

## Schulinterner Lehrplan Erdkunde bilingual für die Jahrgangstufe 7

basierend auf dem aktuellen Kernlehrplan Erdkunde für die Realschule in NRW, jedoch aufgrund der sprachlichen Arbeit eventuell abweichend

- Lehrwerk: Diercke Geography for bilingual classes. BASIC. Westermann  
TERRA Geography. Dynamic Earth. Klett Verlag  
TERRA Geography. Global Environments and Climatic Regions
- Inhaltsfelder<sup>1</sup>: Merkmale der Erde  
Leben und Wirtschaften in verschiedenen Landschaften  
Naturbedingte und anthropogen bedingte Gefährdung von Lebensräumen
- Kompetenzen<sup>2</sup>:
- SK Sachkompetenz – Aneignung von und Umgang mit geographierelevantem Fachwissen
  - MK Methodenkompetenz – die Fähigkeit und Fertigkeit, sich räumlich zu orientieren, unterschiedliche Verfahren der Informationsbeschaffung, Strukturierung, Analyse, Interpretation
  - UK Urteilskompetenz – die Bereitschaft und Fähigkeit, auf Grundlage der erworbenen Sach- und Methodenkompetenz, beurteilen und bewerten zu können
  - HK Handlungskompetenz – produktives Gestalten, simulatives oder reales Handeln

Erdkunde bilingual in Klasse 7 wird zweistündig in 60 Minuten-Takt unterrichtet.

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<sup>1</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

<sup>2</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

Inhaltsfelder	Thematische Schwerpunkte	Kompetenzen/ Methoden	Raumbeispiel	Fachbegriffe/ Wortschatz <sup>3</sup>	Medien
<b>1. The world we live in</b>	<b><u>Geography – what is it about?</u></b> <b>Where are we?</b> <ul style="list-style-type: none"> <li>- Planets, Solar system</li> <li>- The Earth</li> <li>- Global grid</li> <li>- From the globe to a map</li> <li>- Continents and oceans</li> </ul> <b>Nature</b> <ul style="list-style-type: none"> <li>- Day and night</li> <li>- Time zones</li> <li>- Seasons</li> <li>- Weather</li> <li>- Landscapes</li> </ul>	SK, UK: describing pictures, explaining geographical terms, describing the location of continents and oceans	Solar system	Solar system, planet, moon	Diercke Geography BASIC
		MK, HK: making lists of geographical terms, using different balls as models of the Sun and the Earth, using a globe, locating places, reading a physical map, measuring the distance between places, drawing a bar graph	the Earth	tilted axis, globe, to spin, the North Pole, the South Pole, Equator, global grid, lines of longitude and latitude, Prime Meridian, bar, depth, elevation, scale, bar graph, landmass, pie chart, surface	a globe
			Europe		
			the Earth		
		SK, UK: describing time zones, finding out the time differences, describing how our life changes during the for seasons, differences between the Northern Hemisphere in summer and in winter, weather forecast, different landscapes and different	the Earth	time zone, International Date Line, oblique and vertical rays, season, forecast, precipitation, temperature, desert, forest, grassland, landscape, plain, vegetation	Oxford Student's Atlas
			the UK		

<sup>3</sup> Es handelt sich lediglich um ausgewählte Fachbegriffe, die eng mit den thematischen Schwerpunkten zusammenhängen. Der angegebene Wortschatz soll nicht als komplette Vokabelliste verstanden werden.

<p><b>2. Atmosphere and world climate</b></p>	<ul style="list-style-type: none"> <li>- Atmosphere and solar radiation</li> <li>- Weather and climate</li> <li>- Climatic Zones of the Earth</li> <li>- Climate graphs</li> <li>- The Inuit – life in snow and ice</li> <li>- Hot deserts – dry climates</li> <li>- Very wet and very hot – tropical rainy climates</li> </ul>	<p>crops</p> <p>MK, HK: using the atlas, using a weather map</p> <p>SK, UK: explaining what is atmosphere and the natural greenhouse effect, explaining geographical terms and the difference between weather and climate, comparing the life of the Inuit in the past and today,</p> <p>MK, HK: making lists of geographical terms, describing figures and pictures, interpreting climate graphs, finding cities and countries in the atlas, drawing tables</p> <p>SK, UK: talking about different types of deserts, life in the desert, deserts as a problem for Australia’s economy, reasons why oases are important, comparing the different layers in a tropical rain forest,</p>	<p>Berlin, N’Djamena, Karasjok, Minsk, Athens, Yangambi</p> <p>Areas around the Arctic Ocean</p> <p>The Sahara</p> <p>Australian deserts</p> <p>Morocco, Saudi Arabia, Egypt, Chad</p> <p>The Amazon rainforest</p>	<p>layer, solar radiation, ozone layer, air pressure,</p> <p>gravitation, water vapour, precipitation, humidity, average, annual, height above sea level, aridity</p> <p>Inuit, agriculture, to hunt, nomad, vehicle</p> <p>Rain shadow desert, coastal desert, montane desert, polar desert, erg hamada, serir, overseas, caravan, to settle, to trade, crop, well, dense, lizard, orchid, rainforest,</p>	<p>TERRA. Global Environments and Climatic Regions</p> <p>Book</p> <p>Worksheet</p> <p>Oxford Student’s Atlas</p> <p>book, the atlas worksheets the Internet</p> <p>Extra material:</p> <ul style="list-style-type: none"> <li>- listening: What the expert says</li> <li>- surf the net: Fact sheets: Animals in the layers of the rainforest</li> </ul>
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<p><b>3. Earthquakes, volcanoes and tsunamis</b></p>	<p>Layers of the Earth</p> <ul style="list-style-type: none"> <li>- Living on plate</li> <li>- Plate boundaries</li> <li>- Tsunamis</li> <li>- Volcanoes</li> <li>- Earthquakes</li> </ul>	<p>naming rainforest animals</p> <p>MK, HK: listing examples of desserts, climate, using the atlas, describing pictures graphs, drawing a sketch</p> <p>SK, UK: describing pictures, how people try to find out more about the inside of the Earth, comparing the layers of the Earth, describing how an early warning system works, different kinds of volcanoes, giving reasons why people live near volcanoes, talking about earthquakes</p> <p>MK, HK: using maps, explaining a partner geographical terms, discussing the consequences of the different plate boundaries, summarizing texts in a table, making a list of countries hit by a</p>	<p>The Earth</p> <p>Mid-Atlantic Ridge, Iceland, California, Andes, The Himalayas</p> <p>Malaysia Indonesia Hawaii, the Philippines, Italy, China, Chile</p>	<p>tapir, sloth</p> <p>geologist, layer, crust, mantle, core, solid, liquid, plate tectonics, continental drift, mountain range, sea floor spreading, convection currents, destructive, constructive, collision, conservative, epicentre, shield volcano, stratovolcano, eruption, magma, dormant, earthquake, aftershock, casualty</p>	<p>TERRA Geography. Dynamic Earth</p> <p>Oxford Student's Atlas</p> <p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Layers of the Earth</li> <li>- The system of plate tectonics</li> <li>- An eyewitness report</li> <li>- Worksheets, surfing the net</li> <li>- News articles on earthquakes</li> </ul>
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		tsunami, watching videos in the Internet			
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## Schulinterner Lehrplan Erdkunde bilingual für die Jahrgangstufe 8

basierend auf dem aktuellen Kernlehrplan Erdkunde für die Realschule in NRW, jedoch aufgrund der sprachlichen Arbeit eventuell abweichend

Lehrwerk: Diercke Geography for bilingual classes. VOLUME I. Westermann

Inhaltsfelder<sup>4</sup>: Innerstaatliche und globale räumliche Disparitäten als Herausforderung

- Kompetenzen<sup>5</sup>:
- SK Sachkompetenz – Aneignung von und Umgang mit geographierelevantem Fachwissen
  - MK Methodenkompetenz – die Fähigkeit und Fertigkeit, sich räumlich zu orientieren, unterschiedliche Verfahren der Informationsbeschaffung, Strukturierung, Analyse, Interpretation
  - UK Urteilskompetenz – die Bereitschaft und Fähigkeit, auf Grundlage der erworbenen Sach- und Methodenkompetenz, beurteilen und bewerten zu können
  - HK Handlungskompetenz – produktives Gestalten, simulatives oder reales Handeln

Inhaltsfelder	Thematische Schwerpunkte	Kompetenzen/ Methoden	Raumbeispiel	Fachbegriffe/ Wortschatz <sup>6</sup>	Medien
<b>1. Living and Working in Northern America</b>	Contrasting Nature - Relief - Climate and Vegetation - Extreme Weather Conditions	SK, UK: describing pictures, explaining geographical terms, talking about the contrasts of the North American climate, climatic regions of North America, reasons for violent storms  MK, HK: making lists	Californian Central Valley, Great Salt Lake, Great Plains, Coastal Plains,  Canada, New England, Florida,  Louisiana, New York, Texas,	relief, basin, plateau, coastal plain, relief rainfall, upland, lowland, tundra, boreal, coniferous forest, deciduous woodland, mangrove swamp, hurricane, tornado, twister, blizzard	book, Oxford Student's Atlas          Internet

<sup>4</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

<sup>5</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

<sup>6</sup> Es handelt sich lediglich um ausgewählte Fachbegriffe, die eng mit den thematischen Schwerpunkten zusammenhängen. Der angegebene Wortschatz soll nicht als komplette Vokabelliste verstanden werden.

	<p>The US Population</p> <p>The US-American City</p> <p>USA – Farming</p>	<p>of geographical terms, describing a trip through the USA and the effects of relief rainfall, short talk, describing climate graphs, describing the damages shown in pictures, project: storm types</p> <p>SK, UK: describing the ethnic segregation</p> <p>MK, HK: a short speech, interpreting bar charts</p> <p>SK, UK: describing pictures, explaining the population development, describing a model of the US-American city</p> <p>MK, HK: locating cities in the atlas, drawing a line graph</p> <p>SK, UK: The Us agriculture as one of the most productive in the</p>	<p>New York</p> <p>Chicago, Las Vegas, Minneapolis</p> <p>Central Valley</p>	<p>Immigrant, Whites, Hispanics, African Americans, Native Americans, American Indians, segregation, integration</p> <p>residential area, suburbia, ghetto, urban sprawl, gentrification</p> <p>monoculture, GM crops, drip irrigation, fertilizer, pesticide</p>	<p>Oxford Student’s Atlas, book, bar charts</p> <p>Oxford Student’s Atlas, book</p>
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<p><b>2. Living and working in Asia</b></p>	<p>The Manufacturing Belt and the Sunbelt</p> <p>China</p> <ul style="list-style-type: none"> <li>- Changes in Industry</li> <li>- Changes in Agriculture</li> <li>- Growth of the Population</li> <li>- The Tree Gorges Dam</li> </ul>	<p>world, pros and cons of GM food</p> <p>MK, HK: interpreting graphs and charts</p> <p>SK, UK: states and cities in the Manufacturing Belt and the Sunbelt, describing the production of steel, reasons for the growth, decline and revival of the Manufacturing Belt, reasons why industries and people move to the Sunbelt</p> <p>MK, HK: working with the atlas, writing short texts</p> <p>SK, UK: describing the change in export goods and agriculture, Special Development Zones, effects of the economic growth on the distribution of population, the structure of a commune, explaining the need for</p>	<p>Wisconsin, Pittsburgh, California, Silicon Valley</p> <p>China Shenzhen</p> <p>main agricultural regions</p>	<p>manufacturing industry, structural change, automation, raw material, footloose industries, localization economies, skilled worker</p> <p>small industry, high-tech industry, consumption, planned economy, market economy,</p> <p>landlord, tenant, peasant, commune, output, surplus, market demand</p> <p>population density, population pyramid, living</p>	<p>Oxford Student's Atlas, Internet</p> <p>book, atlas, the Internet</p>
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		<p>the Chinese population policy and commenting on its effectiveness</p> <p>MK, HK: working with the atlas, interpreting graphs and statistics, finding examples for the use of IT technology in agriculture, role plays</p>		<p>space, maternity leave, financial penalty, population projection</p>	<p>map: population density in China</p> <p>population pyramids</p>
	<p>India</p> <ul style="list-style-type: none"> <li>- Hope and Despair in Bangladesh</li> <li>- The Green and the White Revolution</li> <li>- Tradition and Progress</li> </ul>	<p>SK, UK: reasons for the regular flooding and its effects on the population, pointing out the pros and cons of the Green Revolution and commenting on texts, the caste system</p>	<p>India Bangladesh</p>	<p>flooding, water level, storm surge, monsoon, typhoon, cyclone</p> <p>high-yielding varieties, arable land, fertilizer, pesticide, dairy farming</p> <p>caste, social class,</p>	<p>book, workbook, atlas</p>
	<p>Japan</p> <ul style="list-style-type: none"> <li>- A Country in Need of More Space</li> <li>- The Japanese Car Industry</li> </ul>	<p>MK, HK: interpreting climate graphs, reading climate maps, describing pictures, making vocabulary lists</p> <p>SK, UK: explaining the concentration of industries and population, describing the process of</p>	<p>Japan Kobe</p>	<p>reclamation of land, landfill, residential/industrial use</p> <p>research and development, lean production, just-in-time production, supplier,</p>	

<p><b>3. Living and working in Russia</b></p>	<ul style="list-style-type: none"> <li>- The Capital of Russia</li> <li>- Two Russias</li> <li>- Fossil Energy Resources</li> </ul>	<p>reclamation of land, describing the development of the Japanese car production</p> <p>MK, HK: describing pictures, satellite views and sketches, making vocabulary lists, commenting on texts, interpreting graphs, bar and pie charts, working with tables</p> <p>SK, UK: describing the location of Moscow within Russia, population, describing the differences in climate from west to east, explaining why Russia is interested in more oil and gas</p> <p>MK, HK: making a table with the summary of information, interpreting and describing pictures, graphs and maps, climate graphs, thematic maps</p>	<p>Moscow</p> <p>Siberia</p>	<p>assembly plant, innovation, quality standard, raw materials</p> <p>growth ring, rail system, river port, political/economic/cultural centre,</p> <p>distribution of population, mining industry, unfavourable climatic conditions, difficult terrain</p> <p>fossil energy resources, natural gas, coal, pollution, consumer, export, pipeline, reserves</p>	<p>book, workbook, atlas, the Internet</p>
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## Schulinterner Lehrplan Erdkunde bilingual für die Jahrgangstufe 9

basierend auf dem aktuellen Kernlehrplan Erdkunde für die Realschule in NRW, jedoch aufgrund der sprachlichen Arbeit eventuell abweichend

Das Fach Erdkunde/ Geography wird in der Jahrgangsstufe 9 mit einer Wochenstunde erteilt.

Ebenso kommt es durch die sprachliche Arbeit zu Abweichungen vom offiziellen Lehrplan des Faches Erdkunde.

Die grundlegenden Arbeitsmittel das Buch „Diercke Geography for bilingual classes Vol 2“ und das dazugehörige Workbook.

Alternative und ergänzende Medien werden in der folgenden Tabelle gesondert aufgeführt.

Lehrwerk: Diercke Geography for bilingual classes. Vol 2. Westermann

Inhaltsfelder<sup>7</sup>: Wandel wirtschaftsräumlicher und politischer Strukturen unter dem Einfluss der Globalisierung  
Wachstum und Verteilung der Weltbevölkerung  
Verantwortung für die Zukunft

Kompetenzen<sup>8</sup>:

SK	Sachkompetenz	– Aneignung von und Umgang mit geographierelevantem Fachwissen
MK	Methodenkompetenz	– die Fähigkeit und Fertigkeit, sich räumlich zu orientieren, unterschiedliche Verfahren der Informationsbeschaffung, Strukturierung, Analyse, Interpretation
UK	Urteilskompetenz	– die Bereitschaft und Fähigkeit, auf Grundlage der erworbenen Sach- und Methodenkompetenz, beurteilen und bewerten zu können
HK	Handlungskompetenz	– produktives Gestalten, simulatives oder reales Handeln

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<sup>7</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

<sup>8</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

Inhaltsfelder	Thematische Schwerpunkte	Kompetenzen/ Methoden	Raumbeispiel	Fachbegriffe/ Wortschatz <sup>9</sup>	Medien
<b>1. People – Population problems</b>	<b>World population</b> - growth of the world population - population distribution - regional differences	MK HK: analyzing a cartoon, analyzing a graph SK, UK: describing pictures, explaining geographical terms	The Earth	birthrate – Geburtsrate death rate - die Sterberate fertility – Fruchtbarkeit growth rate – Wachstumsrate infant mortality rate – Säuglingssterblichkeit population growth – Bevölkerungswachstum	Diercke Geography Vol 2  Oxford Student´s Atlas
	<b>World Hunger</b> - Causes of hunger - Many solutions	SK, UK: comparing photos, describing spatial patterns of world hunger MK, HK: designing a leaflet	The Earth	balanced diet – ausgewogene Ernährung carrying capacity – Tragfähigkeit crop failure – Missernte famine – Hunger, Hungersnot food crisis / assistance – Nahrungskrise malnutrition – Fehlernährung undernourishment – Unterernährung	Extra material online: - World Hunger Organisations  BBC Film: Hunger  Oxford Student´s Atlas

<sup>9</sup> Es handelt sich lediglich um ausgewählte Fachbegriffe, die eng mit den thematischen Schwerpunkten zusammenhängen. Der angegebene Wortschatz soll nicht als komplette Vokabelliste verstanden werden.

	<p><b>Migration</b>          -push and pull factors of migration          -the global pattern of migration          -illegal immigrants          -a migrant's journey to Europe</p>	<p>SK, UK: summarizing reasons for migration, MK, HK: describing graphs about emigration and immigration, reading a map</p>	<p>Europe Asia</p>	<p>emigration / immigration – Auswanderung / Einwanderung          migration – Wanderung          international/internal – international/innerhalb des Landes          legal/illegal – legal/illegal          temporary/permanent – befristet/dauerhaft          volutary/forced – freiwillig/gezwungen          migrant – Wanderer</p>	<p>Extra material online:          -An eyewitness report          - recent facts and figures</p>
	<p><b>Growing cities</b>          -urban contrasts in Mumbai          -urban growth in Mumbai          -problems of growing cities          -urban and rural population changes</p>	<p>SK, UK: explaining quotations from text, describing and explaining changes in Mumbai</p>	<p>India</p>	<p>homelessness – Obdachlosigkeit          rural/urban population – ländliche/städtische Bevölkerung          sanitation – Gesundheitspflege, Hygiene          sewage – Abwasser          urban agglomeration – Ballungsgebiet</p>	<p>BBC film: Growing cities</p>

<p><b>2. Global Economy</b></p>	<p><b>Different people – different cultures</b>          -The family experience          - The job experience          -The Nelson Mandela School in Berlin          - Culture clash</p> <p><b>Globalisation of the Economy</b>          -The new dimension of an old process          -Driving forces          -Global Players</p>	<p>SK, UK: giving reasons leading to cultural conflicts          MK, HK: listing countries of where pupils come from</p> <p>SK, UK: explaining geographical terms, describing the expansion of McDonald’s          MK, HK: commenting on statements</p>	<p>The Earth</p> <p>The Earth USA</p>	<p>civilization – Zivilisation          culture clash – Kultur Zusammenstoß;          kultureller Konflikt          tolerance - Toleranz</p> <hr/> <p>driving force – die Antriebskraft          free-market economy – freie Marktwirtschaft          globalisation – Globalisierung          global player – die Weltfirma          international network – internationales Netzwerk          internationalisation - Internationalisierung          production cost – Produktionskosten          Transnational Corporation (TNC) – transnationale Unternehmung</p>	<p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul> <p>Diercke Geography Vol 2</p> <p>Oxford Student’s Atlas</p>
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	<p><b>Transport in a „Shrinking World“</b>          -Improved transport technologies          -Important modes of transport          -Global container traffic          -„Now everyone can fly“          -Different air transport systems</p>	<p>SK, UK: explaining geographical terms, describing and comparing different concepts of air transport systems          MK, HK: describing graphs and charts</p>	<p>The Earth</p>	<p>airline – die Flugesellschaft          container vessel – das Containerschiff          freight – die Fracht          passengers – Passagiere          point-to-point / hub-and spoke system – Speichersystem          transport – der Transport          transport network – das Streckennetz</p>	<p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul>
	<p><b>Information Technology Changes the Economy</b>          -Modern communication          -Electronic commerce          -The „Digital divide“</p>	<p>SK, UK: giving examples of how IT changes the economy          MK, HK: analyzing graphs and commenting on them</p>	<p>India</p>	<p>communication – Kommunikation          digital divide – die digitale Kluft          information technology – Informationstechnologie          microprocessor – Mikroprozessor</p>	<p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul>

	<p><b>Location Factors</b>          -Finding the best location          -Hard and soft location factors</p>	<p>SK, UK: describing changes in costs for companies, explaining why some industries of LEDC's have become competitive to those of Europe</p>	<p>China          Pittsburgh/ San Jose- USA</p>	<p>labour force (skilled/cheap) – Arbeitskraft (ausgebildet/günstig)          location factors (hard/soft) – Standortfaktoren (hart/weich)          natural resources – die Bodenschätze          transportation cost – Transportkosten</p>	<p>Oxford Student's Atlas</p>
	<p><b>Zarzis Park – A New Location in Tunisia</b>          -Industrial parks in Tunisia</p>	<p>SK, UK: listing the hard and soft location factors          MK, HK: giving a talk on the location Zarzis Park</p>	<p>Tunisia</p>	<p>Free trade zone – Freihandelszone          foreign investor – ausländischer Anleger          industrial parc – Gewerbegebiet          road network – das Straßen-, Verkehrsnetz</p>	
	<p><b>World Trade</b>          -Growth of trade          -Regional differences          -Terms of trade</p>	<p>SK, UK: describing the role of different regions in world trade, explaining how globalization influences world trade          MK, HK: discussing the effects on the world market price</p>	<p>The Earth          Ethiopia</p>	<p>balance of trade - Außenhandelsbilanz          terms of trade – das Handelsverhältnis          Import/Export          trade – Handel          value – Wert</p>	



	<p><b>Global Economy – Institutions and Rules</b>          -From GATT to WTO          -Wishes and reality</p>	<p>SK, UK: explaining the function of the WTO          MK, HK: Commenting on the role of the WTO</p>	<p>The Earth          USA</p>	<p>Competition – Wettbewerb          financial aid – finanzielle Hilfe          import quota – Einfuhrquote          regulations – die Vorschriften          trade policy – Außenhandelspolitik          tariffs – Gebührenordnung (Zölle)</p>	
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## Schulinterner Lehrplan Erdkunde bilingual für die Jahrgangstufe 10

basierend auf dem aktuellen Kernlehrplan Erdkunde für die Realschule in NRW, jedoch aufgrund der sprachlichen Arbeit eventuell abweichend

Das Fach Erdkunde/ Geography wird in der Jahrgangsstufe 10 mit drei Wochenstunden erteilt.

Ebenso kommt es durch die sprachliche Arbeit zu Abweichungen vom offiziellen Lehrplan des Faches Erdkunde.

Die grundlegenden Arbeitsmittel das Buch „Diercke Geography for bilingual classes Vol 2“ und das dazugehörige Workbook.

Alternative und ergänzende Medien werden in der folgenden Tabelle gesondert aufgeführt.

Lehrwerk: Diercke Geography for bilingual classes. Vol 2. Westermann

Inhaltsfelder<sup>10</sup>:

Europa

Die Belastbarkeit der Erde hat Grenzen

Naturbedingte und antropogen bedingte Gefährdung von Lebensräumen

Regionale und globale räumliche Disparitäten

Entwicklung zur Nachhaltigkeit

Kompetenzen<sup>11</sup>: SK Sachkompetenz – Aneignung von und Umgang mit geographierelevantem Fachwissen

MK Methodenkompetenz – die Fähigkeit und Fertigkeit, sich räumlich zu orientieren, unterschiedliche Verfahren der Informationsbeschaffung, Strukturierung, Analyse, Interpretation

UK Urteilskompetenz – die Bereitschaft und Fähigkeit, auf Grundlage der erworbenen Sach- und Methodenkompetenz beurteilen und bewerten zu können

HK Handlungskompetenz – produktives Gestalten, simulatives oder reales Handeln

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<sup>10</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

<sup>11</sup> Vgl. Kernlehrplan Erdkunde für die Realschule in NRW

Inhaltsfelder	Thematische Schwerpunkte	Kompetenzen/ Methoden	Raumbeispiel	Fachbegriffe/ Wortschatz <sup>12</sup>	Medien
<b>1. Europe changes</b>	<b>The European Union and the World</b> -The European Union	SK,UK: finding information about EU organisations, explaining statements, writing a speech, commenting on disadvantages and advantages of the Schengen Agreement MK,HK: analyzing a graph, reading a map	Europe	economic power – Wirtschaftsmacht European Community – die Europäische Gemeinschaft European Union – Europäische Union monetary union – Währungsunion Maastricht Treaty – der Vertrag von Maastricht Schengen Agreement – das Schengener Abkommen single currency – einheitliche Währung	Diercke Geography Vol 2  Extra material online: - recent facts and figures  Oxford Student´s Atlas
	<b>The Regional Policy of the EU</b> -The EU budget -Structural Funds -Thuringia - a German convergence region -Project „Industrial estate Schadenberg	SK,UK: describing convergence regions, explaining why firms have moved to Schadenberg MK, HK: working with the atlas, presenting an EU supported project, reading a map, analyzing a graph	Europe Germany	EU budget – Haushalt der EU regional policy – Raumordnungspolitik regional disparities – regionale Ungleichheiten regional development fund – regionale Fördergesellschaft Structural Funds – Strukturfonds	Oxford Student´s Atlas
	<b>Transit Traffic in the Alps</b>	SK,UK: giving a round table talk			

<sup>12</sup> Es handelt sich lediglich um ausgewählte Fachbegriffe, die eng mit den thematischen Schwerpunkten zusammenhängen. Der angegebene Wortschatz soll nicht als komplette Vokabelliste verstanden werden.

	<p>-The Alps – a natural barrier -Problems of transport across the Alps -The Alpine Space programm</p> <p><b>The European Car Industry Moves East</b> -Positive location factors -Winners and losers</p> <p><b>The Common Agricultural Policy</b> -The first phase of the CAP -The second phase of the CAP -The CAP today -The CAP and globalisation</p> <p><b>Ireland – From Agriculture to Hi-</b></p>	<p>about the problems of the Alps MK, HK: drawing a sketch map</p> <p>SK,UK: describing and explaining the change of the location MK, HK: listing potential changes, collection information about potential locations</p> <p>SK,UK: explaining a cartoon, describing the CAP, analyzing a graph</p> <p>SK,UK: explaining the development of Ireland, commenting</p>	<p>The Alps</p> <p>Europe Slovakia</p> <p>Europe</p>	<p>combined transport – kombinierter Transport CO2 emission – CO2 Ausstoß heavy vehicle – Schwertransport</p> <hr/> <p>assembly plant – das Montagewerk ancillary industry – die Zulieferindustrie car manufacturer – der Autohersteller man hour – die Arbeitsstunde purchasing power – die Kaufkraft service industries – Dienstleistungsunternehmen taxation – die Besteuerung</p> <hr/> <p>Common Agricultural Policy (CAP) – Gemeinsame Agrarpolitik consumer – Verbraucher internal market – der Binnenmarkt over-production – Überproduktion set-aside system – Flächenstillegung subsidy – Subvention quota – Quote</p>	<p>Extra material online: - recent facts and figures</p> <p>Extra material online: - recent facts and figures - newspaper articles</p>
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	<p><b>Tech Industry</b> -Positive location factors in Ireland</p> <p><b>Romania – A New EU Member State</b> -The primary sector in Romania -Modern development</p> <p><b>How to become A New Member State</b> -The Copenhagen Criteria -New membership and the EU -Fears and concerns</p> <p><b>Croatia – On the Way to become a New EU Member</b></p>	<p>on different views MK, HK: reading a map</p> <p>SK,UK: describing natural conditions, pointing out the economic development, writing an interview MK, HK: analyzing a graph</p> <p>SK,UK: describing the Copenhagen Criteria, comparing data, giving advantages for the membership in the EU MK, HK: analyzing a graph, analyzing a cartoon</p> <p>SK,UK: describing the development of tourism, explaining the importance of tourism for Croatia,</p>	<p>Ireland</p> <p>Romania</p> <p>Europe</p>	<p>Development scheme – der Bebauungsplan innovation – die Neuerung location factor – Standortfaktor</p> <hr/> <p>advisory service – Beratung ecological farming – ökologische Landwirtschaft employment structure – die Beschäftigungsstruktur European market – der europäische Markt period of transition – die Übergangsphase</p> <hr/> <p>accession – der Beitritt applicant – der Antragsteller grants – die Subventionen / die Zuschüsse integration – die Eingliederung</p>	<p>Oxford Student’s Atlas</p> <p>Extra material online: - recent facts and figures</p> <p>Oxford Student’s Atlas</p>
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<b>2. Energy Resources</b>	<p><b>State</b>          -Application for membership          -The importance of tourism          -Tourist industry – future prospects          -Tourism Plus</p>	<p>giving reasons for spending a holiday in Croatia          MK, HK: analyzing a graph, creating a leaflet</p>	Croatia	<p>domestic / foreign – einheimisch / ausländisch          economic development – wirtschaftliche Entwicklung          independence – Unabhängigkeit          negotiations – Verhandlungen          nautical tourism – Seetourismus          potential membership – mögliche Mitgliedschaft</p>	<p>Extra material online:          - Tourist information on Croatia</p>
	<p><b>Energy- a vital component of our Life</b>          -Increasing demand          -Energy resources          -renewable and non- renewable</p>	<p>SK, UK: describing the projected future world energy demand, explaining the term renewable energy resources, commenting on a graph classifying energy resources</p>	The Earth	<p>energy resources – Energieressourcen          energy reserves – Energiereserven          electricity – Elektrizität          non-renewable resources – nicht erneuerbare Energien          primary energy – Primärenergie          renewable resources – erneuerbare Energien          secondary energy – Sekundärenergie          tidal power – Gezeitenkraft</p>	<p>Diercke Geography Vol 2          Oxford Student´s Atlas</p>
	<p><b>Coal- a fossil fuel</b>          -From coal to electricity</p>	<p>MK, HK: listing hard coal deposits,          SK, UK: describing the process of converting coal into</p>			

	<p>-Global reserves -A second boom? -Environmental problems</p> <p><b>Crude oil- still the black gold</b> -Disparities between supply and demand -Transport of oil- a big challenge -Natural gas</p> <p><b>Nuclear energy</b> -Uranium mining -The nuclear</p>	<p>electricity, giving reasons for actual increase in coal mining</p> <p>MK, HK: reading and comparing maps SK, UK: describing the distribution of major oil and gas fields, describing graphs about supply and demand, explaining the challenges of oil and gas transport</p> <p>MK, HK: comparing graphs, writing a short speech on using nuclear energy, listing pros and cons of producing electricity</p>	<p>The Earth</p> <p>Europe Asia</p>	<p>deep shaft mining – Tiefbau fossil fuel – fossiler Brennstoff generator – Generator global warming – globale Erwärmung greenhouse gas – Treibhausgas hard coal – Steinkohle lignite – Braunkohle opencast mining – Tagebau power station – Kraftwerk</p> <hr/> <p>crude oil – Erdöl, Rohöl demand – Nachfrage double hull tanker – Doppelrumpftanker gas/oil field – Erdgas-/ Ölfeld supply – Lieferung, Vorrat, Versorgung pipeline – Pipeline liquefield natural gas – Flüssiggas</p>	<p>Oxford Student´s Atlas</p> <p>Extra material online: - recent facts and figures</p> <p>Oxford Student´s Atlas</p>
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	<p>debate</p> <p><b>Electricity from Water and Wind</b>          -How to produce energy from water?          -Contribution to world electricity          -Energy from wind          -Wind farms          -Wind power-environmental concern</p> <p><b>Solar and Geothermal Energy</b>          -Solar Energy          -Solar heating</p>	<p>by nuclear energy, drawing a pie chart</p> <p>SK, UK: commenting on the share of hydropower in world's energy production, MK, HK: discussing pros and cons of generating electricity from wind</p> <p>SK, UK: describing the use of solar cookers in African villages, MK, HK :listing suitable sites for using geothermal energy, writing a short report about small scale</p>	<p>Namibia Chernobyl</p> <p>The Earth Germany</p>	<p>nuclear disaster – Nuklearkatastrophe          nuclear energy – Kernenergie          nuclear meltdown – die Kernschmelze          nuclear reactor – Kernreaktor          radioactive fallout – radioaktiver Niederschlag          radioactive waste – Atommüll          uranium – Uran</p> <hr/> <p>hydropower station – Wasserkraftwerk          offshore wind power – Windkraft auf offener See          wind power – Windkraft          wind turbine – Windkraftanlage          wind farm / park – Windenergiepark          pumped storage power station – Pumpspeicherwerk          tidal power – Gezeitenkraft</p>	<p>BBC film: Chernobyl</p> <p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul>
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	<p>-Photovoltaic systems -Geothermal Energy -Manyfold use</p> <p><b>Biomass Energy- more than firewood</b> -Traditional use -Electricity from biomass -Biogas -Biofuels- an alternative to petrol fuels? -Biomass energy- a green dream?</p> <p><b>World Energy- Future Perspectives</b> -Complex challenges</p>	<p>installations of solar collectors in the home area</p> <p>SK, UK: describing methods of generating electricity from biomass, MK, HK: commenting on biomass as a green dream</p> <p>SK, UK: describing the development of the world energy consumption, explaining the term “energy triangle”, discussing in class in how far energy consumption is linked with lifestyle</p>	<p>Africa Germany Iceland</p> <p>The Earth Africa</p>	<p>geothermal energy – die Erdwärme solar cell – Solarzelle solar collector – die Solaranlage solar energy – die Sonnenenergie solar radiation – Sonneneinstrahlung tectonic plates – tektonische Platten water steam – Wasserdampf</p> <hr/> <p>Bioethanol – das Bioethanol biodiesel – der Biodiesel biogas – das Biogas biofuel – der Biodraftstoff biomass – die Biomasse environmental balance – die Umweltbilanz rapeseed – der Raps(samen) sugar cane – das Zuckerrohr timber – Nutzholz wood pellet – das Holzpellet</p>	
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<b>3. Environment-Global changes</b>	<ul style="list-style-type: none"> <li>-Diversification of sources and supply countries</li> <li>- Improving energy efficiency</li> <li>-Reducing energy consumption</li> </ul>	<p>SK, UK: describing the changes in global temperature, explaining aspects of global warming MK, HK: writing a report about consequences of climate change in the Alps</p>	<p>The Earth</p>	<p>Energy consumption – der Energieverbrauch energy efficiency – die Energieausnutzung energy loss – Energieverlust consumer habit – Gewohnheit der Verbraucher</p>	<p>Diercke Geography Vol 2</p> <p>Film: An inconvenient truth</p>
	<ul style="list-style-type: none"> <li><b>Changing climate</b></li> <li>-The greenhouse effect</li> <li>-global warming: a manmade process</li> <li>-Impacts of global warming</li> <li>-Climate change in the Alps</li> <li>-The Kyoto Protocol</li> </ul> <ul style="list-style-type: none"> <li><b>Soil Degradation</b></li> <li>-Degradation by rainfall..and by wind</li> <li>-Soil compaction</li> <li>-Impact of chemicals</li> </ul>	<p>SK, UK: describing the process of soil degradation, giving reasons for soil degradation</p>	<p>The Earth The Alps</p>	<p>climate change – Klimawandel climate model – Klimamodell climate protection – Klimaschutz global warming – Erderwärmung greenhouse gases/effect – Treibhausgas/-effekt short-wave radiation – Kurzwellenstrahlung</p>	

	<p>-Salinisation -Silent danger</p> <p><b>Fresh Water- A vital resource</b> -Water- essential for all life -Fresh water reserves -The global water crisis -Water conflicts -Water management</p> <p><b>Threatened Oceans</b> -Overfishing -Marine pollution</p> <p><b>The ecological footprint</b> -Biocapacity -The ecological overshoot -Footprint of countries</p>	<p>SK, UK: describing the global availability of fresh water, arguing for the necessity of water management MK, HK: listing countries and their availability of fresh water</p> <p>SK, UK: describing the global pattern of overfishing, MK, HK: commenting on marine oil pollution SK, UK: giving reason for ecological deficits, explaining the concept of shrinking and sharing</p>	<p>The Earth Africa the UK</p> <p>The Earth</p> <p>The Earth</p>	<p>contamination – Verunreinigung, Belastung depletion – Raubbau, Erschöpfung heavy metals – Schwermetalle soil degradation – Bodenzerstörung salinisation – Versalzung soil compaction – Bodenverdichtung soil erosion – Bodenerosion soil fertility – Bodenfruchtbarkeit topsoil – Mutterboden</p> <hr/> <p>flood protection – Hochwasserschutz fresh water – das Frischwasser water availability – Wasserverfügbarkeit water conflict – Kampf um Wasser water distribution – Wasserverteilung</p> <hr/> <p>fish farm – die Fischzuchtanlage fish stocks – Fischbestände marine pollution – Meeresverschmutzung overfishing – Überfischung</p>	<p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul>
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<b>4.Global Disparities</b>	-Why we care -Shrinking and sharing	SK, UK: describing differences in the process of globalization, explaining the term “global city” MK, HK: analyzing a graph	The Earth	biocapacity – Biokapazität ecological deficit/reserve – der ökologische Mangel/Reserve ecological footprint – der ökologische Fußabdruck ecological overshoot – die ökologische Überschreitung	Oxford Student’s Atlas
	<b>Globalisation-Regional Differences</b> -New winners- New losers? -Global fragmentation -Global cities	SK, UK: explaining why Singapore is a transport, financial and Hi-Tech Hub, describing positive and negative aspects of Singapore’s future development SK, UK: explaining the reasons for the Appalachians losing ground, listing possibilities to support the citizens of the distressed areas	The Earth London	core/periphery – Innenstadt/ Stadttrandgebiet fragmentation – Zersplitterung global city – Weltstadt regional disparities – regionale Unterschiede	
	<b>Singapore- A Transport, Financial and Hi-Tech Hub</b> -Development needs space		Singapore	feeder traffic – Zubringerverkehr hub – Knotenpunkt, Zentrum hi-tech industries – Spitzentechnologie Industrieen port of call – Anlaufhafen sea route – Seeroute spatial problem – Raumproblem	
	<b>Apalachia Losing Ground</b> -War against poverty -The coal industry -Mountaintop removal	SK, UK: describing Bangalore’s development, listing			

	<p>-Need for investment</p> <p><b>Bangalore- A City of Growth</b> -Effects of Globalisation -Problems of Growth</p> <p><b>Lake Victoria- Once the Rich Fishing Grounds</b> -Unleashing a "beast" -Boom and struggle in Tansania</p> <p><b>Globalisation- Different Views</b> -Different Views</p>	<p>positive and negative effects of the growth of the IT industry</p> <p>SK, UK: describing the essential economic changes, explaining the ecological impact MK, HK: discussing the pros and the cons</p> <p>SK, UK: summarizing the pros and the cons of globalization MK, HK: collecting information from newspapers and the internet</p> <p>SK, UK: explaining the concept of sustainability</p>	<p>Apalacia- USA</p> <p>Bangalore- India</p> <p>Africa</p>	<p>distressed area – das Katastrophen- / Notstandsgebiet exploitation – Ausbeutung mountaintop removal – Entfernung der Bergspitze overburden - der Abraum, die Deckschichten pollution – Umweltverschmutzung</p> <hr/> <p>car parts – Autoteile demand – Nachfrage electronic components – elektronische Bauteile manufacturing industry – verarbeitende Industrie power supply – Energieversorgung precision engineering – Präzisionstechnik</p> <hr/> <p>commercial catch – Fangmenge extinction – Aussterben fishery – Fischerei plankton – Plankton residents – Anwohner, Bewohner unfair trade – unfairen Handel</p>	<p>Oxford Student's Atlas</p>
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<p><b>5. Sustainable Development</b></p>	<p><b>The Concept of Sustainability</b>          -Sustainability for future generations          -The way to sustainable development</p> <p><b>Aid to sustainable Development</b>          -Sustainability and Local Agenda 21</p> <p><b>Fair Trade</b>          -The aims of Fair Trade          -Fair Trade Plus</p> <p><b>Think Globally- Act Locally</b>          -The UN and Local Agenda 21          -Find out- get involved          -Start sustainability at home</p>	<p>SK, UK: explaining in how far governments contribute to sustainable development</p> <p>SK, UK: explaining geographical terms</p> <p>SK, UK: explaining the idea and the term LA 21          MK, HK: discussing how to contribute to sustainability in everyday life</p>	<p>The Earth</p> <p>The Earth          Africa, the Eifel</p> <p>Africa          Afghanistan</p> <p>India</p>	<p>global economy – Weltwirtschaft          globalisation – Globalisierung          loser – Verlierer          opponents – Gegner          supporter – Unterstützer          winner – Gewinner          prosperity – Reichtum, Wohlstand</p> <hr/> <p>sustainability – Nachhaltigkeit          sustainable development – nachhaltige Entwicklung</p> <hr/> <p>Governmental Organisation – Regierungsorganisation</p> <hr/> <p>cash crop – Ernte als Zahlungsmittel          Fair Trade – fairer Handel to produce – produzieren          subsidy – Subvention          tariff – Zollgebühr          world demand – Weltbedarf</p>	<p>Extra material online:</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Recent facts and figures</li> </ul>
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			Germany	community – Gemeinschaft consumer pattern – das Verbraucher – Modell priority target – das vorrangige Ziel	Extra material online: - Fair Trade Organisations and Products
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