

Geography (S1-S3)

1. Introduction

Geography is a vital discipline that helps us understand our planet from both spatial and ecological viewpoints. It involves the study of places and regions, focusing on their locations, characteristics, and the processes that shape them, as well as how they change over time. By examining the distribution of physical and human phenomena, geography interprets the patterns and processes that influence our environments. This field also explores the interactions between people and their surroundings, analysing how physical systems impact human activities and how human actions modify the environment.

Through the lens of Geography, students gain insight into contemporary sustainability issues on various scales, enhancing their understanding of how to manage these interactions sustainably. The curriculum fosters curiosity about the world, encouraging students to explore diverse places, including Hong Kong, China, and beyond. It provides essential knowledge for understanding global challenges such as climate change and urbanisation. Additionally, geography equips students with critical inquiry skills, enabling them to investigate relevant issues and interpret various data sources. Ultimately, this subject cultivates informed, responsible citizens who are prepared to address local and global challenges while understanding their role in the world.

2. Curriculum aims

The aims of the Geography (S1-S3) curriculum are to enable students:

- (a) to develop knowledge and understanding of space, place and environment, in particular the spatial arrangement of places and the interaction between human and the environment;
- (b) to think and to enquire in a geographical manner;
- (c) to develop geographical skills and basic competencies for further studies and life situations; and
- (d) to be informed and responsible citizens who are willing to act for the betterment of their home city, home nation and the world, and to contribute to the sustainable development of human societies and the natural environment.

3. Curriculum objectives

In relation to the above aims, students should be able to:

Knowledge and Understanding

- (a) develop a thorough understanding of key geographical concepts, including space, place, region, human-environment interaction, global interdependence and sustainable development, and apply them in new situations and contexts;
- (b) develop a solid framework of place knowledge, including the knowledge and understanding of places in the local region (Hong Kong and Zhujiang Delta Region), other places in China, the Asia-Pacific and the world, and the interconnectedness among these places;
- (c) describe and explain the interactions between human and the natural environment over space and time, including the physical and human processes that involved in such interactions, and the patterns and impacts created by such interactions;
- (d) understand how the natural environment influence human life and how human activities alter the natural environment; and
- (e) develop a knowledge and understanding of the major issues of global concern, and how these issues can be managed and/or resolved in a sustainable way.

Skills

- (a) think geographically, guided by the following questions:
 - (i) “Where is it?” and “What is it like?”
 - (ii) “Why is it there?” and “How did it happen?”
 - (iii) “How and why is it changing?”
 - (iv) “What impacts does it have?”
 - (v) “How should it be managed?”
- (b) master basic geographical enquiry skills, including the ability to:
 - (i) ask geographical questions;
 - (ii) locate and collect information and data relevant to the enquiry from a variety of sources;
 - (iii) organise and present information and data in appropriate formats; and
 - (iv) analyse and interpret information and data for drawing conclusions.
- (c) master basic geographical skills, including the ability to :
 - (i) read and interpret different types of atlases, maps and plans at a variety of scales;
 - (ii) construct maps and plans using symbols, annotations, keys and scales;
 - (iii) select and use fieldwork techniques (e.g. observing, measuring, interviewing, recording, photographing, sketching) and instruments (e.g. cameras, data logging devices, GIS);
 - (iv) read and interpret different types of photographs and satellite images; and
 - (v) select and use appropriate graphical and IT techniques to present data on maps and diagrams (e.g. pie charts, GIS).

- (d) master basic competencies, e.g. communication skills, critical thinking skills and creativity, through the enquiry of geographical issues, including the ability to:
 - (i) communicate and exchange ideas in appropriate ways, in particular the use of IT (e.g. PowerPoint presentation, sharing of fieldwork data via e-mail);
 - (ii) assess the information collected, and determine what and what not to believe; and
 - (iii) view situations from different perspectives, such as to explore the diverse responses of people living in different places towards natural hazards from perspectives other than spatial and ecological, e.g. cultural, economic, political and socially responsible perspectives.

Values and Attitudes

- (a) be commit to actions conducive to a better environment and to the sustainability of the world;
- (b) develop a sense of belonging to our society and nation, and be willing to take action for the betterment of our society and nation;
- (c) be aware of the increasing global interdependence and the importance of international cooperation in handling global issues;
- (d) show concern for the people who are less privileged and who are suffering from various types of problems; and
- (e) develop an understanding and respect for other people, their values, cultures and ways of life.

4. Curriculum framework

(a) S1

	Module	Relevant Priority Values and Attitude [#]
Term 1	<u>Module 1</u> Oceans in Trouble	- responsibility - law-abidingness - empathy
Term 2	<u>Module 2</u> Using Urban Space Wisely - Can we maintain a sustainable urban environment?	- respect for others - benevolence - responsibility
	<u>Module 3</u> Scramble for Energy	- responsibility - commitment - perseverance

(b) S2

	Module	Relevant Priority Values and Attitude [#]
Term 1	<u>Module 1</u> Food Problem - can we feed ourselves?	- benevolence - empathy
Term 2	<u>Module 2</u> Trouble with water - drought	- responsibility - commitment - benevolence - empathy
	<u>Module 3</u> Taming the Sand - a long-lasting combat against desertification and sandstorms	- benevolence - empathy

	Module	Relevant Priority Values and Attitude [#]
Term 1	<u>Module 1</u> The Trouble with Water - Flooding	- responsibility - national identity - empathy
	<u>Module 2</u> Living with Natural Hazards - Are we better equipped than the others?	- empathy - benevolence - respect for others
Term 2	<u>Module 3</u> Global Shift in Manufacturing Industry - opportunities and threats	- national identity - empathy - benevolence
	<u>Module 4</u> Changing Climate, Changing Environments	- benevolence - perseverance - commitment

[#] Priority values and attitude include perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, unity and filial piety.

5. Assessment

Under assessment for learning, all students address the conceptual framework and develop the knowledge, skills, values and attitudes for Geography. Therefore, assessments will emphasise on the acquisition of knowledge via understanding and application of concepts, the grasp and application of skills and the processing and presentation of information. On this basis, a variety of tasks and activities will be employed to look at the learning outcomes. They include worksheets, presentations, projects, quizzes, unit tests and the final examination.

(a) Continuous Assessment

Assessment Criteria in Continuous Assessment	Items	Proportion in Continuous Assessment
Knowledge	quizzes unit tests mid-year assessment	40%
Independent Learning	work in study notes reading punctual submission of work	20%
Skills	major assignments projects	40%

(b) Year Grade

Component in Year Grade	Proportion in Year Grade
Term 1 Continuous Assessment	30%
Term 2 Continuous Assessment	30%
Final Examination	40%

6. Students as Self-directed Learners

(a) hybrid learning

Students are provided different forms of electronic media, and information and communications technology to facilitate their self-directed learning, as well as allowing them to learn collaboratively. Students can use their tablet or notebook computers to do research on their projects and written reports within or outside the classroom.

Hybrid learning tools used in junior secondary Geography include Google Classroom, Google Drive, Kahoot, Newsela, Padlet, Gimkit, Wordwall and others.

(b) reading

Reading is essential in the study of History. To understand the world from multiple perspectives, students are expected to read extensively and deeply. Library visits will be arranged during project research lessons. In addition, students will be asked to link learning topics to current events throughout the year.

7. Use of Generative AI

(a) Principles

- Generative AI is one of the tools for learning.
- Plagiarism is a kind of academic dishonesty. It arises when a person copies or adapts others' (including AI's) work as a part or whole of his/her own work without proper acknowledgment.
- Correct use of generative AI is essential for learning.

(b) Requirements

- Each student will sign a declaration form and cite the part(s) in his/her work which originated from or adapted from generative AI tools.
- Student work will be examined by AI detectors and cross-checked with the declaration form. Teachers reserve the right to deduct marks if a large proportion of work is found originated from or adapted from generative AI tools.
- Students are advised to keep their working drafts to prove the originality of their work.

8. The role of parents and homework

- (a) To encourage your child to read extensively.
- (b) To ensure your child finish Geography assignments and projects punctually.
- (c) To scrutinise the progress of learning of your child by encouraging them to revise the learning materials persistently and checking the organisation of their portfolio.
- (d) To maintain constant communication with teachers about your child's learning habits and progress at home.