

Subject	Year	Term
Geography AQA	12 and 13	Summer Term 2 (Year 12) and Autumn Term 1 and 2 (Year 13)
Topic		
Global Systems and Global Governance		
Content + skills (Intent)		
<p>Prior Learning (Topic) KS1/KS2- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS3 at Balcarras We all agree, save the sea (Year 7), Think today, enjoy tomorrow (Year 8), Perishing Places (Year 8), Fairer trade- A choice and a voice (Year 8), Cut down deforestation (Year 8), Paradises lost? (Year 9), The delicate balance – ecosystems (Year 9), Clean water for everyone (Year 9)</p> <p>KS4 at Balcarras Urban environments (Year 10), The living world (Year 11), Changing economic world (Year 11), Resource management (Year 11)</p> <p>This section of the specification focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of the global economy and society in recent decades. Increased interdependence and transformed relationships between peoples, states and environments have prompted more or less successful attempts at a global level to manage and govern some aspects of human affairs. Students will engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons. Students will contemplate many complex dimensions of contemporary world affairs and their own place in it and perspective on them.</p> <p>Future Learning (Topic) KS5 at Balcarras- Geographical skills across all A-level topics. This is a core topic so there can be synoptic links made to all other topics at A-level. Pupils will need to consider the role and impact of governance on other areas of study e.g., coastal management (Year 12). Cross curricular- Politics, history, environmental science</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>Key Themes:</p> <ul style="list-style-type: none"> • Dimensions of globalisation • Factors in globalisation • Form and nature of economic, political, social and environmental interdependence in the contemporary world • Issues associated with interdependence • Global features and trends in the volume and pattern of international trade and investment • Trading relationships and patterns • The nature and role of transnational corporations (TNCs) • World trade in at least one food commodity • Analysis and assessment of the geographical consequences of global systems • The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. • Issues associated with attempts at global governance to include looking at agencies such as the UN and how governance interacts between a range of scales from the local to the global. • The concept of the 'global commons' • Antarctica as a Global Common <p>The A-Level course comprise of lessons where content is taught (teacher led), directed questioning and adaptive teaching. Pupil notes are made (often through 'flip learning')</p>	<p>Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative</p> <p>Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, marked Continual low-stakes formative testing in lessons through verbal questioning</p> <p>This topic will be covered within the Year 12 and Year 13 formal mock exams - summative feedback.</p> <p>A level record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.</p>	

ahead of the next lesson). Exam technique is integrated (see opposite box) via PPOs, plus there is an expectation of wider reading and keeping up with current issues/affairs. We aim to include pupil centred/led learning through group work, peer learning/assessment. We also include fieldwork, GIS and numeracy/ computing skills where possible.

Misconceptions

The UN doesn't really do anything

In fact: The UN feeds, shelters, vaccinates and educates millions of people every day. The World Food Programme alone reaches 90m people a year. UN efforts have led to the eradication of smallpox, protected civilians around the world and provided billions in development assistance.

Wealthy countries do not need the UN

In fact: The world's most pressing challenges – from climate change to terrorism – cannot be tackled in isolation. The UN enables states to forge global solutions. By working through it, no country – rich or poor – need shoulder the burden or cost of tackling them alone.

For other ideas on the UN please see this link:

<https://una.org.uk/magazine/4-2011/10-myths-about-united-nations>

It is always freezing in Antarctica

Yes! Antarctica is one of the coldest places on the planet with the lowest temperature being recorded as -89.4 degree celsius once. However the mid summers are a lot more bearable. Along the coastlines, one can usually experience a warmer temperature. The temperature also varies according to the place that you're recording from.

Populist nationalism has begun to reverse globalisation.

After 2016's electoral surprises (Brexit and Trump), many predicted globalisation's imminent demise. A headline in the Guardian [proclaimed](#), "Globalisation as we know it is over – and Brexit is the biggest sign yet," and one in the Boston Globe [read](#), "Trump won. Globalization lost. Now what?"

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Places to explore

A virtual reality Exploration of Antractica - <https://education.nationalgeographic.org/resource/antarctica-virtual-reality-exploration>
<http://ernest-shackleton.com/antarctica/>

UN virtual tour - <https://www.un.org/en/visit/virtual-tours>

Watch this

The Whistleblowers – Inside the UN: <https://www.bbc.co.uk/iplayer/episode/m0018ljw/the-whistleblowers-inside-the-un>

TED talks on globalisation: <https://www.ted.com/search?q=globalization>

TED talks on the UN: <https://www.ted.com/search?q=the+UN>

Let's save the last pristine continent: https://www.ted.com/talks/robert_swan_let_s_save_the_last_pristine_continent

Coca Cola's Hidden Secrets - <https://www.youtube.com/watch?v=-XKdODELf-E>

Coca Cola Secret Formula: <https://www.youtube.com/watch?v=cvcSneixc5k>

Listen to this

Oxford University have a wider range of audio and video lectures on globalisation. See the list here:

<https://podcasts.ox.ac.uk/keywords/globalisation>

Understanding Globalisation by the Open University: <https://podcasts.apple.com/gb/podcast/understanding-globalisation/id588305180>

Globalisation in reverse BBC documentary podcast: <https://www.bbc.co.uk/programmes/p09k6pz2>

UN podcasts: <https://news.un.org/en/un-podcasts>

Antarctica: <https://www.bbc.co.uk/programmes/b00ss2th>

Check this out

<https://www.rgs.org/RGS/media/RGS-Media-Library/Schools/Teaching%20resources/Literacy-Lowdown-Tim-Marshall-v2.pdf>

<https://www.rgs.org/RGS/media/RGS-Media-Library/Schools/Teaching%20resources/Literacy-Lowdown-Alex-Perry.pdf>

You may find an online course (MOOC) that would aid your knowledge of this topic. Have a look at a comprehensive list of MOOCs here:

<https://www.mooc-list.com/>

Conversation Starters/essay titles

‘Transnational corporations (TNCs) are the most significant factor in creating unequal flows of people and money within global systems.’ With reference to a TNC, assess the extent to which you agree with this statement.

Assess the relative importance of NGOs and international government organisations in enhancing protection of Antarctica.

‘The UN has worked tirelessly to promote growth and stability across the globe, but TNCs have been far more successful in this regard.’ To what extent do you agree with this view?

‘In a globalising world the use of the global common of Antarctica can never be sustainable.’ How far do you agree with this view?

‘The impact of changing carbon budgets is a much greater threat to Antarctica than the impact of tourism or fishing and whaling.’ To what extent do you agree with this statement?

Helpful further reading/discussion**Reading****Non fiction**

Prisoners of Geography by Tim Marshall

The Rift: A new Africa Breaks Free by Alex Perry

Dead Aid: Why aid is not working and how there is another way for Africa by Dambisa Moyo

The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It by Paul Collier

The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade by Piertra Rivoli

A Splendid Exchange: How Trade Shaped the World by William Bernstein

How Bad Are Bananas? The Carbon Footprint of Everything by Mike Berners-Lee

The United Nations Development Programme: A Better Way?

By Craig Murphy

Antarctica: A Call to Action by Sebastian Copeland

<https://fivebooks.com/best-books/globalisation-dani-rodrik/>

National Geographic (website and magazine)

Royal Geographic Society

Geographical magazine

Academic reading

RGS – Foyle Reading Room -

<https://www.rgs.org/research/higher-education-resources/hints-and-tips-for-searching-and-using-the-rgs-ibg/>

National Geographic (website and magazine)

Royal Geographic Society

Geographical magazine

Fiction

Antarctic Navigation by Elizabeth Arthur

South Pole Station by Ashley Shelby

Vocabulary Lists*Speaking like a geographer (Splag)*

Globalisation

Interdependence

Flows

Trade

Investment

Remittance

Aid

Containerisation

Protectionism

BRICS economies

MINT economies

FDI (foreign direct investment)

Deindustrialisation

Race the bottom

Trade War

Embargo

Subsidy

TNC (transnational corporation)

Norms

Laws

Governance

Global Commons

Common Heritage

Tragedy of the Commons

NGO (Non-Governmental organisation)

Careers Links

Research scientist:

<https://www.bbc.co.uk/bitesize/articles/zv2skmn>

You could work for the British Antarctic Survey:

<https://www.bas.ac.uk/jobs/vacancies/>

Glaciologists <https://www.youtube.com/watch?v=PvptZ-WWoY>

Meteorologist:

<https://nationalcareers.service.gov.uk/job-profiles/meteorologist>

Oceanographer:

<https://oceanservice.noaa.gov/facts/oceanographer.html>

UN careers: <https://careers.un.org/lbw/Home.aspx>

Work for a TNC like coca cola: <https://www.coca-colacompany.com/careers>