| Topic name | Term | Skills developed | Prior learning | Next link in curriculum |
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| **Topic 3: Globalisation**<br>EQ1: What are the causes of globalisation and why has it accelerated in recent decades?<br>3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications, and businesses. | AUTUMN | • Use of proportional flow lines showing networks of flows. | Y11 Economic change unit Impact of globalisation and deindustrialisation.<br>Also, Nigeria as a NEE. | Revision<br><br>Y13 Superpowers |
| 3.2 Political and economic decision making are important factors in the acceleration of globalisation. | | • Discussion to obtain knowledge of bias in media, journals websites | | Revision<br>Y13 Superpowers |
| 3.3 Globalisation has affected some places and organisations more than others.<br>Sahel – a switched off place.<br>**North Korea**<br>**Bhutan** | | • Ranking and scaling data to create indices.<br>• Analysis of human and physical features on maps to understand lack of connectedness | Y8 China Belt & Road<br>Y8 Africa -Kenya<br>Y11 Desertification Sahel<br>Y11 economic change – tourism in Bhutan | Revision.<br>Y13 superpowers |
| EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?<br>3.4 The global shift has created winners and losers for people and the physical environment. | | • Use of population, deprivation and land-use datasets to quantify the impacts of de-industrialisation. | Y8 China Belt<br>Y11 Desertification in Sahel - remoteness | Revision<br>Y13 Superpowers – Mackinder |
| 3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. | | • Use of proportional flow arrows to show global movement migrants from source to host areas. | Y11 economic unit | Revision<br>Y13 Health & Human rights |
| 3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is the outcome of globalisation. | | • Analysis of global TNC and brand value datasets to quantify the influence of western brands. | Y11 economic unit | Revision<br>Y13 Superpowers |
| EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?<br>3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. | | • Critical use of World Bank and United Nations (UN) data sets to analyse trends in human and economic development, including the use of line graphs, bar charts and trend lines.<br>• Plotting Lorenz curves and calculating the Gini Coefficient | Y11 Economic Nigeria.<br>Y8 Kenya | Revision<br>Y13 Superpowers |

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| 3.8 Social, political, and environmental tensions have resulted from the rapidity of global change caused by globalisation. | | • Data interpretation from various data presentations. | Y7 Middle East | Y13 Superpowers |
| 3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society. | | • Data interpretation from various data presentations particularly for local area case study | Y9 7Y10 urbanisation – Egan's Wheel and sustainability | Y12 regeneration |
| **Option 4A: Regenerating Places**<br>**EQ1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place.**<br>4.1 Economies can be classified in different ways and vary from place to place. | SPRING | • Use of GIS to represent data about place characteristics. | Y11 Economic UK North – South divide. | Y12 Liverpool fieldwork<br>Y12 Lake District fieldwork<br>NEA possibilities<br>Revision |
| 4.2 Places have changed their function and characteristics over time. | | • Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.<br>• Use of Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation. | Y10 urbanisation – London | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities<br>Revision |
| 4.3 Past and present connections have shaped the economic and social characteristics of your chosen places. | | • Data interpretation from various data presentations. | Y10 urbanisation – London<br>Y11 Economic change in Nigeria links with Commonwealth | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities<br>Revision |
| **EQ2: Why might regeneration be needed?**<br>4.4 Economic and social inequalities changes people's perceptions of an area. | | • Investigation of social media to understand how people relate to the places where they live. | Y7 perceptions of place<br>Y11 London Newham v Kensington | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities<br>Revision |
| 4.5 There are significant variations in the lived experience of place and engagement with them.<br>. | | | Y10 Fieldwork in Grasmere & Keswick | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities<br>Revision |

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| 4.6 There is a range of ways to evaluate the need for regeneration. | | • Testing of the strength of relationships with scatter graphs and Spearman's rank correlation.<br>• Use of different newspaper sources to understand conflicting views about plans for regeneration.<br>• Evaluation of different sources (music, photography, film, art, literature) and appreciation of why they create different representations and image of a local place. | Y10 Fieldwork in Grasmere | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities.  Revision |
| EQ3: How is regeneration managed?<br>4.7 UK government policy decisions play a key role in regeneration. | | • Reading governmental town plans | Y11 Economic North v South | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities. Revision |
| 4.8 Local government policies aim to represent areas as being attractive for inward investment. | | • Reading governmental town plans | Y11 Economic North v South | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities. Revision |
| 4.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them. | | • Exploration of discursive/creative media sources to find out how place identity has been used as part of rebranding. | Y10 urbanisation – Olympic Park site. | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities. Revision |
| EQ4: How successful is regeneration?<br>4.10 The success of regeneration uses a range of measures: | SUMMER | • The interpretation of photographic and map evidence showing 'before and after' cross-sections of regenerated places. | Y10 urbanisation – Olympic Park site. | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities. Revision |
| 4.11 Different urban stakeholders have different criteria for judging the success of urban regeneration. | | • Interrogation of blog entries and other social media to understand different views of the success of regeneration projects. | Y10 urbanisation – Olympic Park site. | Y12 Liverpool fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities<br>Revision |
| 4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration. | | • Potential skills to be used in fieldwork for possible NEA choice by students | Y10 Fieldwork Grasmere | Y12 Lake District fieldwork<br>Y12/13 Optional London trip<br>NEA possibilities. Revision |