Human geography: Global systems and global governance

Assessment	Knowledge strands/links to previous learning	Homework/independent study
Mini-tests will take place throughout each topic. Mini-mocks will take place throughout the unit on the following topics: • The connected world. • The impact of governance • Antarctica	Students will carry some understanding of the impact of governance on development from the study of the Geography GCSE course. Generally there is limited prior knowledge about certain elements of this unit.	Will be set each week by the class teacher. Tasks will include: • Further reading • Guided research into tourism sectors • Guided writing practice

3.2.1 Global systems and global governance

Specification content Week Number	Subject-specific skills development	Learning outcomes	Suggested Learning activities (including ref to differentiation and extension activities)	Resources
Globalisation • Dimensions of globalisation: flows of capital, labour, products, services and information. • Global marketing.	Use of key subject specific and technical terminology. Cartographic skills – annotating base map or production of flow map. Critical questioning of information, and sources of	Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy. Students appreciate that globalisation has accelerated within their own lifetime, driven by companies based in countries all over the world. It's not just an assumed outcome	Students discuss their understanding of the term globalisation and consider its impact on their lives. You could discuss where their belongings are from, recent holidays, music, meals etc. Are there any patterns? Initial discussion: Is globalisation a good thing? (It's worth asking this question throughout the topic.) How might responses vary depending on the person asked?	Read the RGS subject content overview on Global systems and global governance by Klaus Dodds before teaching this module. Find it at Royal Geographical Society (RGS): Global Systems and Global Governance General global systems and governance websites: The websites of the United Nations, World Trade Organisation and World

	information.\n\nCore and ICT skills.\n\nOnline research.\n\nPotential for Fieldwork.	of improved technology.\n\nStudents can discuss the advantages and disadvantages of globalisation.	Students could produce a poster detailing the global life/journey of a particular product. Try using/ adapting the following: Globalisation project: Follow that product!\n\nWhen and why has globalisation occurred? The GA have an introductory lesson to globalisation where students discuss these questions and produce a globalisation timeline using a number of key events. Lesson details and resources can be found at RGS: Introducing Globalisation\n\n**Extension**: Measuring globalisation - the KOF Index and A.T.Kearney index. Look at factors used to measure globalisation in rankings like these.\n\n**Fieldwork**: Linked to Changing Places, students could follow the example of Doreen Massey and take a walk down the local high street. Does it have chain stores, independent shops, are there signs of different cultures and languages? What are the immediate signs of globalisation in the local area?	Bank have material on various aspects linked to global systems. The Economist is useful.. Interesting articles on globalisation and development can be found at Global Eye International forum on globalisation ; Global Issues Organisation for Economic Cooperation and Development Gapminder and worldmapper are useful for looking at global issues. This GA webpage details how you can use these websites Gapminder and Worldmapper Townsend, J. (2013) 'Remittances: an economic lifeline' in *Geography Review,* 26: 4. Jones, P., Comfort, D. and Hillier, D. (2013) 'Data centres and globalisation' in *Geography Review,* 26: 3. Adams, K. (2011) 'Hip hop: a culture and globalisation case study' in *Geography Review,* 25: 2.\n\nKOF Index of globalisation resources KOF Index of globalisation
• Patterns of production, distribution and consumption.\n• Factors in globalisation:	Use of key subject specific and technical	Students will recognise that globalisation has led to divisions in patterns of	Discuss the notion of global shift – the filtering down of manufacturing industry from developed countries to	Dicken, P. (2007) Global Shift: Mapping the Changing Contours of the World Economy

developing technologies, systems and relationships including financial, transport, security, communications, management and information systems and trade agreements.	terminology. Critical questioning of information and sources of information. Core and ICT skills Online research Presentation skills Core skills – literacy Cartographic skills – maps showing movement	production, distribution and consumption. Students will be able to discuss the factors which have combined to increase the breadth and depth of links between nations and trading groups over the past 30 years. Students will be able to describe and give examples of trading blocs and discuss the advantages and disadvantages of trade agreements between countries.	lower wage economies. Why has this happened and what have been the impacts of this? Students could research different industries in the UK affected by this movement. (Car manufacturing, steel, Cadburys …). Split group into pairs to research the different factors which have driven globalisation. Each pair could present their findings on one factor? It would be worth the students producing a mind map to summarise the key factors and supporting material. Get students to produce an annotated map to show the global regional trading blocs. Brexit discussion likely here. Extended writing opportunity: Discuss the main factors that have contributed to the process of globalisation. **Extension**: Discuss the extent to which flows of capital, labour, products, services and information are a cause rather than consequence of globalisation.	Look out for newspaper and journal articles on examples and case studies on global shift West, E. (2016) 'Globalisation: what are the causes?' in *Geography Review,* 29:3. A summary of information about trading blocs can be found at: Economics Online Oakes, S. (2015) 'ICT and globalisation' in *Geography Review,* 28: 3. Nash, S. (2010) 'The globalisation of services', *Geofile,* 617. Robert Morris has written an article and provided resources on the role of shipping containers in driving globalisation: Containerisation: The unsung hero of globalisation? Two videos from TED Talks: Rose George 'Inside the secret shipping industry' How containerisation shaped the modern world In 2008, the BBC tracked a shipping container for a year. More details/resources can be found at: BBC News: The Box Puddephatt, P. (2016) 'What are localisation, globalisation and sustainability?', *Geoactive,* 555.
Global systems • Form and nature of economic, political, social and environmental interdependence in the contemporary world. • Issues associated with unequal flows of people,	Core and ICT skills. Online research. Evaluating and presenting findings from research. Lorenz curve line graph and GINI	Students can explain the role of the World Bank, IMF and World Trade Organisation. Students can discuss the causes and consequences of inequality linked to globalisation.	Research the role of the IMF, World Bank and WTO and assess their role in global systems. What are the main criticisms of these institutions? Lots of resources detail inequality between and within countries. Issues of inequality are discussed in the Contemporary urban environments	Useful websites for the international organisations section: World Trade Organisation World Bank International Monetary Fund (IMF) International Panel on Climate Change (IPCC) BBC profile on the IMF and World

| money, ideas and technology within global systems.

• Issues associated with unequal power relations. | index.

Spearman's Rank statistical technique and application of significance test. | Students can discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye). | topic and Changing Places – you could make links here.

Inequality related activities (make sure to link to globalisation):

• Get students to produce an infographic detailing global inequalities using the Oxfam 2016 report and other sources.
• Get students to carry out a Spearman's rank statistical test using GDP and economic growth data.
• Get students to produce a Lorenz Curve showing inequality within a range of countries.
• Describe the pattern of inequality shown by the latest global Gini coefficient map.
• Using a variety of sources, research and discuss whether inequality is increasing?
• Consider different methods of presenting data relating to inequality.

Extension: In the 1999 book, *The Lexus and the Olive Tree,* Thomas Friedman outlined the idea of the 'Global Arches Theory of Conflict Prevention' suggesting that 'No two countries that both had McDonald's had fought a war against each other since each got its McDonald's.' Is this true? Consider the extent to which economic integration decreases the likelihood of armed conflict between countries. | Bank

Morrish, M (2014) 'The effect of globalisation on population movement', *Geofile,* 716.

West, E. (2016) 'Globalisation: what are the causes?' in *Geography Review,* 29:3.
62 people own the same as half the world (Report on inequality January, 2016) at OXFAM
Richard Harris has written an article for the RGS on Inequality, Statistics and the Spirit Level.
Gapminder have numerous resources (including TED talks) which consider inequality. Go to Gapminder.
Search inequality related maps on worldmapper.org/
The website of the Equality Trust also has useful resources at equalitytrust.org.uk
Richard Wilkinson has written and presented extensively on inequality. Read the book Pickett, K and Wilkinson, R. (2009) *The spirit level: why more equal societies almost always do better* and see his TED talk on how economic inequality harms societies at ted.com/talks/richard_wilkinson?language=en
Danny Dorling has written extensively on inequality. Go to dannydorling.org/
Rae, C. (2016) 'Reducing global |

				inequalities', *Geoactive,* 550.
International trade and access to markets • 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 countries, emerging major economies and smaller, less developed economies. • Differential access to markets associated with levels of economic development and trade agreements and its impacts on economic and societal wellbeing. • World trade in at least one food commodity or one manufacturing product.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information, and sources of information. Online research. Core and ICT skills. Cartographic skills – maps showing movement.	Students are able to define the term 'trade' and describe and explain general patterns in world trade. Students appreciate the unequal nature of world trade and the dominance of a few countries. Students are aware of barriers to trade and understand the term 'protectionism'. Students can discuss trading relationships and patterns and the conflicts which can result from these. Students are able to describe world trade for a food commodity and/or manufactured product.	Look at recent maps showing world trade for a number of different items and get students to describe and explain the patterns shown. Which countries dominate world trade and why? Make links back to trading blocs and trade agreements. Discuss the costs and benefits of trading relationships. Build a case study on a food commodity or manufactured product: cash crops such as bananas, coffee and cocoa have great discussion potential here due to their production largely focused in LICs. Define and discuss Fairtrade and alternative trading organisations such as Cafedirect and Traidcraft. Why are these organisations viewed as more ethical? How does Fairtrade differ to Free trade? Play the chocolate game or trade game to make the point about unfair trade. **Extension**: There has been much discussion about the increasing role of the Chinese in Africa. Research and discuss the different viewpoints on this investment.	Rae, A. (2009) 'Global food production', *Geofile,* 586. Nash, S. (2010) 'The geopolitics of food', *Geofile,* 628. Nagle, G. (2007) 'The globalisation of food production', *Geofile, 541.* Guinness, P. (2004) 'Globalisation: mini case studies', *Geofile,* 464. Worldwatch has some useful trade-related resources Guinness, P. (2005) 'Fair trade', *Geofile,* 499. Rutter, J. (2008) 'A case study of a cash crop: coffee', *Geofile,* 565. Global issues The banana trade war Nagle, G. (2001) 'Maquiladora development in Mexico', *Geofile,* 400. Fairtrade has a huge resources library detailing their work and includes information on numerous food commodities There are numerous examples of the chocolate/trade game. Two sources: People and Planet - Sweet Injustice: the chocolate game Christian Aid: The Chocolate Trade Game
• The nature and role of Transnational corporations (TNCs). • Analysis and assessment of the geographical consequences of global	Collect, analyse and interpret information from secondary sources – including factual, numerical and	Students can describe the characteristics of a TNC and discuss their costs and benefits. Students will be able to detail the practices of one particular	Students research and prepare presentations on different TNCs outlining their spatial organisation, production processes and the social, economic and environmental impacts	Global Policy has some good resources on TNCs Oakes, S. (2012) 'Globalisation: a risky business.' In *Geography Review,* 25: 4. Oakes, S. (2013) 'TNCs, the

systems to consider how international trade and variable access to markets impact on students' and other peoples' lives across the globe.	spatial data. Critical questioning of information, and sources of information. Online research. Evaluating and presenting findings from research. Core skills – literacy.	TNC in detail. Students acknowledge changing nature of 21st century TNCs - they no longer just originate from more developed regions. Students are able to discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).	on the countries they operate. Discuss why the role of TNCS in aiding development can be viewed positively and negatively. Extended writing opportunities here: 'The benefits of globalisation outweigh the costs.' Discuss. Or Assess the extent to which international trade and variable access to markets have impacted upon people's lives across the globe.	geography of ownership, profit and identity' in *Geography Review,* 26: 4. Wraight, P. (2013) 'The role of TNCs in food production and global trade in foodstuffs', *Geofile,* 684. Melbourne, B. (2006) 'Transnational corporations', *Geofile,* 513.
Global governance and the global commons • The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems. • Issues associated with attempts at global governance. • The concept of the global commons. • Acknowledgement peoples' rights to sustainable development and the need to protect the global commons.	Use of key subject specific and technical terminology. Collect, analyse and interpret information from a range of secondary sources – including factual, numerical and spatial data. Critical questioning of information and sources of information. Online research. Evaluating and presenting findings from research.	Students define the term 'global governance' and are aware of the key 'players' in decision making. Students outline the role of the United Nations. Students understand the need for global governance and can give recent examples. Students discuss negative issues associated with global governance. Students understand the term 'global commons' and can name the four global commons. Students understand the notion of 'The tragedy of the commons.'	Students research the role of the United Nations and the advantages and disadvantages of global governance Global governance has focused on a number of international issues. Get students to research and evaluate the success of different strategies adopted. Students could research efforts to tackle: • Environmental problems such as climate change • Reduction of poverty (MDGs, Post-2015 Sustainable Development Goals) • Trade and investment inequities • Human rights violations • Civil conflict and • Financial instability International action on climate change	The United Nations website is a useful starting point for this part of the specification. It has resources on both global governance and the global commons UN: Global Commons UN: An early perspective - Our Common Future: managing the commons (1987) Other organisations operating internationally are connected to the UN such as the United Nations Development Programme (UNDP); UN: Evaluation of Millennium; Development Goals (2000-2015); Post-2015 sustainable development goals; Intergovernmental panel on climate change; United Nations Framework Convention on climate change; The BBC: 2015 Climate change

	ICT skills – use of crowd sourcing and big data.	Students can give examples and describe the importance of laws and treaties aimed at preserving the global commons.	would be a good focus – it can link to the carbon and water topic and reference recent international climate summits. Discuss the notion of the global commons and how they can be protected. Look at examples of ways in which crowd sourced events or campaigns have sought to tackle global (environmental) problems. **Extension**: Discuss the notion that cyberspace meets the definition of a global common and should be policed.	summit details; The wealth of the Commons NGOs such as Greenpeace run campaigns to protect the global commons.
Antarctica as a global common • The geography of Antarctica • Threats to Antarctica arising from climate change, fishing and whaling, the search for mineral resources and tourism and scientific research. • Critical appraisal of the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium. • The role of NGOs in monitoring threats and enhancing protection of Antarctica • Analysis and assessment of	Use and annotate illustrative and visual material: base maps, sketch maps, geo-located and digital imagery. Cartographic and graphical skills. Collect, analyse and interpret information from secondary sources including factual, numerical and spatial data. Critical questioning of information. Online research.	Students can describe the human and physical geography of Antarctica Students can discuss the different threats to Antarctica Students detail and critically appraise the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium. Students can name different non-governmental organisations protecting the Antarctic.	Get students to draw a detailed map of Antarctica, labelling key physical features and ice sheets. Students could also draw a climograph. This Maye as a large poster or student display outlining other key features. Look at (NASA) satellite images showing recent changes in Antarctica such as ice break ups – why is this happening? Investigate threats to Antarctica and the different organisations and treaties which protect it. How successful have these been? The BAS website Discovering Antarctica is an excellent source of information. Students could write an article for a magazine or blog outlining the threats facing Antarctica.	The British Antarctic Survey (BAS) (educational website for the BAS) is a useful starting point for resources on Antarctica. Antarctic and Southern Ocean Coalition (ASOC) is the website of ASOC, an NGO working to preserve the Antarctic continent and the surrounding Southern Ocean. Cool Antarctica is also good. Scientific Committee on Antarctic Research (SCAR) develops and coordinates scientific research efforts on Antarctica. Garrington, S. (2009) 'The exploitation of the Southern Ocean', *Geofile,* AQA3. Nash, S. (2008) 'Antarctica – politics, resources and tourism: 'More than ice and penguins', *Geofile,* AQA1.

| the geographical consequences of global governance. | Core and ICT skills. | Students assess the geographical consequences of global governance. | (Role play) debate on the future of Antarctica: students adopt the roles of different stakeholders (scientists, oil prospectors, tourists, Greenpeace, ASOC representatives, International whaling commission, climate scientists, fishermen) to discuss plans to develop Antarctica after the expiry of the ATS.

Extended writing opportunity: How successful has the Antarctic Treaty System been in protecting Antarctica from its many threats?

Extension: Should the Antarctic Treaty be extended post 2048? | NASA has been monitoring ice break ups on Antarctica NASA: Antarctica's Larsen B Ice Shelf

See also Ecowatch: Nansen ice shelf Antarctica
and Live Science: Antarctica Larsen ice shelf collapsing,
International Association of Antarctic Tour Operators.
News and teaching resources about Antarctica from The Guardian and from Greenpeace. |