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| **IB DP Geography – Core Unit Planner 2017 onwards** | | | |
| **Key IB Geography Unit** | **IB Geography Sub Unit** | **Time Allocation (hrs/lessons)** | **IB Geography Level** |
| Geographic Perspectives - Unit 3: Global resource consumption and security | How pressure on resources affects the future security of places. | 8 | Standard Level |
| **Key Geographical question(s) under investigation / Thematic Elements** | | | |
| 1. ***What is the water–food–energy “nexus” & how its complex interactions affect:***   • *national water security, including access to safe water*  *• national food security, including food availability*  *• national energy security, including energy pathways and geopolitical issues*   1. ***What are the implications of global climate change for the water–food–energy nexus?*** 2. ***Detailed examples of two countries with contrasting levels of resource security*** 3. ***How is the disposal and recycling of consumer items carried out and how does this contribute to the international flows of waste?*** | | | |
| **Hyperlink(s) to teaching and learning resources** | | | |
| [**www.geographypods.com**](http://www.geographypods.com) | | | |
| **Reflections from the previous teaching cycle (student questionnaires, feedback, observation, review etc.)** | | | |
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| **IB Geography Assessment Objectives (AO) – To be covered in this unit of work (see p.14 of 2017 syllabus for further guidance)** | | | | | |
| Choose an item. | | Choose an item. | Choose an item. | | Choose an item. |
| **Assessment Opportunity (see p.1(-16 of 2017 syllabus for further guidance)** | | | | | |
| Choose an item. | | **How?** | Choose an item. | | **How?** |
| **Key Terminology / Concepts** | | | | | |
| **Language & Learning Skills (choose the scope from the drop down menu)** | | | | | |
| Choose an item. | | Choose an item. | Choose an item. | | Choose an item. |
| **Further Explanation if needed** | | | | | |
| **Differentiation & Extra Support Required** | | | **Geographical Skills (see p. 21 -23 of 2017 syllabus for further guidance)** | | |
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| **Evidence of four examples of IB Learner Profile & ATL Integration into Geography** | | | | | |
| **IP Learner Profile 1** | | **IB Learner Profile 2** | **ATL 1** | | **ATL 2** |
| Choose an item. | | Choose an item. | Choose an item. | | Choose an item. |
| **How can students transfer skills and knowledge among disciplines and subject groups?** | | | | | |
|  | | | | | |
| **TOK links & key questions generated** | | | | | |
| Choose an item. | Example of TOK Discussion Point | | Choose an item. | Example of TOK Discussion Point | |
| **Examples of CAS project or crossover in this IB Geography unit** | | | | | |
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