

## Humanities (Geography) – Years 10 & 11 (MYP Years 4 & 5)

Standards and links to MYP objectives	Benchmarks – students are able to:
<p>1. Acquisition and sorting of geographical information: fieldwork (Linked to MYP objectives )</p>	<p>1.1 Planning - <i>Create a fieldwork action plan</i></p> <p>1.2 Using geographical instruments – <i>Use a range of geographical instruments to acquire primary and secondary data:</i></p> <ul style="list-style-type: none"> <li>○ <i>a compass to determine direction</i></li> <li>○ <i>a clinometer (sometimes referred to as an inclinometer) and tape</i></li> <li>○ <i>weather instrument:, a hygrometer, an anemometer, a Beaufort wind scale and cloud identification charts</i></li> <li>○ <i>a thermometer</i></li> <li>○ <i>vegetation identification charts</i></li> </ul> <p>1.3 Collecting and recording data – <i>Collect and record data in the field:</i></p> <ul style="list-style-type: none"> <li>○ <i>Design and conduct interviews</i></li> <li>○ <i>Construct and implement surveys</i></li> <li>○ <i>Field sketch, diagram</i></li> </ul>
<p>2. Acquisition and sorting of geographical information: Reading and research (making meaning) (Linked to MYP objectives )</p>	<p>2.1 Finding information – <i>Identify and distinguish between key points, supporting examples and detail in increasingly complex text</i></p> <p>2.2 Selecting information – <i>Discriminate and prioritise information relevant to the task</i></p> <p>2.3 Key words and research questions – <i>Identify keywords for research purposes. Use key words to formulate questions, to search for information and to refine search</i></p> <p>2.4 Searching information – <i>Use indexes, contents pages, chapter titles and databases to search for information with confidence and accuracy. Demonstrate developing ability to discriminate between essential and non-essential information</i></p> <p>2.5 Using sources – <i>Paraphrase and summarise to express understanding through use of own words</i></p> <p>2.6 Citation and reference – <i>Use standard format and methodology for documenting reference sources. Understand the meaning and consequence of plagiarism. Distinguish own ideas from others. Use citation and bibliography</i></p>
<p>3. Analysis and evaluation of maps (Linked to MYP objectives )</p>	<p>3.1 Types of maps – <i>Identify the key features of various map types. Understand and describe the purposes and uses of each type</i></p> <ul style="list-style-type: none"> <li>○ <i>Climate maps (synoptic charts)</i></li> <li>○ <i>Economic or resource maps</i></li> <li>○ <i>Land-use maps and models</i></li> <li>○ <i>Physical maps</i></li> <li>○ <i>Political maps</i></li> <li>○ <i>Road maps</i></li> <li>○ <i>Topographic maps</i></li> </ul> <p>3.2 Using maps - <i>Use various types of maps to find and compare information. Describe and begin to explain relationships in maps</i></p> <ul style="list-style-type: none"> <li>○ <i>Locate features using degrees and minutes of latitude and longitude</i></li> <li>○ <i>Calculate the area and/or density of a feature</i></li> <li>○ <i>Measure bearings on a map</i></li> <li>○ <i>Calculate local relief</i></li> <li>○ <i>Identify the aspect of a slope and calculate its gradient</i></li> <li>○ <i>Construct a cross-section</i></li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Construct a transect</i></li> <li>○ <i>Distinguish between large-scale and small-scale maps</i></li> </ul>
4. Evaluation and analysis of graphs and statistics (Linked to MYP objectives )	<p>4.1 Reading statistics and tables – <i>Recognise the purpose and function of using various statistical data</i></p> <p>4.2 Identify and explain the limitation of statistics – <i>Describe the relative importance of methodology and purpose in terms of value and limitation for statistics</i></p> <p>4.3 Types of graphs– <i>Identify various types and functions of graphs. Understand and describe the purposes and use for each type and function.</i></p> <ul style="list-style-type: none"> <li>○ <i>Divided bar and column graphs</i></li> <li>○ <i>Population pyramids</i></li> <li>○ <i>Composite line graphs</i></li> <li>○ <i>Circle graphs</i></li> </ul> <p>4.4 Analyse and synthesise – <i>Describe and explain observations and interpretations of trends and relationships gained from working with statistics and/or graphs. Compare and contrast observations and interpretations gained from more than one set of statistics and/or graphs</i></p>
5. Evaluation and analysis of written and visual sources (moving and still images) (Linked to MYP objectives )	<p>5.1 Identify and explain the limitation of sources – <i>Describe the relative importance of origin and purpose in terms of value and limitation for a source</i></p> <p>5.2 Analyse and synthesise – <i>Describe and explain observations and interpretations gained from working with a source. Compare and contrast observations and interpretations gained from two sources</i></p>
6. Applying geographical knowledge and skills (Linked to MYP objectives )	<p>6.1 Synthesis –<i>Synthesise new understanding with prior knowledge</i></p> <p>6.2 Judgements – <i>Identify key questions, problems and issues. With guidance, draw conclusions and make generalisations as the basis for balanced judgements and relate to real-world context</i></p> <p>6.3 Concepts – <i>Understand the concepts of time, place and space, change, systems and global awareness with particular reference to the idea of cause and effect/change over time</i></p>
7. Organising and expressing geographical information (constructing meaning) (Linked to MYP objectives )	<p>7.1 Organisation and presentation – <i>Organise ideas and information in a logically sequenced manner, appropriate to the format used.</i></p> <p>7.2 Terminology – <i>Demonstrate acquisition of subject specific terminology through its correct use in context</i></p> <p>7.3 Communicating data – <i>Communicate data and understanding using a variety of media and technologies. Represent information using appropriate graphical format:</i></p> <ul style="list-style-type: none"> <li>○ <i>maps</i></li> <li>○ <i>diagrams and flow charts</i></li> <li>○ <i>tables</i></li> </ul> <p>7.4 Develop and defend a position – <i>Identify positions (thesis statements) in writing. With tools and guidance, construct thesis statements, plan and develop them into arguments. Modify thesis statement when necessary</i></p> <p>7.5 Integrating evidence – <i>Use supporting evidence in writing. Refer appropriately to accompanying maps, diagrams and flow charts, and tables.</i></p> <p>7.6 Report writing – <i>With tools and guidance present findings in appropriate short or extended report format</i></p> <p>7.7 Conclusion writing – <i>With tools and guidance, plan and write conclusions.</i></p> <p>7.8 Exposition writing – <i>With tools and guidance, apply conventions of expository writing appropriate to content and purpose. Write in paragraphs using extended TEEEL model to construct cohesive essays. Respond to teacher feedback and resubmit</i></p>

	<p>7.9 Timed writing – <i>Begin to construct written responses under time conditions.</i></p> <p>7.10 Dealing with questions – <i>Develop appropriate strategies to identify command and keywords in task questions. Select questions appropriate to subject knowledge and understanding</i></p>
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## **Appendix I**

### **Humanities Concepts**

- Time
  - Establish a personal sense of identity (socially, individually) in a context of time and place.
  - Recognise and explain the similarities and differences that exist between particular people, places and events through time.
- Place and space
  - Recognise, describe and explain patterns and relationships in space, including natural and human environments.
  - Recognise, describe and explain similarities between places.
  - Understand, describe and begin to explain constraints and opportunities afforded by location.
  - Understand, describe and begin to explain issues related to place and space on a local, national and global scale.
- Change
  - Understand and explain various short-term and long-term causes of change.
  - Identify and explain links between causes, processes and consequences.
  - Identify change and begin to explain how rate of change is relevant to context.
  - Understand, describe and begin to explain how human interaction with natural and cultural environments creates change.
  - Understand, describe and explain how environmental, political, economic and social interactions can change levels of sustainability.
- Systems
  - Understand, identify and compare the dynamic nature of systems.
  - Understand, identify and compare co-operation within and between systems.
- Global awareness
  - Identify, describe and explain different perceptions of places, societies and environments.
  - Identify, describe and explain the interdependence of societies.
  - Demonstrate international and intercultural awareness and understanding.
  - Recognise, describe and begin to explain issues facing the international community.
  - Identify and describe issues of equality, justice and responsibility.
  - Know when and how to take responsible action where appropriate and relevant.