




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> <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.
Skills/Assessment Objective Links	
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>

	<p>Writing: Essay writing practice throughout the topic.</p> <p>Oracy: discussion and debate regarding the issues explored throughout the entire topic as outlined above,.</p> 
Becoming future ready	<p>Careers/Employability: Careers related to trade and economics, politics and decision making. Diplomat. Work on aid and international development. Local council based careers on sustainable development and agenda 21.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p>By Intervention: by providing different levels of supervision and support.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Define globalisation and outline its different dimensions. • Outline the different factors that influence globalisation. • Define the term interdependence • Evaluate the issues associated with unequal flows of people, money, ideas and technology on a named country • Explain the factors that can influence geopolitical events • Describe and explain patterns of international trade and investment • Discuss the advantages and disadvantages of international trade and investment. • Explain the terms of trade on an international scale • Discuss different trading agreements and explain their impact on different economies and societies • Explain the role of the EU in trade agreements and governance. • Explain the reasons for the growth of TNCs and assess their impacts. • Evaluate the impact of a named TNC on those countries in which it operates. • Discuss the role of trade and fair trade in the context of development. • Explain the geographical consequences of global food systems. • Evaluate the impacts of one food commodity on lives across the globe. • Explain what is meant by global governance and discuss the norms, laws and institutions associated with it. • Discuss the issues associated with attempts at global governance. • Discuss the inequalities and injustices in global governance. • Explain the concept of 'the global commons' including the rights and benefits associated with it. • Outline the contemporary geography of Antarctica and its fishing, whaling and mineral resources. • Explain the threats to Antarctica from scientific research, climate change, tourism and fishing, whaling and mineral exploitation. • Discuss the issues associated with governing Antarctica and the role of NGOs in monitoring the threats and enhancing protection of Antarctica. • Construct a critique of globalisation in the format of a cost benefit analysis.
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>Synoptic links to other A-level topics as part of revision and exam preparation lessons.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>

Impact

Attainment and Progress – Refer to assessment results / data review documentation.