



YEAR 13 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Global Systems and Global Governance

Curriculum Intent	<p>In addition to working further on objectives from Years 7 – 12, pupils will be taught, following the AQA A-level specification, the following this term:</p>
Skills/Assessment Objective Links	<ol style="list-style-type: none"> 1. Globalisation: dimensions of globalisation and factors encouraging globalisation. 2. Global systems: the form and nature of economic, political, social and environmental interdependence in the contemporary world, including issues associated with interdependence, such as unequal flows and unequal power relations. 3. International trade and access to markets: global features and trends in the volume and pattern of international trade and investment associated with globalisation, trading relationships, differential access to markets, the nature and role of TNCs, the global trade of bananas and an analysis of how trade affects peoples lives across the globe. 4. Global governance: the emergence and developing role of norms, laws and institutions in regulating and reproducing global systems and the issues surrounding attempts at global governance. 5. The global commons: The concept of the 'global commons'. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must also acknowledge the need to protect the global commons. 6. Antarctica as a global common: An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean). Threats to Antarctica arising from: climate change, fishing and whaling, the search for mineral resources, tourism and scientific research. Critical appraisal of the developing governance of Antarctica. The role of NGOs in monitoring threats and enhancing protection of Antarctica. A analysis of how governing Antarctica affects people's lives across the globe. 7. Globalisation critique: The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact.
Spiritual, moral, social, and cultural development	<p>SMSC: Exploring the values and viewpoints of people around the world. Understanding that rules and laws have cultural influences. Recognising right and wrong regarding the governance of our planet.</p> <p>PSHE/British Values: Understanding our place in the world and the importance of laws and rules to protect our planet and way of life. Appreciating that we have a right to 'have a say' and that we have the freedom to make choices. Respecting and tolerating other cultures and decision makers.</p> <p>Skills Builder: Analysis of quantitative and qualitative data. Analysis of different types of maps; flow lines/geo-spatial/proportional symbols/choropleth. Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
Numeracy	<p>Interpretation of different types of graphs; line graphs, bar graphs, graphs with logarithmic scales. Statistics: spearman's rank</p>
Literacy	<p>Vocabulary Tier 2: Analyse, annotate, assess, calculate, critically, define, describe, discuss, evaluate, examine, explain, interpret, justify, outline, interpret, to what extent, economic, political, social, environmental, local, regional, national, international.</p> <p>Vocabulary Tier 3: globalisation, capital, labour, products, services, flows, global marketing, production, consumption, distribution, financial, transport, security, communications, management and information systems, trade agreements, global systems, interdependence, stability, growth, development, inequalities, conflict, injustice, unequal power relations, geopolitical events, trade, investment, differential access to markets, well being, TNC, spatial organization, food commodity, norms, laws, institutions, global governance, global commons, sustainable development, contemporary, threat, NGO, critique, integration.</p> <p>Reading: Research on Apple as a TNC and the global trade of bananas as a food commodity. Geofactfiles and newspaper articles relating to different parts of the topic such as inequalities and injustices. Reports relating to actions of the United Nations and Global Summits.</p>



