



Subject:
Globalisation

Overarching Topic: Globalisation (Globe Trotting)			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Globalisation is a very topical with a number of themes running through the news at the moment. E.g Brexit. This topic follows development/population and done prior to superpowers. Pupils will be able to build upon their knowledge as they learn each topic and recap on key words.</p> <p>This is a human geography topic where there is ample opportunity to recap other topics throughout. This unit provides a basis for pupils to think about their consumer power and what impact their decisions can have on others. E.g the Iphone.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> Define globalisation How has social media accelerated globalisation? Where are different parts of their Iphone made? How does globalisation affect my day to day life? What are the problems with globalisation? 	<ul style="list-style-type: none"> Explain the term Globalisation using examples Explain how a number of factors has led to the acceleration of globalisation Why has the secondary sector declined in the UK? Why has there been a global shift in the secondary sector? Why are different parts of the Iphone made in different parts of the globe? Using named case studies, explain the winners and losers of globalisation What are the factors that have led to North Korea being a switched off country? Explain the term glocalisation Why is McDonalds so popular around the 	<p>What are the impacts of President Trump’s stance on Globalisation?</p> <p>What evidence is there that the UK has rejected globalisation?</p> <p>“Glocalisation reduces tolerance and human rights” Defend this statement. Extended writing opportunities to include to why pupils should/not accept globalisation</p> <p>Class debate.</p>

		world?	
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	Map Skills	Plotting countries to identify where items are made. Plotting countries that are used as case studies. Students being able to identify patterns on maps	
	Statistical Skills	Use appropriate measure of central tendency, spread and cumulative frequency e.g mean, median and range Describe relationships between data	
	Graphical Skills	Use of satellite photographs from different landscapes Construct appropriate graphs and charts Interpret and extract information from different types of graphs and charts	
	Exam skills – Use of specific information e.g case studies	Presentation of book – Highlight key words/using vocab organiser Identifying the difference between describe and explain Extended writing using scaffolding and example answers.	