



## Geography Year 7 – Globalisation and me

This unit asks students to think about the many ways that they are connected to people and places in other countries. We look at where our clothes and belongings come from. We examine how technology has enabled countries to work closer together. Students then begin to examine some of the ethical issues surrounding globalisation and ask questions about how their own actions can influence people in other countries. This unit feeds forward to the next units on sustainable living, Africa and Changing populations where students will continue to look at how we as individuals have a role to play in a Global society. All of these units examine how high-income countries can help low income countries close the development gap.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b><u>Activities/Assessment (to including the metacognitive/learning verb <u>Marked Work</u>)</u></b>	<b><u>Vocabulary – Daily Retrieval/Teach for memory</u></b>	<b><u>Homework/Literacy Map</u></b>
Lesson 1: KG – <b>Describe</b> how well I know my stuff	To find out about many of the brands we use and where some of them are made.  Follows on from Fantastic places looking at how we are connected to the continents and countries studied.  Feeds forward to next lesson as students begin to see	<b>Task 1</b> - Using the worksheet, students annotate the map all the places they are connected to. They think about: Where have you been? Where do your family or friends live? Where was your favourite possession made? Where is your favourite food grown or produced? Where is your favourite film set? Where is your favourite team or player from? <b>Task 2 - How Globalised am I?</b> You are going to be completing a self study during the lesson today. You will need to have all of your possessions on the desk in front of you. Complete the worksheet by clicking on the blue tab to the right. Add a 'Made In ....' tag to each item on your sheet. <b>Task 3 - Mapping out my globalized life.</b> Now you have completed your A3 worksheet above, tally up all the countries that have been named and put them into rank order. Share them with the class.	<b>Brands Possessions</b>	All homework will be based on the vocabulary covered in lessons.

	how they are linked to other countries.			
Lesson 2: KG – To <b>Describe</b> what globalisation is	To understand what globalisation is.  Follows on as students see how they are linked to other countries via their belongings.  Feeds forward to next as they start to think about the individuals involved in making their stuff.	<b>Starter</b> - So, you have probably found out that you are already very globalised. Not everybody is the same as you. Watch the first three minutes of the documentary to the right. Discuss what you have just seen.  <b>Task 1</b> - Watch the video to the right about the uncontacted tribes of Brazil. Now imagine that you were parachuted in to the jungle. How do you explain the following three globalized products <b>Task 2</b> - Using a worksheet create a collage / hand drawn design to show the key factors that have aided the spread of globalisation. There should be no words!	<b>Globalisation Jungle</b>	<b>Daily Retrieval:</b> Brands Possessions
Lesson 3: KG – To <b>Explain</b> the link between globalisation and my stuff	To find out why global fashion companies make their clothes in far away places.  Follows on from previous lesson as students look at how globalisations affects people in poorer countries.  Feeds forward as students look at a case study of a girl in Bangladesh.	Students draw feelings line placing each statement on that line (strongly disagree to strongly agree) Students watch the trailer to the film above. Write a 200 word diary entry for a 12 year old who has just started work in the factory, thinking about the good and bad things about moving from his/her home in the countryside to the factory in the city to start this new job.  Students Study the image to the right carefully. This is why made in China is not all it seems. Use a copy of the map below and the cut out labels on the worksheet to create a Global Jeans display.	<b>Trans-National Corporation</b>	<b>Daily Retrieval:</b> Globalisation Jungle

<p>Lesson 4: KG – To <b>Explain</b> if it is all SAB Bhalo in the Sweatshop</p>	<p>To find out about life working in a sweatshop and illegal child labour.</p> <p>Follows on from previous lessons, now looking at Bangladesh Sweatshops.</p> <p>Feeds forward to next lesson how goods Meem makes travel the world.</p>	<p>Students watch a video about how clothing. What is this all about? <b>Meeting Meem.</b> Now watch the second video to the right. This is the introduction to our task today.</p> <p><b>Task 1 - Literacy Focus</b> - In 2013, a reporter spent a number of days working undercover in a sweatshop in Bangladesh. <b>Extra Task</b> - You will hear a lot about the negative sides of sweatshops and about children working in factories that make our clothes. However, we often don't hear any other view point on the issue.</p> <p>The 22 minute BBC Inquiry Podcast below is titled 'Should We Rethink the Ban on Child Labour?' This would seem to be a very controversial title given that most people think that child labour of any type is only bad.</p> <p>Marked work – 'It is good that Meem has a job in a sweatshop'. To what extent do you agree with this statement?</p>	<p><b>Sweatshop Illegal Labour</b></p>	<p><b>Daily Retrieval:</b> Trans-National Corporation</p>
<p>Lesson 5: <b>Explain</b> How my stuff gets to me.</p>	<p>To discover how the global supply chain works in the production of the T- Shirt to the right.</p> <p>Follows on from previous lesson as students examine how global trade works.</p> <p>Feeds forward as students look more carefully at the ethics</p>	<p>You are going to be completing an interactive video study finding out how clothes that we wear get to us. This is called the 'Global Supply Chain' and includes many different people and places around the world ... all for one single T-Shirt! Use the note taking frame below right.</p> <p><b>Task 1</b> - You will be creating a display to show the Global Supply Chain of the T-Shirt to the right.</p>	<p><b>Supply Chain</b></p>	<p><b>Daily Retrieval:</b> Sweatshop Illegal Labour</p>

	of buying cheap clothing.			
Lesson 6 – KG – <b>Explain</b> where we go to buy our stuff	To find out more about one of the biggest clothes retailers of today, Primark.  Follows on from previous lessons looking at Multi-National corporations.  Feed forward to next lesson which looks more closely at the location of chain stores.	Can we buy clothes this cheaply without cheating the people who make them? <b>Task 1.</b> Create a fact sheet all about Primark. Use the videos in this section as well as your own internet research. Include the following:  1. Brief history of Primark. 2. How many stores today 3. Low priced clothing - examples and costs. 4. Criticisms & Controversy 5. Why Primark works so well in a global recession.  <b>Task 2.</b> To find out a bit more about how many countries are involved in making Primark clothes (not selling!).	<b>Recession Ethical Sustainable</b>	<b>Daily Retrieval:</b> Supply Chain
Lesson 7: KG – <b>Explain</b> Why Primark locates its stores in the city centre	To look at where big chain stores choose to locate.  Follows on as students related MNC's to their own lives.  Feeds forward as students look at the personal cost of globalisation.	<b>Task 1</b> - Check out the four embedded Google Street View's below. The first is in Madrid, the second in London, the third is the biggest Primark in the world in Manchester and the fourth is in Barcelona. Click the 'View on Google Maps' icon and check out the surrounding area by having a good look up, down, left & right!  Primark - Hastings  Have you been here before? Have you been in to the store since it opened?  <b>Task 2</b> - Read the quotes about the Central Business District or CBD for short. You have been to many different CBD's in your lifetime and so this is Geography that you have probably already noticed.	<b>Chain store Central Business District Town centre</b>	<b>Daily Retrieval:</b> Recession Ethical Sustainable

<p>Lesson 8: KG <b>To what extent</b> was the Rana Plaza disaster preventable?</p>	<p>To discover what the impacts were of a recent sweatshop disaster in a place that some of our clothes were made.</p> <p>Follows on looking at the pressure placed on LIC's to produce cheap goods.</p> <p>Feeds forward looking at individual responsibility.</p>	<p>BBC News Report on Bangladesh factory disaster 2013</p> <p><b>Resource 2</b> - YouTube video to the right. You can watch the first 15 minutes or so to get the information required.</p> <p>You are going to be building a case study (project) on a Sweatshop disaster that happened in Bangladesh in 2013. In Geography, we use the 5W's approach. They stand for</p> <ul style="list-style-type: none"> <li>*What?</li> <li>*Where?</li> <li>*When?</li> <li>*Who?</li> <li>*Why?</li> </ul> <p>Build you own case study of the disaster in Bangladesh using the work sheet framework below to help you.</p>	<p><b>Disaster Responsibility Moral</b></p>	<p><b>Daily Retrieval:</b> Chain store Central Business District Town centre</p>
<p>Lesson 9: KG <b>Explain</b> if it is possible to make our stuff in better places</p>	<p>To understand ways in which the world's sweatshops can be improved.</p> <p>Follows on as students look at how to make fast fashion more sustainable.</p> <p>Feeds forward to next looking at regulating trade.</p>	<p>You will be completing a decision making exercise where you can make a plan to improve life in a sweatshop that manufactures Primark clothing. Your resources are listed below.</p> <p>Marked work – To evaluate if we can make our stuff in better places.</p>	<p><b>Manufacturing</b></p>	<p><b>Daily Retrieval:</b> Disaster Responsibility Moral</p>
<p>Lesson 10: KG <b>Explain</b> how we go from</p>	<p>To design and debate a code of ethics for Primark to implement to stop</p>	<p>You now know the issues surrounding the production of clothes in sweatshops. It is now your job to pull together what you know into a Code of Ethics</p>		<p><b>Daily Retrieval:</b> Manufacturing</p>

<p>sweatshop to no-sweat</p>	<p>future sweatshop disasters.</p> <p>Follows on as this lesson pulls on all the previous lessons to look at the ethics of fast fashion.</p> <p>Feeds forward to the assessment lesson.</p>	<p>document for Primark to adhere to.</p> <p>Think about the following aspect of clothing production:</p> <ol style="list-style-type: none"> <li>1. Who you employ</li> <li>2. Age restrictions</li> <li>3. Wages</li> <li>4. Health &amp; Safety</li> <li>5. Working hours</li> <li>6. Union Membership</li> <li>7. Future prospects</li> <li>8. Education</li> <li>9. Gender Inequalities</li> </ol>		
<p>Lesson 11: To What extent is Globalisation is a good thing.</p>	<p>To write our globalisation essay based on our views of whether globalisation is a good thing or not.</p> <p>Follows on as previous lessons prepared the way for the essay.</p> <p>Feeds forward to lessons in year 9 and GCSE looking at Economic Development.</p>	<p><b>To what extent is globalisation a good thing?</b></p> <p><b>Paragraph One:</b> What is globalisation (Any good quotes that could help to explain this concept)?</p> <p><b>Paragraph Two:</b> What helps to aid globalisation? e.g. the internet</p> <p><b>Paragraph Three:</b> What are the advantages/positive things about globalisation? e.g. how do I benefit?</p> <p><b>Paragraph Four:</b> What are the disadvantages/negative things about globalisation? e.g. who does not benefit? how does it affect me in a negative way?</p> <p><b>Paragraph five:</b> Conclusions: What conclusions can you make about globalisation? Does it make your life better or worse? Could you live without it?</p> <p><b>Marked Work</b></p>	<p><b>Globalisation Connections Communications Infrastructure</b></p>	
<p><b>Issue Evaluation – The Development Gap</b></p>				

Lesson 12 – KG: <b>Explain</b> how we measure development	To look at how some people are rich and some people are poor.  The following lessons look at a specific issue of reducing the development gap.	Students will look at how we classify countries in different stages of development. They will learn the differences between High Income and Low Income countries. They then examine maps to look at the distribution of countries at different levels of development. Students investigate different ways to measure development. Life expectancy, GNI, happiness etc.	<b>Development Income Life expectancy</b>	<b>Daily Retrieval:</b> Globalisation Connections Communications Infrastructure
Lesson 13 – <b>Explain</b> what is meant by the development gap	To explore some of the reasons behind the varying levels of development in countries.	Students explore the political, historical, geographical and cultural barriers to development. They will identify countries that have benefitted from having access to the sea, natural resources and a good climate. They will also look at how issues around colonialism and natural hazards has prevented some countries from developing.	<b>Political Cultural Natural Resource Climate</b>	<b>Daily Retrieval:</b> Development Income Life expectancy
Lesson 14 – <b>Discuss</b> ways we can reduce the gap	This lesson looks at how some of the high income countries can help poorer countries develop.	Students will examine a range of strategies that can be used to reduce the development gap, these will include; fairtrade, intermediate technology, investment, aid and debt relief.	<b>Fairtrade Intermediate Technology Investment Debt</b>	<b>Daily Retrieval:</b> Political Cultural Natural Resource Climate
Lesson 15 – <b>Explain</b> how the physical environment of Bali makes so good for tourists.	Students examining how tourism can help reduce the development gap in Bali.	Students learn about Bali. Why it is such a good tourist destination and how tourists can provide employment. They look into the multiplier effect and how this helps the economy of Bali. They look at the physical geography of Bali and why this makes it an ideal tourist destination.	<b>Tourism Destination</b>	<b>Daily Retrieval:</b> Fairtrade Intermediate Technology Investment Debt
Lesson 16 – <b>Explain</b> how Tourism is damaging	Students identify negative aspects of tourism.	Students examine how mass tourism to Bali is damaging the environment. Particularly pollution of the Seas. Air travel to and from Bali and the increase in waste being produced by the ever increasing numbers of tourists.	<b>Mass tourism Pollution Waste</b>	<b>Daily Retrieval:</b> Tourism Destination

the environment				
Lesson 17 – <b>Evaluate</b> the benefits and drawbacks of building a new tourist development in Bali	<p>A decision making exercise on the development of tourism in Bali.</p> <p>This lesson feeds forward to units in year 8, 9 and GCSE as it helps students to evaluate a specific geographical issue.</p>	<p>Issue evaluation: Students study a proposal to build a new tourist development area in Bali. Then they answer the following question:</p> <p>Study Figure 3, ‘The proposed Benoa Bay Development’, in the resource booklet.</p> <p>Do you think that the proposed Benoa Bay Development should go ahead? Use evidence from the resource booklet and your own understanding to explain your choice.</p> <p>Marked Work</p>		<p><b>Daily Retrieval:</b> Mass tourism Pollution Waste</p>