



European Schools

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Pedagogical Development Unit

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Geography Syllabus for the secondary cycle (S4-S5)

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 12 AND 13 FEBRUARY
2015 IN BRUSSELS**

**Entry into force on 1 September 2015 for S4
on 1 September 2016 for S5**

Geography is an integrated subject considered to be both a science and a social science subject. It plays an important role in developing scientific and technological literacy in students. This feature of geography also offers the potential for a wide range of cross curricular opportunities.

The syllabus aims to develop basic skills and knowledge across a wide variety of human and physical geographical topics. It aims to provide a firm foundation from which students can progress to either two period or four period geography in year 6 and year 7. Geography should provide students with the ability to understand the world around them and become empathetic and active European citizens.

1. General objectives of the European Schools

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfillment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' curriculum seeks to develop all of these key competences in the students.

2. Didactic principles

It is important to realise that both in working life and in society in general key qualities of social competence and creativity are increasingly in demand, this requires emphasis on teaching strategies with greater student involvement.

The changing nature of geography makes it an ideal subject for students to gain an awareness of the need for lifelong-learning.

The application of different working methods needs to be adapted to the changing classroom situation. The following didactic principles are intended to guide the teaching and learning of geography:

- A variety of teaching methods and approaches should be used. In designing a lesson, teachers have to be aware of the following basic points: definition of objectives; transmission of skills and content; development of social values; development of understanding through examples and discovery.
- The teaching of geography makes possible a more student-centred approach, such as differentiation, work in pairs, groups, role-playing games and simulations etc. which facilitates student learning.
- The lessons are characterised by a constant interaction between teacher and students and amongst students through presentations, dialogues, open class discussions and research etc.
- Frequent inclusion of spoken tasks in lessons is seen as essential.
- The teacher must take into account that the learning occurs in the second language of the students. The learning strategies must take account of the different language levels of the students in a class.
- Time should be spent to enhance subject-specific vocabulary and to develop skills to allow students to apply such terminology and knowledge to different geographical situations.
- Use of ICT, including GIS, is encouraged as an essential geographical tool.
- The topics in the syllabus provide many opportunities for fieldwork across the themes and within them. Fieldwork is strongly encouraged and could range from short local activities to longer residential visits.

The above list is not exhaustive nor is it in order of importance.

3. a. Learning objectives

At the end of the year 4 and 5 cycle, students must have the capability to:

- learn in an environment which fosters inter-cultural understanding and exchange,
- develop a sense of location at different scales,
- use the fundamental ideas and concepts of geography and develop the necessary terminology in their first foreign language,
- understand elements of physical and human geography and assess the interaction between them,

- begin to understand that the world is complex and diverse,
- realise the existence of global links,
- seek geographical information from varied sources, whilst considering internet sources critically,
- appreciate and use geographical knowledge and skills in new situations.

3. b. Skills objectives

Skills form an essential element of the geography syllabus and can be taught at any stage. Details of geographical skills:

- During the course the students should develop the skills necessary for private research and presentations expressing their points of view and findings.
- Map skills list: latitude, longitude, co-ordinates, 4-figure grid references, scales and distance, compass points, legend/key, height of the land (contour lines), using maps and photos together, different map projections.
- Acquire the key vocabulary and methodology to describe and analyse graphs, photographs and maps.
- Other skills: drawing labeled sketches from photos or maps, drawing and analysing graphs (climate, bar, line), manipulate basic data, including the calculation of average & range, population density and natural population changes, interpret basic weather charts.
- In preparation for year 6 and year 7, the year 5 semester tests should begin to test students abilities to write short essays or extended paragraphs (with structured question and/or documents).
- GIS skills: manipulate digital data and images, create digital maps and geo-located data.

4. Content

The learning outcomes for each section of the course are detailed in the relevant part of the syllabus. These learning outcomes explain what the student should be able to do following the completion of each part of the syllabus. The learning outcomes are vital in order that the teacher and student know the detail and depth necessary in order to complete the syllabus.

The number of periods indicated in the table is a recommendation to assist teachers with planning the teaching of the course. Using this, along with the learning outcomes, the teacher should be able to plan the depth and time allocated to each topic. It is suggested that each topic should be assessed through B-tests in year 4 and semester exams in year 5.

Within year 4 teacher discretion can be used to decide the order in which the themes are taught. Within year 5 colleagues across language sections must decide the order of teaching with respect to the topics chosen for the summer harmonised exam.

THEME S4	LEARNING OUTCOMES	CONTENTS	KEYWORDS	DOCUMENTS	LESSONS
<p>MY SCHOOL, THE SURROUNDING REGION AND THE EU</p>	<p>Students are able to build on their 3rd year knowledge to;</p> <ul style="list-style-type: none"> - Understand scale, how it is used and applied. - Refer to locations using compass points. - Use an atlas to locate places using latitude and longitude. - Understand how map projections distort our views of the world. <ul style="list-style-type: none"> - Understand who the stakeholders and decision makers are at different levels (School, Surrounding region, The EU). <ul style="list-style-type: none"> - Explain the function of the EU in their region. 	<p><u>Local (the school)</u></p> <ul style="list-style-type: none"> - a description of the situation of the local area and local land use (field work or satellite imagery) - how the local area affects the environment (e.g pollution, energy, transport, waste, recycling etc.) <p><u>Regions</u></p> <ul style="list-style-type: none"> - a study of the region in which the school is situated using a range of maps. A study into the physical and human characteristics of the region. (Relief, climate, vegetation, population and economic activities) <p><u>My region in the EU</u></p> <ul style="list-style-type: none"> - countries of the EU - links to an EU agency or EU regional policy. 	<p>Scale Site Situation Land use Compass points Geographic co-ordinates Latitude Longitude</p> <p>The EU Member states</p>	<p>Google Earth</p> <p>A range of regional maps</p> <p>Atlas</p> <p>GIS</p>	<p>12</p>

THEME S4	LEARNING OUTCOMES	CONTENTS	KEYWORDS	DOCUMENTS	LESSONS
STRUCTURE OF THE EARTH AND TECTONICS	<p>Students are able to build on their 3rd year knowledge to;</p> <ul style="list-style-type: none"> - Describe and understand the structure of the earth. - Read and identify key events on a simple geological time scale. - Link tectonic change to the present structure and appearance of the earth and its continents. - Describe different types of volcanoes. - Explain the physical and human consequences of plate movements. 	<p><u>Structure and plate tectonics</u></p> <ul style="list-style-type: none"> - structure of the earth - distinguish between phases of mountain building and sedimentation - names of the main tectonic plates - types and movement of tectonic plates <p><u>Earthquakes and volcanoes</u></p> <ul style="list-style-type: none"> - identification of areas of earthquakes and volcanoes - comparison of different types of volcanoes - case study of at least one recent earthquake 	<p>Inner and outer core, crust, mantle, convection currents, oceanic crust, continental crust.</p> <p>Pangaea, tectonics, subduction, constructive, destructive, collision, conservative, plate margins, fold mountains, continental drift, ocean trench, ocean ridge, hot spots, ring of fire.</p> <p>Shield, strata</p> <p>Tsunami, Richter scale, Mercalli scale, seismograph, epicentre , focus.</p>	<p>Maps</p> <p>Photos</p> <p>Labeled sketches</p> <p>Annotated diagrams</p> <p>Satellite images</p> <p>Virtual Globes and GIS</p> <p>ICT sources</p>	<p>15</p>

THEME S4	LEARNING OUTCOMES	CONTENTS	KEYWORDS	DOCUMENTS	LESSONS
POPULATION DYNAMICS	<p>Students are able to;</p> <ul style="list-style-type: none"> - Describe & explain the world distribution & density of population. - Understand and analyse how and why populations change naturally. - Understand population model (DTM). - Compare and explain the structure of at least two population pyramids. Link population pyramids to the DTM. - Discuss the key issues around ageing and youthful populations. - Understand how and why governments and NGOs can influence population change. <ul style="list-style-type: none"> - Describe & explain different types of migration - Understand migration in terms of the 'Push-Pull Model'. - Can describe & explain the effect of migration on population structure 	<p><u>Population distribution</u> Dense & sparse regions (physical & human factors affecting them)</p> <p><u>Structure of populations</u> (age and gender) and change over time - world population growth - the dynamic nature of population change - the Demographic Transition Model</p> <ul style="list-style-type: none"> - reasons for, and consequences of, different growth rates around the world (LEDC / MEDC) - one case study of a pro- or anti-natalist policies. <p><u>Migration</u> - An overview of key types of migration - A case study of non-EU migration</p>	<p>Distribution Density Dense Sparse</p> <p>Birth rate, death rate, fertility rate, natural increase and decrease Life expectancy</p> <p>Dependency ratio</p> <p>Family planning</p> <p>Voluntary, forced, economic, permanent, temporary, step migration, internal, international, rural-urban, refugees, source region, host region,</p>	<p>Maps</p> <p>Graphs</p> <p>Photos</p> <p>Population pyramids</p> <p>Newspaper articles</p> <p>Newspaper cartoons</p> <p>Statistics e.g World Bank</p>	18

THEME S4	LEARNING OUTCOMES	CONTENTS	KEYWORDS	DOCUMENTS	LESSONS
THREATENED ENVIRONMENTS: PROBLEMS AND SOLUTIONS	<p>- For at least 2 examples (one of the examples must be about the oceans and the other land-based) students are able to;</p> <ul style="list-style-type: none"> - Explain the causes of the chosen threats. - Analyse the short-term and long-term effects of the chosen threats. - Evaluate the response to the chosen threats. <ul style="list-style-type: none"> - Understand how different stake holders are trying to reduce the threats to the environment through sustainable development. 	<p><u>Overview</u></p> <ul style="list-style-type: none"> - each example studied should cover causes, short-term and long-term effects and responses (such as the UN and NGOs) - specific reference to EU policies when possible <p><u>MUST study the oceans, e.g.:</u></p> <ul style="list-style-type: none"> - coral reefs - oil spills - plastic pollution - fishing <p><u>and at least one land-based example:</u></p> <ul style="list-style-type: none"> - deforestation - desertification - industrial and agricultural waste - or one other contemporary example 	<p>Coral bleaching, exploitation, climate change, thermal expansion, trawlers, long-line fishing, dynamite fishing, over-fishing</p> <p><i>Relevant words to the chosen example</i></p> <p>Sustainable development, NGOs, governance.</p>	<p>Maps</p> <p>Photographs</p> <p>Systems diagrams</p> <p>Satellite images</p> <p>Graphs</p> <p>Newspaper articles</p> <p>Film</p> <p>Cartoons</p> <p>NGO literature</p>	<p>15</p>

THEME S5	LEARNING OUTCOMES	CONTENTS	KEYWORDS <i>Some words do not exist in all three languages, for this reason please be aware of differences in the key word list when preparing your exam.</i>	DOCUMENTS	LESSONS
DYNAMIC LANDSCAPES	<p>Students are able to;</p> <ul style="list-style-type: none"> - Recognise and explain specific geomorphological processes. - Recognise and explain the creation and evolution of certain landscapes - Apply the learned skills and knowledge to similar landscapes - Describe the opportunities and challenges of different landscapes on societies (coastal erosion, river flooding, desertification etc.) 	<p><u>Overview</u></p> <ul style="list-style-type: none"> - processes of weathering including the rock cycle - karst as an example of weathering - processes of erosion, transportation, deposition <p><u>Landscape examples</u> Choice of TWO from the list below to illustrate processes, landforms and effects on societies:</p> <ul style="list-style-type: none"> - Coastal - Fluvial 	<p>chemical weathering, biological weathering, mechanical weathering,</p> <p>karst, sinkhole, dry valley, cave</p> <p><i>attrition</i>, abrasion, saltation, solution, corrosion.</p> <p>Cliff, cave, arch, stack, <i>stump</i>, spit, tombolo, bar, wave-cut platform, long-shore drift, swash, backwash, constructive wave, destructive wave, coastal management, flooding, retreat</p> <p>V-shaped valley, drainage basin, drainage density, meander, delta, estuary, ox-bow lake, cliff, slip-off slope, <i>undercutting</i>, tributary, confluence, upper course, middle</p>	<p>Photographs</p> <p>Maps</p> <p>Rocks</p> <p>GIS</p> <p>Sketches</p>	15

		<p>- Glacial</p> <p>- Aeolian</p>	<p>course, lower course, lateral erosion, <i>vertical erosion</i>, gorge, river management, flooding</p> <p>U-shaped valleys, glacial trough, accumulation, ablation, corrie, pyramidal peak, arête, ribbon lake, moraines, snout, hanging valley</p> <p>Dunes, pedestal rock, sand desert, rock desert, desertification, wind erosion, erg, reg</p>		
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THEME S5	LEARNING OUTCOMES	CONTENTS The intention is that teachers choose case studies from a variety of locations and development levels.	KEYWORDS	DOCUMENTS	LESSONS
FEEDING THE WORLD	<p>Students are able to;</p> <ul style="list-style-type: none"> - Locate areas of food inequality and explain the reasons for the inequalities. - Identify and describe different types of farming. - Analyse the advantages and disadvantages of two different types of farming. - Explore the globalisation of agriculture through a case study. - Suggest solutions for a more sustainable form of agriculture. - Debate the issues of quality versus quantity in relation to food production. - Name and explain a land use conflict in a rural area related to food production. 	<p><u>Production and Farming</u></p> <ul style="list-style-type: none"> - the problem of world hunger - a brief overview of a range of different types of agriculture Choose one case study from: <ul style="list-style-type: none"> - a globalised crop or a food transnational corporation - GM versus organic agriculture - the first and second Green Revolution - Fair Trade in globalised agricultural production <u>Conflicts</u> Choose one case study from: <ul style="list-style-type: none"> - multinational and governmental land grabs - urban sprawl into neighbouring farmland - food supplies versus biofuels 	<p>Undernourishment, malnutrition, obesity, food security</p> <p>Intensive, extensive, commercial, agri-business, inputs, outputs, yields, subsistence, arable, pastoral</p> <p>Productivity, synthetic fertilizers, pesticides, monoculture, food supply chain, food miles, carbon footprint</p> <p>Organic farming, GM, UN FAO</p> <p>Green Revolution</p> <p>Fair Trade</p> <p>Biofuels</p>	<p>Maps</p> <p>Statistics</p> <p>Graphs</p> <p>GIS</p> <p>Newspaper articles</p> <p>Photo</p> <p>Satellite Images</p>	<p>15</p>

THEME S5	LEARNING OUTCOMES Lessons should move from a global perspective towards a named city through the progression of the unit.	CONTENTS Colleagues are encouraged to use a variety of different examples across MEDCs and LEDCs.	KEYWORDS <i>Some words do not exist in all three languages, for this reason please be aware of differences in the key word list when preparing your exam.</i>	DOCUMENTS	LESSONS
URBAN STUDIES	<p>Students are able to;</p> <ul style="list-style-type: none"> - Explore the increasing number of urban areas. - Describe global patterns of urban development. - Understand the reasons for population increase in urban areas. <p>- Identify and describe the structure and organisation of urban settlements in different regions</p> <p>- For one example of a city explain its function and how its services affect its influence.</p> <p>- Explain two problems and evaluate the corresponding solutions, with reference to sustainable development, in urban areas.</p>	<p><u>Urbanisation</u></p> <ul style="list-style-type: none"> - comparison of number and location of urban areas over time (concept of urbanisation) - introduction of different settlement types - population growth and migration in urban areas <p><u>Urban function, urban forms</u></p> <p>For at least one city analyse some of the following aspects</p> <ul style="list-style-type: none"> - Skylines - Districts - Infrastructure - Urban functions (residential, industries, CBD activities) <p><u>Challenges and opportunities of urbanisation</u></p> <p>Study at least two problems and their solutions;</p> <ul style="list-style-type: none"> - Transport, Pollution, Housing, Water and Sewage, Waste, Energy, Deprivation - Town planning, Urban renewal and regeneration, Public transport, Green spaces, Sustainable Cities 	<p>Site, situation</p> <p>Metropolis, megalopolis, conurbation, global city</p> <p>Models, zoning, inner city, outer city, suburbs, rural-urban fringe, urban sprawl, ghetto, favela, shanty town,</p> <p>Tertiary sector, CBD, sphere of influence, urban hierarchy, science park, transport hub</p> <p>New towns, urban renewal, regeneration</p>	<p>Maps</p> <p>Graphs</p> <p>Photographs</p> <p>GIS</p> <p>Transects</p> <p>Satellite</p>	15

THEME S5	LEARNING OUTCOMES	CONTENTS	KEYWORDS	DOCUMENTS	LESSONS
WEATHER AND CLIMATE	<p>The Students are able to;</p> <ul style="list-style-type: none"> - Explain the difference between weather & climate. - Know the ways in which weather is measured. - Understand the complexity of meteorological processes including a description of the general circulation model. - Describe the impact of weather on human activities. - Describe the global pattern of climate. - Explain the influence of climate factors on the two climate zones studied. 	<p><u>Structure of and movement within the atmosphere</u></p> <ul style="list-style-type: none"> - the instruments used to measure different weather components and the units of measurement. - formation of wind, clouds and precipitation. - examples of how weather affects human activities <p><u>Climate, climate components and factors affecting climate</u></p> <ul style="list-style-type: none"> - overview of global climatic zones - comparison of 2 different climatic zones (excluding Mediterranean and Temperate Maritime): characteristics of climate, vegetation and human activities in the chosen zones 	<p>Troposphere, stratosphere, ozone, weather, weather components, temperature, air pressure, wind, humidity, precipitation, General circulation model</p> <p>Fronts, anticyclones, depressions, , convection, advection</p> <p>Latitude, distance to the sea, altitude, ocean currents, prevailing winds, aspect</p>	<p>Maps</p> <p>Synoptic charts</p> <p>Photos</p> <p>Satellite images</p> <p>ICT sources</p> <p>Climate graphs</p> <p>Diagrams</p>	<p>15</p>

5. Formative and summative assessment

Assessment is both a formative and a summative process.

- Formative assessment draws on information gathered in the assessment process to identify learning needs and adjust teaching and learning. The pupil's self-assessment is a fundamental part of formative assessment. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance. It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the pupil and significantly contributes to the development of his/her personality.
- Summative assessment provides a clear statement of the knowledge and skills possessed by a student at a particular point in time. High quality summative assessment will address the issues of validity, reliability and transparency.
 - The tool must measure what is intended to be measured in order to draw appropriate conclusions. The more an instrument reaches its purpose the more validity it has.
 - Reliability means that the results of assessment can be trusted. Reliability is important because decisions that have to be taken following assessment must be based on data that does not depend on different coincidences.
 - Transparency means that the pupils have all the necessary information at their disposal to fulfill the assessment tasks. Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined.

Language competence should not be a factor in the assessment, unless it creates a serious barrier to effective communication.

A mark

- Written work and short tests undertaken during lessons may contribute to the student's A mark.
- Homework and written group projects may be included in the assessment of the student as well as his/her commitment during lessons and fieldwork, where appropriate.
- Participation in class is an important element in the assessment of students for the A-mark. This assessment should be based on quality, consistency and enthusiasm; and include consideration of:
 - The willingness of the student to contribute freely and regularly to discussions, or to volunteer answers to questions;
 - The effort made by the student in more formal oral presentations (e.g. speeches and debates);
 - The responses given by the student to questions directed to him/her specifically by the teacher;
 - The student's participation in group work and involvement in discussions between students.

B mark

The allocation of B marks is shown in the table below, however the following should be considered:

- Students have to be informed of the topics to be revised well in advance.
- The examinations should be clearly laid-out and structured, and must include the mark allocation for each question.
- Questions and material used should be carefully selected to ensure that students that are weaker linguistically can understand them.
- Questions can require a demonstration of knowledge and/or skills.

In Geography a harmonised examination means questions of the same type and of the same level in the three working languages. Where there are parallel groups for one of the three languages, the questions must be identical for these groups. It is strongly recommended that harmonisation takes place across language sections.

The following rules apply for B tests in year 4 and exams in year 5:

Class	Number per year	Length	Frequency
Year 4	4	1 period	2 per semester
Year 5	2	2 periods	1 per semester. It must be harmonised between language sections in the second semester