Geography AS Unit 1: Personalised Learning Checklist

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| **Unit 1: Going Global** | **Red** | **Amber** | **Green** |
| **Globalisation: What is globalisation and how is it changing people’s lives?** |  |  |  |
| The concept and development of globalisation (the connections between people and environments across the globe). |  |  |  |
| Investigating the expansion of TNCs, international organisations and global markets. |  |  |  |
| The effects of globalisation on population movements. |  |  |  |
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| **Global groupings: What are the main groupings of nations and what differences in levels of power and wealth exist?** |  |  |  |
| The disparities in global wealth and poverty, through broad economic and political groupings of countries (such as NICs, OPEC, LEDCs, LDCs, OECD, and trade blocs like NAFTA). |  |  |  |
| Investigating the role of TNCs and their global significance, using a suitable case study. |  |  |  |
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| **Global networks: Why, as places and societies become more interconnected, do some places show extreme wealth and poverty?** |  |  |  |
| Investigating how examples of global networks create global patterns and can increase or decrease connectivity. |  |  |  |
| The role of technology (such as communications and the internet) in a shrinking world. |  |  |  |
| Researching how natural resources, energy, labour pools,  skills, and culture can be magnets for investment and influence global connectivity, allowing new Indian and Chinese companies to be ‘winners’ and parts of Africa ‘losers’. |  |  |  |
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| **Roots: How does evidence from personal, local and national sources help us understand the pattern of population change in the UK?** |  |  |  |
| An analysis of population change (family size, population structure, migration, employment and social aspirations) using family histories or records. |  |  |  |
| How social and economic factors such as 20th century changes in patterns of work and improvements in health, hygiene, nutrition and education have had an impact on UK population and migration. |  |  |  |
| Researching the economic and social effects of an ageing population e.g. dependency, retirement, health and welfare provision. |  |  |  |
| **On the move: How is migration changing the face of the EU?** | **Red** | **Amber** | **Green** |
| Key migrations into Europe at an international scale, contrasting recent and earlier (postcolonial) flows. |  |  |  |
| Key movements within Europe include:   1. a case study of post-accession labour flows   from eastern Europe   1. a case study of retirement flows to   Mediterranean locations. |  |  |  |
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| The economic, social, environmental and political consequences of these movements and the issues and reactions they create. |  |  |  |
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| **World cities: What is driving the new urbanisation taking place and what are its consequences?** |  |  |  |
| How rural-urban population migration feeds the growth of million and megacities. |  |  |  |
| Megacities in differing countries develop in contrast ways, focusing on destinations for newcomers (shanty towns and inner city) and movers (suburbanisation). |  |  |  |
| Thinking critically about cities of the future, especially in China and India, and whether sustainable urban living is achievable. |  |  |  |
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| **Global challenges for the future: What are the social and environmental consequences of globalisation and can we manage these changes for a better world?** |  |  |  |
| Weighing up the positive and negative effects of mass  purchasing of commodities, such as food miles, exporting jobs,  packaging and worker exploitation, etc. |  |  |  |
| The moral and social consequences of globalisation, such as the exploitation of workers or cultures in some countries. |  |  |  |
| Reducing the environmental and social costs of globalisation requires action at a variety of scales from local (recycling/landfill etc) to global (carbon credit trading, etc). |  |  |  |
| Developing an awareness that countries and individual consumers  can have impacts on global poverty brought about by globalisation. |  |  |  |