards and Disasters – risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

In the Upper Sixth students study the core unit of global climate, vulnerability and resilience alongside the option unit of hazards and disasters.

In addition **Higher Geography** involves studying an extension theme on the global interactions, flows and exchanges arising from disparities. Global interactions encourages students to draw from a broad perspective viewing globalisation as a two-way and complex process whereby dominant economic commodities and conventions, cultural traits, social norms and global political frameworks may be adopted, adapted or resisted by local societies. Central to this analysis is an appreciation of power and its many forms.

In Upper Sixth, Higher students study these global interactions through human development and diversity and global risks and resilience.

### How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, developing an argument, extended writing, evaluating source and recognition of how, where and why opinions differ.

Alongside the study areas assessed via examination, the course also allows for students to research and investigate an area of their own choosing in completing an individual investigation. This Internal Assessment (IA) is worth 25% of the IB Standard level. This Internal Assessment (IA) is worth 20% of the IB Higher level.

### Key Concepts:

Students should be able to reflect critically on the various processes of knowing and methods used in human sciences, helping them to become “inquiring, knowledgeable and caring young people” (IB mission statement).

The geography course conceptually and contextually embodies international and global awareness in several distinctive approaches. It examines key world issues, such as the nexus of sustainable environmental, societal and economic development and climate change. It considers examples and case studies at a variety of scales and from different perspectives.

The **Higher level** extension theme uses the context of global interaction as a two-way and complex process whereby cultural traits and commodities may be adopted, adapted or resisted by societies. The process is neither inevitable nor universal.

The “Geography concepts” model of the IB involves six main concepts. The four key concepts of place, process, power, and possibility at the centre of geographical thinking and the organizing concepts of scale and spatial interactions connecting them. For further details on these concepts see the IB online subject guide.



## Key Skills

Geographic skills are essential to the study of geography and reflect the subject's distinctive methodology and approach. Through learning these skills students understanding of geography is enriched, enabling them to apply and use appropriate techniques and terminology.

Students will be confident in investigating geographical issues using a range of techniques, they will have developed and refined their interpretation skills by studying and evaluating a range of graphical representations; and evaluating the reliability of source materials will have become second nature; they will know how to approach the task of evaluating infographics; understand and critique geographical information systems (GIS); construct sophisticated arguments and draw conclusions.

In addition as the course progress and students build up their geographical knowledge they will be expected to focus on the synopticity element of geography as a subject, drawing together ideas from different areas of the syllabus. This is particularly important for the IB Higher extension paper.

## What does excellence look like?

- Students can demonstrate a synoptic approach to their studies with particular reference to elements of people and their environments.
- They are confident referring to the six concepts of the IB throughout their learning journey and able to analyse issues of interdependence across different scales.
- Excellence is also demonstrated through the use of a variety of relevant quantitative and qualitative skills drawn from to investigate, interpret, analyse and evaluate complex geographical issues.

## International Opportunities

### Curriculum opportunities

- Field visit to Slapton Ley
- Exchange visits to Europe, China etc. allowing students to engage with new environments
- Visiting speakers

### Diversity within the curriculum

When students finish studying geography, they have the relevant world knowledge to allow them to make valuable, considered decisions about how to live their lives and the impact they will have on others and the environment.

Hopefully linking this to thoughts of living within a sustainable way so that the future of our planet is in safe hands.

## Wider Reading

### Books

Factfulness by Hans Rosling  
What nature does for Britain by Tony Juniper  
The Mighty Dollar by Darshini David  
The New Silk Road by Peter Frankopan

### Newspapers/Periodicals

The BBC; The Guardian; The Economist; National Geographic; New Statesman; Geographical Magazine; The Royal Geographical Society

### Websites

<https://www.gapminder.org/>  
<https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/>  
<https://www.bbc.co.uk/programmes/p029399x/episodes/downloads>  
<https://www.bbc.co.uk/programmes/b006qy05/episodes/downloads>



*"It is impossible to understand history, international politics, the world economy, religions, philosophy, or 'patterns of culture' without taking geography into account."*

*Kenneth C. Davis*