



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
Topic 3: Globalisation <u>EQ1: What are the causes of globalisation and why has it accelerated in recent decades?</u> 3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications, and businesses.	AUTUMN	Use of proportional flow lines showing networks of flows.	Y11 Economic change unit Impact of globalisation and deindustrialisation. Also, Nigeria as a NEE.	Revision Y13 Superpowers
3.2 Political and economic decision making are important factors in the acceleration of globalisation.		Discussion to obtain knowledge of bias in media, journals websites		Revision Y13 Superpowers
3.3 Globalisation has affected some places and organisations more than others. Sahel – a switched off place. North Korea Bhutan		- Ranking and scaling data to create indices. - Analysis of human and physical features on maps to understand lack of connectedness	Y8 China Belt & Road Y8 Africa -Kenya Y11 Desertification Sahel Y11 economic change – tourism in Bhutan	Revision. Y13 superpowers
<u>EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?</u> 3.4 The global shift has created winners and losers for people and the physical environment.		Use of population, deprivation and land-use datasets to quantify the impacts of de-industrialisation.	Y8 China Belt Y11 Desertification in Sahel - remoteness	Revision Y13 Superpowers – Mackinder
3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment.		Use of proportional flow arrows to show global movement migrants from source to host areas.	Y11 economic unit	Revision Y13 Health & Human rights
3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is the outcome of globalisation.		Analysis of global TNC and brand value datasets to quantify the influence of western brands.	Y11 economic unit	Revision Y13 Superpowers
<u>EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?</u> 3.7 Globalisation has led to dramatic increases in development for some countries, but also widening		- Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines. - Plotting Lorenz curves and calculating the Gini Coefficient	Y11 Economic Nigeria. Y8 Kenya	Revision Y13 Superpowers



development gap extremities and disparities in environmental quality.				
3.8 Social, political, and environmental tensions have resulted from the rapidity of global change caused by globalisation.		Data interpretation from various data presentations.	Y7 Middle East	Y13 Superpowers
3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society.		Data interpretation from various data presentations particularly for local area case study	Y9 7Y10 urbanisation – Egan’s Wheel and sustainability	Y12 regeneration
Option 4A: Regenerating Places EQ1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place. 4.1 Economies can be classified in different ways and vary from place to place.	SPRING	Use of GIS to represent data about place characteristics.	Y11 Economic UK North – South divide.	Y12 Liverpool fieldwork Y12 Lake District fieldwork NEA possibilities Revision
4.2 Places have changed their function and characteristics over time.		- Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities. - Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.	Y10 urbanisation – London	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities Revision
4.3 Past and present connections have shaped the economic and social characteristics of your chosen places.		Data interpretation from various data presentations.	Y10 urbanisation – London Y11 Economic change in Nigeria links with Commonwealth	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities Revision
EQ2: Why might regeneration be needed? 4.4 Economic and social inequalities changes people’s perceptions of an area.		Investigation of social media to understand how people relate to the places where they live.	Y7 perceptions of place Y11 London Newham v Kensington	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities Revision



4.5 There are significant variations in the lived experience of place and engagement with them.			Y10 Fieldwork in Grasmere & Keswick	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities Revision
4.6 There is a range of ways to evaluate the need for regeneration.		• Testing of the strength of relationships with scatter graphs and Spearman's rank correlation. • Use of different newspaper sources to understand conflicting views about plans for regeneration. • Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place.	Y10 Fieldwork in Grasmere	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities. Revision
EQ3: How is regeneration managed? 4.7 UK government policy decisions play a key role in regeneration.		• Reading governmental town plans	Y11 Economic North v South	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities. Revision
4.8 Local government policies aim to represent areas as being attractive for inward investment.		• Reading governmental town plans	Y11 Economic North v South	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities. Revision
4.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them.		• Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding.	Y10 urbanisation – Olympic Park site.	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities. Revision
EQ4: How successful is regeneration? 4.10 The success of regeneration uses a range of measures:	SUMMER	• The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated places.	Y10 urbanisation – Olympic Park site.	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities. Revision
4.11 Different urban stakeholders have different criteria for judging the success of urban regeneration.		• Interrogation of blog entries and other social media to understand different views of the success of regeneration projects.	Y10 urbanisation – Olympic Park site.	Y12 Liverpool fieldwork Y12/13 Optional London trip NEA possibilities Revision
4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration.		• Potential skills to be used in fieldwork for possible NEA choice by students	Y10 Fieldwork Grasmere	Y12 Lake District fieldwork Y12/13 Optional London trip NEA possibilities. Revision