

Curriculum geography

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

Established as a regulation by the Ministry of Education and Research 15.11.2019. Examination scheme established by the Ministry of Education and Research 29.06.2020

Valid from 01.08.2020

About the subject

Relevance and central values

Geography is an important subject for understanding the interaction between nature and people. The subject shall help the pupils to see the connections between the use of resources, nature, the environment and society, and what consequences changes caused by nature may have for the human race. In geography the pupils shall explore and observe geographical conditions and learn by reflecting on local and global issues. The subject shall help the pupils to develop environmental awareness and to make responsible choices, now and in the future.

All subjects shall help the pupils to understand the value system for learning. Geography shall help the pupils to be engaged, exploring and deliberating, and add to and support their knowledge of and respect for nature and the environment. The subject shall help the pupils to become participating members of society with ethical awareness and the will to think and act sustainably. The subject shall give the pupils insight into and understanding of the ways in which the interaction between man and nature is part of the Sami culture and way of life.

Core elements

Exploration and geographical methods

The pupils shall be able to explore, investigate and be actively creative, starting with their local environment, in developing their geographical understanding. They shall also be able to use information from different types of sources, and critically assess the reliability and relevancy of such sources.

Natural and man-made spaces

The pupils shall be able to understand the connections between nature and society as the basis for people's livelihoods and living conditions. Based on their own lifeworld, the pupils shall develop an understanding of geographical diversity and variation, and identify similarities and differences between different geographical levels.

Sustainability and globalisation

The pupils shall be able to assess the background for, consequences of and alternative actions for sustainability. They shall also be able to discuss the tensions between the social, environmental and economic aspects of sustainability and to assess sustainability on different geographical levels.

Interdisciplinary topics

Sustainability

In geography the interdisciplinary topic of sustainability means that the pupils shall develop knowledge about the causes and consequences of climate changes and the distribution and use of resources, both now and in the future. The pupils shall learn about the consequences that changes in the localisation of business and industry, land usage, rising globalisation and technological development may have on nature and the world. Through this subject the pupils shall reflect on issues that point out how sustainability must be dealt with by seeing how social, economic and environmental conditions are interrelated.

Basic skills

Oral skills

Oral skills in geography refers to presenting one's own work on geographical topics, and the ability to explain and discuss issues by arguing, listening and responding. By participating in oral activities the pupils can describe their own learning process and competence in the geography subject.

Writing

Writing in geography refers to designing and working with subject-related texts adapted to the purpose, and sharing, imparting and presenting information in writing. By writing in geography the pupils can structure their thoughts, plan work and document observations. Writing in geography also means to explore, describe, discuss and assess geographic conditions, and to use and refer to sources.

Reading

Reading in geography refers to exploring, interpreting and reflecting on the content of different sources such as texts, maps, pictures, figures and statistics. It also means finding information, critically selecting and choosing or disregarding different sources, recognising argumentation, and distinguishing between opinions, facts and claims.

Numeracy

Numeracy in geography refers to collecting, working with, interpreting, comparing and assessing data, tables and graphic presentations. Using numeracy skills in geography can help the pupils to understand geographic conditions and to find rationales for geographic interconnections.

Digital skills

Digital skills in geography refers to using digital resources to find, process and navigate in digital sources, being critical to digital sources and selecting information from digital sources, including digital maps. Digital skills also refers to the ability to use digital resources to design subject-related products and to make geographic illustrations to present and develop competence in the subject.

Competence aims and assessment

Competence aims and assessment

Competence aims

The pupil is expected to be able to

- explore and present geographic conditions and processes by using different sources, including maps
- explain how internal and external forces have formed different landscapes, and explore and give examples of how the people who live there can exploit the resources
- discuss various interests relating to resource and land use in Norway, in Sápmi/Sábme/Sáepmie and in the northern regions
- reflect on one's own use of resources and the use of resources in Norway in a global and sustainability perspective
- explore how climatic changes affect nature and society locally, regionally or globally
- explore and explain the causes of a recent natural or environmental disaster and its consequences for people, society and nature
- explain causes behind demographic changes and discuss different living conditions in different parts of the world
- carry out fieldwork to investigate and present geographic conditions

Formative assessment

Formative assessment shall help to promote learning and develop competence in the geography subject. The pupils demonstrate and develop competence in the subject when they use knowledge about nature and society to explore and reflect on different geographic conditions. They develop competence when they investigate and demonstrate understanding of geographic processes, and see relationships between events and changes on different geographic levels.

The teacher shall facilitate for pupil participation and stimulate the desire to learn using oral, written and practical ways of working, allowing the pupils to acquire and demonstrate competence in geography. The teacher and pupils shall engage in dialogue about their development in geography. The pupils shall have the opportunity to experiment in the subject. With the competence the pupils have demonstrated as the starting point, they shall be given the opportunity to express what they believe they have achieved and reflect on their development in the subject. The teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their knowledge about and understanding of how people and nature have impact on each other.

Assessment of coursework

The grade awarded for coursework shall express the overall competence of the pupil after completing the geography subject. The teacher shall plan and facilitate for the opportunity for the pupils to demonstrate their competence in different ways, including through understanding, reflection and critical thinking, and in different contexts. The teacher shall award the grade in geography based on the competence the pupil has demonstrated in the combined use of knowledge and skills.

Type of assessment

Assessment of coursework

Vg1 educational program for study specialization: The student must have one point of view grade.

Vg2 educational program for sports, music, dance and drama, art, design and architecture and media and communication: The student must have one point of view.

Examination for pupils

Vg1 education program for study specialization: The student can be drawn for an oral exam with a preparatory part. Oral exams are prepared and censored locally.

Vg2 educational program for sports, music, dance and drama, art, design and architecture and media and communication: The student can be drawn for an oral exam with a preparatory part. Oral exams are prepared and censored locally.

Examination for external candidates

Vg1 education program for study specialization: The private student will sit for an oral exam. Oral exams are prepared and censored locally. The county municipality decides whether private students will receive a preparation part for a locally given exam.

Vg2 educational program for sports, music, dance and drama, art, design and architecture and media and communication: The private student will sit for an oral exam. Oral exams are prepared and censored locally. The county municipality decides whether private students will receive a preparation part for a locally given exam.