



Global Perspectives - Globalisation

Learning about this topic is important because: Globalisation is one of the most significant forces shaping the modern world. It affects how people live, work, communicate and consume goods and services. Understanding globalisation helps students make sense of global inequality, international trade, environmental impact and cultural change. This unit also develops students as informed citizens who can evaluate the benefits and challenges of an interconnected world, and consider their role in shaping more ethical and sustainable global systems.

This builds on: Students have encountered ideas linked to globalisation through Geography, History, Citizenship and PSHE, including:

- Trade and economic interdependence between countries
- Migration and cultural diversity/ Sustainability and environmental responsibility
- Global inequality and development differences/ The role of technology in connecting people worldwide
- Early understanding of fairness, justice and ethical consumer choices

They have also begun to develop awareness of how individual choices can have global consequences.

This leads to: This unit leads into KS4 and KS5 study of:

- Global economic systems and development (Geography/Economics)
- Politics, democracy and international relations/ Business studies and corporate social responsibility
- Sociology of inequality, identity and culture/ Ethical and environmental debates about globalisation

It also supports progression into careers involving business, law, politics, international development, media and sustainability.

We will learn:

Students will learn:

- What globalisation is and how it impacts societies, economies and cultures
- How democratic systems and the rule of law operate in a globalised world
- The structure and influence of transnational companies (TNCs)
- What fair trade is and how consumers can make ethical choices
- How globalisation affects workers, communities and the environment. Arguments for and against globalisation
- Whether localism can be an effective alternative response

We will develop/practise skills including:

- Leadership and decision-making in group and discussion tasks
- Collaboration and teamwork when exploring global issues
- Active citizenship and understanding participation in society
- Critical thinking and evaluation of global systems and impacts
- AO2 judgement and extended reasoning skills
- Communication and debate around ethical and political issues
- Analytical skills when examining businesses, trade and global systems

Some of the vocabulary that we will use includes:

Globalisation, interdependence, transnational corporation (TNC), trade, economy, fair trade, sustainability, ethics, localism, inequality

You could learn more about this topic by:

- Following global news and economic developments
- Researching brands and their supply chains (e.g. clothing and technology companies)
- Watching documentaries about global trade and manufacturing
- Reading articles on global inequality and sustainability
- Analysing how consumer choices affect workers globally



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Extended writing task: "Is globalisation a force for good?" / AO2 evaluation essay: "Should we support localism over globalisation?" and a debate on fair trade vs free trade



Global Perspectives - Environment

Learning about this topic is important because: The environment is essential for sustaining life, and human activity has a significant impact on the planet. Understanding pollution, conservation and environmental responsibility helps students develop awareness of global environmental challenges such as plastic pollution and sewage contamination.

This unit encourages students to consider their moral responsibility as stewards of the planet and to recognise how individual, community and government actions can protect or damage natural environments. It also supports students in becoming active citizens who can contribute to positive environmental change.

This builds on: Students have encountered themes relating to stewardship of the planet through Geography, Science, Religious Studies and Citizenship, including:

- Climate change and its impacts/ Sustainability and responsible resource use
- Conservation of ecosystems and biodiversity/ Ethical responsibility towards the environment
- Human impact on natural systems/ Early awareness of environmental activism and responsibility

Students may already have begun to reflect on their own environmental choices and their role in protecting the planet.

This leads to: This unit leads into KS4 and KS5 study of:

- Environmental science and climate change/ Sustainability and resource management in Geography
- Ethical and religious perspectives on stewardship/ Citizenship and political responses to environmental issues
- Business and economic approaches to sustainability and CSR/ Global debates around environmental justice and responsibility

It also supports pathways into environmental careers, activism, science and public policy.

We will learn:

- How individuals and societies can care for the environment
- The causes and effects of sewage pollution
- The causes and impacts of plastic pollution
- How human activity contributes to environmental degradation
- The importance of conservation and protecting natural ecosystems
- How environmental issues are addressed locally, nationally and globally
- How to plan and present an environmental campaign to promote change

We will develop/practise skills including:

- Communication and discussion skills when exploring environmental issues
- Critical thinking and decision-making about sustainability and responsibility
- Empathy and understanding of different perspectives
- Respect, tolerance and cultural awareness in debates
- Collaboration and teamwork when developing campaigns
- Moral reasoning and stewardship of the planet
- Evaluation of solutions to environmental problems
- Persuasive communication through campaigning and presentation

Some of the vocabulary that we will use includes:

conservation, sustainability, ecosystem, biodiversity, stewardship, environment, responsibility, campaign, activism

You could learn more about this topic by:

- Following environmental news and climate reports



Global Perspectives - Environment

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| | <ul style="list-style-type: none">• Researching organisations such as WWF, Greenpeace and Surfers Against Sewage• Watching documentaries on pollution and conservation |
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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Environmental campaign project (poster, video or presentation). Extended writing: "Who is responsible for protecting the environment?"



Global Perspectives - Conflict and Peace

Learning about this topic is important because: Conflict exists at all levels of society, from personal disagreements to international tensions between nations. Understanding conflict and peace helps students make sense of why disputes happen, how they escalate, and how they can be resolved. This unit develops awareness of global issues such as superpower tensions, international law and space governance, while also encouraging students to reflect on personal responsibility, empathy and respectful relationships. It supports students in becoming thoughtful, informed citizens who can engage with difficult moral and political issues in a balanced and respectful way.

This builds on: You have explored themes linked to conflict and peace through History, Religious Studies, Citizenship and English, including:

- Causes and consequences of conflict/ Human rights, justice and inequality/ Tolerance, prejudice and discrimination/ Respectful relationships and diversity
- The importance of empathy, cooperation and mutual respect/ Early understanding of debate, argument and differing viewpoints

Students have begun to understand how conflict operates at personal, national and global levels.

This leads to: This unit leads into KS4 and KS5 study of:

- International relations, politics and global governance/ History of conflict, war and diplomacy
- Human rights, law and justice systems/ Sociology of power, inequality and social order
- Religious and ethical approaches to war, peace and morality/ Critical evaluation of global security and cooperation

It also supports progression into careers in law, diplomacy, politics, security, social care and international development.

We will learn:

- Why conflict happens and the different scales of conflict (personal, local, national, global)
- How international peace and security is maintained
- The role of the United Nations Security Council
- Superpower tensions and global political relationships
- How peacebuilding, tolerance and cooperation support stability
- The basics of international law and agreements such as The Moon Treaty
- How ownership of space and global resources raises ethical and political questions
- How to participate in structured debates on complex global issues

We will

- Viewpoint analysis and understanding political positions
- Debating and constructing reasoned arguments
- Decision-making in complex moral and global contexts
- Personal reflection and self-awareness
- Empathy and respect for differing perspectives
- Conflict resolution strategies
- Building self-worth and confidence in discussion
- Keeping safe online and recognising respectful communication
- Critical thinking about global governance and justice systems

Some of the vocabulary that we will use includes:

resolution, diplomacy, negotiation, superpower, sovereignty,, justice, morality, ethics

You could learn more about this topic by:

- Following international news and global political events
- Researching the United Nations and its role in peacekeeping
- Watching documentaries about war, peacebuilding and diplomacy

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Structured debate: "Who should own the Moon?"/ Extended writing: "What causes conflict at a global level?"



Global Perspectives – Climate Change

Learning about this topic is important because: Climate change and resource use are among the most urgent global challenges facing society today. Understanding these issues helps students make sense of the scientific evidence behind climate change, the role of human activity, and the impact of energy and resource consumption on the planet.

This unit also empowers students to see how they can take action, influence change and engage with democratic processes to address environmental issues at a local, national and global level. It develops informed, active citizens who can think critically and act responsibly.

This builds on: You have encountered themes relating to climate change, sustainability, global justice and citizenship through Geography, Science, Citizenship and Religious Studies, including:

- Climate change causes, effects and evidence/ Sustainability and environmental responsibility
- Global inequality and environmental justice/ Human impact on ecosystems and natural resources
- Democracy, participation and civic responsibility/ Persuasive communication and structured argument
- Early understanding of how individuals can influence change

Students have also begun to consider their own role in environmental decision-making.

This leads to: This unit leads into KS4 and KS5 study of:

- Climate science and environmental systems (Geography/Science)/ Sustainability, energy policy and resource management
- Environmental ethics and global justice debates/ Political decision-making and democratic processes
- Business, economics and sustainable development/ Active citizenship and social action projects

It also supports pathways into environmental science, engineering, politics, law, activism and sustainability-focused careers.

We will learn:

- What climate change is and the scientific evidence that supports it
- How human resource use contributes to climate change
- The importance of tropical rainforests in regulating the global climate
- The relationship between energy, resources & environ impact
- How individuals and communities can influence change
- How to engage in civic action, including contacting a local MP
- How local action connects to national/ global environmental issues

We will

- Active citizenship and understanding how to influence change in communities
- Advocacy and speaking up about important environmental issues
- Civic engagement through democratic processes (e.g. contacting MPs)
- Oracy and respectful discussion during debate
- Persuasive communication and structured argument
- Critical thinking and evaluation of evidence and viewpoints
- Ethical decision-making around global justice and responsibility
- Collaboration when developing ideas for change

Some of the vocabulary that we will use includes:

Climate change, global warming, conservation, activism, advocacy, government, policy, emissions, energy consumption

You could learn more about this topic by:

- Following climate and environmental news sources
- Researching organisations such as WWF, Greenpeace & UNClimate Prog
- Watching documentaries on climate change and energy use
- Reading reports from scientific organisations (e.g. IPCC summaries)
- Engaging with local environmental projects and campaigns



Global Perspectives – Climate Change



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Letter/email to a local MP on a climate issue



Global Perspectives - Medical Ethics

Learning about this topic is important because: As with philosophy, ethics is an area of academic study which is covered by Religious Studies and World view. It will equip you to both tolerant and supportive of others and to make informed and wise decisions on ethical issues. This is what truthful living is all about – acknowledging that we live in a real world and the way we respond to it matters.

This builds on: World Views – Religion and Ethics

This leads to: Using the knowledge of how religion has common themes you will then apply this to business ethics.

We will learn:

- How is life important?
- Sanctity of Life
- Euthanasia
- How ethical is organ donation?
- IVF treatment
- Abortion

We will develop/practise skills including:

- Knowledge and understanding of medical ethics
- Construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Explanation and evaluation to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Explanation and ability to reflect on values, beliefs and attitudes in the light new study and will contribute to their preparation for adult life in a pluralistic society and global community

Some of the vocabulary that we will use includes:

Sanctity of life, quality of life, euthanasia, organ donation, infertility, embryo, Pro Life, Pro Choice

You could learn more about this topic by:

Reading: Me Before You - Jo Jo Moyes
Watching - My Sisters Keeper



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Class discussion and presentation of ideas
Attentive attitude in all lessons
An AO2 evaluation written task