

**Scheme of Work 2020 - 2021**

**Subject: Geography**

**Year Group: Year 12**

**Specification: AQA**

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources	Lit Num SMSC Codes
					DODDLE resources	
					<a href="#">investigation into longshore drift</a>	
<b>52</b>	Global Systems and Global Governance – Globalisation	What is containerisation?	Starter: Brand guessing game  1. Picture analysis of a container made home 2. Containerisation article: Analyse the article and assess impacts and patterns created through the phenomena.  Plenary: Explain how technology has contributed to globalisation? (4 marks)			So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
<b>53</b>	Global Systems and Global Governance – Global Systems	What is a Global system?	Starter: Global system factors and links  1. Define interdependence and how are countries interdependent: economic, social, political and environmental 2. Study of unequal flow and brain drain. 3. How aid and trade impact less developed countries 4. Exam Question: Assess the statement “aid not trade, is the		Bottom-up/Biogas research homework	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

			<p>solution to global inequalities” (9 marks).</p> <p>Plenary: What do you believe to be the better solution, aid or trade? (Discussion)</p>			
54	Global Systems and Global Governance – Global Systems	What is a Trading Bloc?	<p>Starter: Homework discussion</p> <ol style="list-style-type: none"> <li>1. Choropleth map highlighting Trade Blocs</li> <li>2. Advantages and disadvantages to Trade Blocs</li> <li>3. Exam Question: “Trading blocs are the most significant factor contributing to globalisation”. To what extent do you agree with this view?</li> <li>4. Discuss the main factors that have contributed to the increase in globalisation. Class debate.</li> </ol> <p>Plenary: What are the advantages and disadvantages to top-down and bottom-up trade?</p>			So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
55	Global Systems and Global Governance – Global Systems	What is Neo-Liberalism and what does the WTO do?	<p>Starter: Homework discussion</p> <ol style="list-style-type: none"> <li>1. What issues are associated with unequal flow of people?</li> <li>2. Study of Neo-Liberalism, video note-taking</li> <li>3. Globalisation has made some countries more powerful than other, why is this case?</li> <li>4. Example: World Trade Organisation. Analysis of their aims and what should be a priority.</li> <li>5. WTO Choropleth map</li> <li>6. How does technology create unequal flows? (4 marks)</li> </ol>	Exam Style Question		So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

			Plenary: Explain how trade organisation lead to greater disparities in wealth (4 marks)			
55	Global Systems and Global Governance – International Trade and access to markets	International Trade and the global flows of trade	<p>Starter: List the international trade groupings you know</p> <ol style="list-style-type: none"> <li>1. Study of the UK and trade blocs</li> <li>2. Video and note taking</li> <li>3. G20, G7, BRICS and WTO</li> <li>4. Article reading and analysis of the information</li> </ol> <p>Plenary: Why has globalisation caused more equality between average incomes globally but more inequality in income distribution within countries?</p>		Top-Down Project homework	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
56	Global Systems and Global Governance – International Trade and access to markets	What are the roles of Trade Blocs?	<p>Starter: What are the BRICs, outline the role of the WTO and 3 of their aims.</p> <ol style="list-style-type: none"> <li>1. Study of trade globally and country groupings</li> <li>2. What the EU does and its positives and negatives</li> <li>3. What are the economic benefits of remaining or leaving the EU?</li> <li>4. Video and note taking on WTO</li> <li>5. Give two ways that trade blocs stop market access</li> <li>6. What are the benefits of trade blocs?</li> </ol> <p>Plenary: How do trade blocs restrict developing nations?</p>		Trade Blocs research Homework	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
57	Global Systems and Global Governance – International Trade and access to markets	What is the Coffee Trade?	<p>Starter: Homework discussion</p> <ol style="list-style-type: none"> <li>1. Video and worksheet on the global coffee trade</li> <li>2. Students to assess the advantages and disadvantages</li> </ol>	Exam Question: Assess the impact of TNCs on the global coffee trade (6 marks)		So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

			<p>of the global coffee trade and to identify key players</p> <p>3. Exam Question – Assess the impact of TNCs on the global coffee trade (6 marks)</p> <p>Plenary: Who benefits the most from the Global Coffee Trade?</p>			
58	Global Systems and Global Governance – International Trade and access to markets	What are Transnational corporations?	<p>Starter: Can you think of a social, economic and environmental impact that a TNC has on a country in which it operates?</p> <ol style="list-style-type: none"> <li>1. Students to concatenate statements and factors regarding TNCs</li> <li>2. Students to assess advantages and disadvantages to TNCs</li> <li>3. Study of the global supply chain</li> <li>4. TNC card sort activity</li> <li>5. Video and note taking</li> <li>6. Exam Question: Outline the impact of TNCs on the global economy (9 marks)</li> </ol> <p>Plenary: Has a TNC impacted your life? Was it for the better or worse?</p>		<p>Oakes, S. (2012) 'Globalisation: a risky business.' In <i>Geography Review</i>, 25: 4.</p> <p>Oakes, S. (2013) 'TNCs, the geography of ownership, profit and identity' in <i>Geography Review</i>, 26: 4.</p>	So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
59	Global Systems and Global Governance – International Trade and access to markets	TNC Case Study - Walmart	<p>Starter: How do TNCs dominate the global market?</p> <ol style="list-style-type: none"> <li>1. Students study Walmart and its impact on the USA and the world</li> <li>2. Walmart Venn Diagram – Social, economic and environmental</li> <li>3. Activity: Give two reasons that determine where TNCs locate. Give 3 economic impacts of Walmart</li> </ol> <p>Plenary: 20 mark exam question plan: To what extent do you agree</p>			So3, So5, So7 C3,C5, Sp2, Sp5, Sp9

			that TNCs only benefit the HQ host country?			
60	Global Systems and Global Governance – Global Governance	How is the world managed across boundaries?	<p>Starter: What systems of global governance do you know?</p> <ol style="list-style-type: none"> <li>1. Students to understand the difference between norms and institutions and use their own knowledge to think of others.</li> <li>2. Students to understand how institutions promote growth and stability but can cause inequality</li> <li>3. Exam Question: Using examples, explain how global institutions promote world-wide growth and stability (4 marks)</li> </ol> <p>Plenary: Content Discussion</p>			So3, So5, So7 C3,C5, Sp2, Sp5, Sp9
61	Global Systems and Global Governance – Global Governance	What is the Global Commons?	<p>Starter: Discuss with a partner how Antarctica and the Earth's atmosphere are managed</p> <ol style="list-style-type: none"> <li>1. Students to understand what a global common is and examples of them.</li> <li>2. Students will study Antarctica, assess threats and study the Antarctic Treaty</li> <li>3. Students to understand why it is important to conserve.</li> <li>4. Exam Question: Explain how globalisation poses a threat to the global commons</li> </ol> <p>Plenary: What is unique about Antarctica?</p>	Exam Question: Explain how globalisation poses a threat to the global commons		So3, So5, So7 C3,C5, Sp2, Sp5, Sp9









