



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>LESSON TOPIC QUESTION(S)</b>	Globalisation	Factors affecting globalisation	Global systems	International trade	Case study – global trade of coffee	Transnational Corporations	Global governance
	Week 8	Week 9	Week 10	Week 11	Week 12		
	The Global Commons	Case study – Antarctica	Week 10 Antarctica – threats	Antarctica – management strategies	The globalisation critique		
<b>Knowledge &amp; Skills development</b>	Knowledge <ol style="list-style-type: none"> <li>1. To investigate the process of globalisation and factors that promote globalisation</li> <li>2. To investigate technological, financial, economic, transport and international cooperation and how they affect globalisation</li> <li>3. To investigate flows of people, money and unequal power</li> <li>4. To investigate WTO, trading blocs and access to markets</li> <li>5. To investigate spatial patterns of production, consumption of a product and the role of Fairtrade</li> <li>6. To investigate characteristics of TNCs, impacts and global supply chains</li> <li>7. To investigate how global governance promotes growth and stability through institutions and international cooperation</li> <li>8. To investigate what the Global Commons are, the pressures and how to protect in the interest of all</li> <li>9. To investigate what the Global Commons are, the pressures and how to protect in the interest of all</li> <li>10. To investigate the threats to Antarctica</li> <li>11. To investigate management strategies to protect and conserve Antarctica</li> <li>12. To investigate the benefits and costs brought about by globalisation</li> </ol>						
	Skills						
	Cartographic Skills						

	<p>Map interpretation: Reading and analysing OS maps, especially for identifying coastal landforms. Sketch maps and field sketches: Representing coastal features or management strategies visually. Use of GIS (Geographical Information Systems): Mapping erosion rates, flood risk zones, or land use changes.</p> <p>Evaluative and Decision-Making Skills</p> <ul style="list-style-type: none"> <li>• Cost-benefit analysis: Weighing up economic vs. environmental consequences of defences.</li> <li>• Conflict matrix: Identifying and analysing stakeholder perspectives (residents, councils, conservationists).</li> </ul> <p>Synoptic skills</p> <p>Sustainability evaluation: Judging whether a coastal strategy balances economic, environmental, and social factors. Linking <b>physical processes</b> (e.g. erosion, deposition) to <b>human responses</b> (e.g. building sea defences). Evaluating management strategies in the context of climate change and rising sea levels. Using case studies to apply place-specific knowledge and broader geographical theory</p>					
Assessment / Feedback Opportunities	Exam-style questions (structured, data response, and essay)	<p>Structured, data response, and essay style questions to assess evaluative and synoptic skill</p> <p>In class or set as homework</p> <p>Timed questions in class</p>	<p>Walk and talk through exam style questions</p> <p>Wagoll</p> <p>Mark scheme/Mark criteria familiarisation</p> <p>Peer marking</p>	Geofile factsheets with set questions	<p><b>Summative assessment</b></p> <p>End of a topic test based on past paper questions</p> <p>Mock exam Full paper1 coasts section</p>	

<b>Key Vocabulary</b>	<p><b>Globalisation</b></p> <p>The increasing interconnection and interdependence of the world economically, culturally, and politically, driven by advances in technology, transport, and communication.</p> <p><b>Global Systems</b></p> <p>Systems that operate across international boundaries, such as the global economy, global financial markets, and global environmental systems.</p> <p><b>Institutions</b></p> <p>Organisations that influence global governance, such as the <b>United Nations (UN)</b>, <b>World Trade Organization (WTO)</b>, <b>International Monetary Fund (IMF)</b>, and <b>World Bank</b>.</p> <p><b>Sustainability</b></p> <p>Meeting the needs of the present without compromising the ability of future generations to meet their own needs—applies to economic, social, and environmental systems.</p>	<p><b>Global Governance</b></p> <p>The way global affairs are managed through international cooperation, involving organisations like the UN, WTO, and NGOs to regulate and coordinate global issues.</p> <p><b>International Trade</b></p> <p>The exchange of goods and services across borders. It includes imports, exports, and trade agreements.</p>	<p><b>Global Marketing</b></p> <p>Marketing strategies that treat the world as a single market, promoting products in a consistent way across different countries.</p> <p><b>Interdependence</b></p> <p>Mutual reliance between countries in areas such as trade, finance, migration, and environmental sustainability.</p> <p><b>Non-Governmental Organisations (NGOs)s</b></p> <p>Independent organisations that work to address global issues such as poverty, health, and human rights, often playing a role in global governance.</p>	<p><b>Global Commons</b></p> <p>Areas that lie outside the political reach of any one nation state and require collective governance—includes the high seas, atmosphere, Antarctica, and outer space.</p> <p><b>Inequality</b></p> <p>Uneven distribution of resources, wealth, and opportunities both within and between countries, often exacerbated by globalisation.</p> <p><b>Power Relations</b></p> <p>The influence and control that some countries or organisations have over others in global decision-making and governance.</p>

<p><b>Literacy/Reading opportunities</b></p>	<p>Literacy and reading are essential in A Level Geography—not just for comprehension, but for developing critical thinking, evaluation, and communication skills. Geography bridges science and the humanities, so strong literacy is key to success in exams, coursework, and wider understanding.</p> <p><b>Extended Writing in Exam Questions</b></p> <ul style="list-style-type: none"> <li>• <b>Essay-style responses</b> are common, especially in topics like:</li> <li>• Students must develop arguments, use evidence, and evaluate different perspectives.</li> <li>• <b>Reading Academic and Non-Fiction Texts</b> Geography students are expected to read widely beyond the textbook, including: <ul style="list-style-type: none"> <li>○ <b>Case study reports</b> (e.g. UN climate reports, NGO publications)</li> <li>○ <b>Government policy documents</b> (e.g. DEFRA flood management strategy)</li> <li>○ <b>Articles from journals</b> (e.g. <i>Geography Review</i>, <i>Geographical</i>, <i>New Internationalist</i>)</li> </ul> </li> <li>• Geography students are expected to read widely beyond the textbook, including: <ul style="list-style-type: none"> <li>○ <b>Case study reports</b> (e.g. UN climate reports, NGO publications)</li> <li>○ <b>Government policy documents</b> (e.g. DEFRA flood management strategy)</li> <li>○ <b>Articles from journals</b> (e.g. <i>Geography Review</i>, <i>Geographical</i>, <i>New Internationalist</i>)</li> </ul> </li> </ul> <p><b>Recommended sources:</b></p> <ul style="list-style-type: none"> <li>• <b>Royal Geographical Society (RGS) website</b></li> <li>• <b>Geographical Magazine</b> (by RGS)</li> <li>• <b>Geofactsheets/Geofiles</b>– targeted reading for A Level students</li> <li>• <b>The Guardian / BBC News – Environment section</b> for up-to-date real-world examples</li> </ul> <p><b>Critical Reading and Evaluation</b></p> <p><b>Place-Based Literature and Fieldwork</b></p> <p>Case study articles/texts.</p> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Technical and subject-specific vocabulary is extensive: e.g. “interdependence,” “resilience,” “isostatic adjustment”</li> </ul>
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<p><b>Cross curricular Themes</b></p>	<p><b>ICT &amp; Media Studies:</b> The role of the internet, social media, and digital infrastructure in accelerating globalisation.</p> <p><b>Economics &amp; Business Studies:</b> Trade liberalisation, TNCs, global supply chains, and economic interdependence.</p> <p><b>History</b> Colonialism, industrial revolution, trade empires .Trace the historical roots of globalisation, compare past and present global trade.</p> <p><b>Science:</b> Climate change, global health, technology transfer.S tudy the global impact of pollution, research pandemics.</p>
<p><b>Personal Development (Including British Values, RSE, Citizenship)</b></p>	<p><b>Cultural Exchange and Identity</b></p> <p>Cultural diffusion, hybridisation, and the impact of globalisation on local cultures.</p> <p>Ethical consumerism, cultural awareness, global citizenship.</p> <p>Discuss fair trade, explore how students can act as global citizens.</p>
<p><b>Career Opportunities</b></p>	<ul style="list-style-type: none"> <li>Diplomatic Service Officer</li> <li>Communications Officer for NGOs or IGOs</li> <li>Academic Researcher</li> <li>Lecturer in Political Science or Global Studies</li> <li>Education Policy Advisor</li> <li>International Lawyer (with further study)</li> <li>Human Rights Advocate</li> <li>Legal Researcher</li> <li>United Nations or World Bank roles</li> <li>Development Program Coordinator</li> <li>Humanitarian Aid Worker</li> <li>Foreign Affairs Analyst</li> </ul>

	<ul style="list-style-type: none"><li>• International NGO Worker</li><li>• Policy Advisor</li><li>• Civil Servant</li><li>• Local Government Officer</li><li>• Public Policy Analyst</li><li>• Intelligence Analyst</li><li>• International Business Consultant</li></ul>
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