GEOGRAPHY GCE A LEVEL HUMAN GEOGRAPHY UNIT 1

Title of Unit	Year Group	Term	Duration	Assessment Outcomes
• Global systems and global governance	13	Late September to February Year 2	16 weeks	Resources: AQA Geography, Ross et al, chapter 1 AQA Geography, Skinner et al, chapter 1 www.coolgeography.co.uk www.timeforgeography.co.uk

3.2.1.1 Globalisation 3.2.1.2 Global systems 3.2.1.3 International trade and access to markets 3.2.1.4 Global governance 3.2.1.5 The 'global commons' 3.2.1.5.1 Antarctica as a global common 3.2.1.6 Globalisation critique 3.2.1.7 Quantitative and qualitative skills	Unit Map – Approximately 32 lessons • Interdependence and inequality • Global trade and patterns of trade • Bananas case study • The laws and norms of international trade • Global commons • Antarctica case study

Objectives Framework Sub-strands	Sequence of Learning	
Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence including how: • unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places • unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.	Introduction: • Concept of the global system • Introduce the key flows (capital, trade, labour, information) • Patterns of production and consumption • Flow of capital • Flow of labour • Flow of products • Flow of Services • Flow of information	This part of the specification is very theoretical and dry so illustrate with examples as much as possible. Students will struggle with the big concepts. Illustrate with real world examples as much as possible. Start to introduce the key themes of the winners and the losers of globalisation plus the influence of globalism on geopolitical events. There is a wealth of visual resources available online as either the basis of “analyse the data” questions or as a starter for questioning, discussion or perhaps individual research projects. Most will show the uneven flows of raw materials from LICs and the bulk of world trade between major economies and trading blocs. Allow approximately 4 weeks (aim to complete just after half term)

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Global features and trends in the volume and pattern of international trade and investment associated with globalisation. Trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America. Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and its impacts on those countries in which it operates. World trade in at least one food commodity or one manufacturing product. Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.	Teach sequentially • Features and trends in trade • Trading blocs and their interrelationships • Access to markets • TNCs	Patterns of trade, production and consumption. Focus on mature markets plus the emerging economies (The Asian Tigers, BRICS and MINTS). Trade and differential access to markets is difficult for those without a business or economics background. However, students should have some familiarity with TNCs from GCSE. Again, illustrate with examples as much as possible. Patterns of trade makes an easy analyse the data question as does patterns of TNCs. There is also the opportunity to discuss inequalities of trade and who are the winners and losers. These can be at continental, country, regional or local level. There are plenty of contemporary examples available online. An interesting assessment opportunity would be “Assess the sustainability of global trade” Allow approximately3 - 4 weeks (to around the end of November / first week in December)

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The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. Issues associated with attempts at global governance, including how: • agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices • interactions between the local, regional, national, international and global scales are fundamental to understanding global governance.	The rules of trade • Key laws and institutions • Issues of global governance • UN, IMF and World Bank	Again, potentially very theoretical and dry, illustrate with examples and perhaps mini-research projects. Test K and U through questioning and worked examples such as “Assess the impacts of global governance on social and economic wellbeing” or Global governance only improves people’s standards of living and wellbeing”. To what extent do you agree. Allow approximately 4 weeks (to around the end of the first week in January)
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.	Sequentially teach the global commons • High seas • The atmosphere • Antarctica • Outer space • The internet?	. As a starter, how about “Global commons is an ideal not a reality.” Discuss. Allow approximately 1 - 2 weeks (to around late January)
An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change. Threats to Antarctica arising from:	This part of the specification is a case study of global commons and focuses on Antarctica	There is a lot of material online about Antarctica including whether the Treaty system will hold and the threats to Antarctica especially that of climate change. How about “The need to develop will inevitably change Antarctica, Discuss. Or To what extent have global pressures influenced the development and preservation of Antarctica Allow approximately 4 weeks (to around half term)

• climate change • fishing and whaling • the search for mineral resources • tourism and scientific research. Critical appraisal of the developing governance of Antarctica. International government organisations to include United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission. The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement. The role of NGOs in monitoring threats and enhancing protection of Antarctica. Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.		
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.		This is an opportunity to bring the theory together in a single, large scale case study. Where possible think synoptically e.g., Deforestation in the Amazon has twice the impact on natural carbon sequestration as that in the UK because TRF has twice the NPP of temperate forest in Europe. Also look to sequence explanation and be able to illustrate in detail. Exam questions tend to be on one or the other cycles but to allow cross over of points by way of illustration. For example, deforestation in the Amazon will decrease evapotranspiration which will dry out tropical soils releasing stored CO2. In turn, this will raise temperatures and further dry out soils which will lower river base flow as there will be less groundwater.

		Allow approximately 1-2 weeks
Students must engage with quantitative and qualitative approaches across the theme as a whole.		There are some good online sources of data which are suitable for the 6 mark AO3 questions, also look at the various exam series from AQA