Edexcel A level Geography

Topic Booklet for Area of Study 4: Human Systems and Geopolitics, Topic 8: Global Development and Connections, Option 8B: Migration, Identity and Sovereignty

Practical support to help you deliver this Edexcel specification

Our specifications offer an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change. The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of human and environmental questions and issues, and to become critical, reflective and independent learners.

The AS and A levels in Geography are linear, and all assessments are at the end of the course. The AS Assessment will be at the end of the first year, and the A level Assessment will be at the end of the second year.

The specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a one-year (AS level) or two-year (A level) period.

The guided learning hours are 180 for an AS level and 360, over two years, for an A level. This document provides a guide for teaching 8B: Migration, Identity and Sovereignty, and can be adapted by centres to fit their own contexts and teaching styles. It has been produced as an example approach and is not intended to be prescriptive. The topic booklets indicate resources that you can use to support your teaching. These are only suggestions and you are encouraged to use a wide range of resources to suit the needs of your own students.

The advised teaching time for Topic 8B, is 23 guided learning hours; i.e. roughly 1–2 hours per enquiry question (EQ). This requires some blending together of the detailed content. In the guidance below, suggestions are made about contextualisation or stretch challenges that may be suitable for abler students, as well as expected lesson outcomes for those less able. Please note that these are suggestions only and not specific syllabus requirements.

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Each of the EQs and key areas is broken down into sections, each beginning with a quick overview of the breadth of the enquiry question followed by a more detailed explanation of the key concepts and processes, examples of teaching strategies, guidance on integrating geographical skills, and a summary of the key terminology required. The structure is suggestive, not prescriptive.

Synoptic linkages and case study nesting

Our synoptic themes help students see 'the bigger picture' by encouraging them to make geographical links between topics and issues. To enable this, and support exam preparations, we have continued to signpost 'Players' (P), 'Attitudes and Actions' (A) and 'Futures and Uncertainties' (F) throughout the specification content.

Select located examples that explore and contrast migration, identity and sovereignty at different scales from global to local. These could run across units, for example using China as an example of rural to urban migration will reinforce understanding of globalisation as seen in Key idea 1.1. However, shifting the focus of case studies, e.g. Africa to EU migration, perhaps along the lines of old colonial ties, as well as looking at migration within the EU, from peripheral countries to the core, will help students logically develop a sense of scale and place. It will also help them to make synoptic links between units. This would also follow on to a local scale, for example exploring the ethnic make-up of a place resulting from historical migration, such as Leicester.

This can be contrasted with examples from other areas that might have closed-door policies, such as North Korea, to problems created in historical nations by Europeans, e.g. Belgium and Rwanda.

Introduction

Quick overview

Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states, and the traditional definitions of national sovereignty and territorial integrity. International migration changes not only the ethnic composition of populations but also attitudes to national identity.

At the same time, nationalist movements have grown in some places, challenging dominant models of economic change and redefining ideas of national identity.

Global governance has developed to manage a number of common global issues (environmental, social, political and economic), and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places while not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.

Enquiry question 1: What are the impacts of globalisation on international migration?

Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?

Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts?

Within Topic 8B the first focus is on migration and how it is linked to the process of globalisation, being affected by economic push and pull factors, contemporary events and different attitudes and policies to this contentious issue. This involves the study of the flow of migration in a local sense within the UK, on a wider basis within the EU, and on a more global scale taking in influences like past imperial links between Europe and places in Africa and Asia.

This topic also deals with the effects of migration, in terms of changing the national character of a destination country, and also the tensions that this may cause within an issue like migration from Mexico to the USA (periphery to core), between those players who benefit from the economic wage level provided by immigrant labour and others who may view it as a threat to their own economic well-being or a drain on resources.

We also consider that people may have different abilities or opportunities to migrate, given different skills sets or locations, for example comparison of a closed society like North Korea with an area with open borders like the EU. These national borders may have been established for different historical reasons, like the Wagah border between India and Pakistan, or for geographical reasons. Borders may be disputed or cause conflict in nations like Rwanda.

The topic then moves on to examine how these borders, when disputed, can still cause conflict today, perhaps in an area like the South China Sea.

The contemporary world is a product of a recent colonial past. As European empires collapsed post-World War Two and the globe divided along Cold War lines, new independent nations were established. However, many of these countries are still linked through a shared culture, economic ties or institutions like the Commonwealth.

These connections have shaped nations both in Europe and Africa, each adopting facets of culture and migrants from the other, altering the ethnic make-up.

Liberal, western free trade and globalisation have led to an interdependent world where capital moves freely. Low tax regimes have been set up to cash in on this, and unfortunately a disparity in wealth within and between nations has arisen. Alternative models to those of Western Free Market Capitalism have been developed in countries like Bolivia in an attempt to level out this disparity.

In order to maintain peace and some measure of governance and agreement between nations in this interdependent world, nations agreed to establish international bodies like the United Nations. This body, often dominated by the richer, often western nations, seeks to maintain human rights through intervention and a condition where countries can develop and free-market capitalism can thrive.

The development of these IGOs can cause controversy and, as with the EU referendum in the UK, it can also be argued that they do not always work towards the benefit of less developed nations like Jamaica and the use of structural development loans. Students should research case studies like this and be able to form judgements.

IGOs have also been formed to deal with environmental issues like global warming; these have met with varying success.

The unit then moves on to examine nationalism as a concept. What does it mean in terms of institutions and cultures in a country like the UK? Traditional concepts of national identity are under attack, for example much of the UK's manufacturing base is foreign-owned. Products that are synonymous with national identity, like HP sauce, are now manufactured abroad. US cultural icons dominate as part of the spread of westernisation; this in turn reinforces the spread of free-market capitalism.

There has been a reaction to the spread of IGOs and unification within larger states. Regional identities have sought to re-establish themselves, e.g. Catalonia or Scotland and the EU referendum in the UK.

The strength and role of a state can vary. Failed states such as DR Congo exist, while in other areas certain ethnic groups can be the subject of exploitation by TNCs or other, more dominant, ethnic groups within that country, like the Ogoni people in Nigeria.

EQ1: What are the impacts of globalisation on international migration?

Teaching approach over 7 hours

Lesson 1 (1hr)	Globalisation has led to an increase in migration both within countries and among them.
Lesson 2 (1hr)	Between 3–4% of the global population live outside their country of birth, but this proportion varies greatly between countries because of different policies relating to international migration and levels of engagement with the global economy.
Lesson 3 (1hr)	The causes of migration are varied, complex and subject to change.
Lesson 4 (1hr)	The movement of labour is unrestricted within many nation states to ensure efficient allocation of resources; the same logic applies for some global regions but does not yet apply at a global level.
Lesson 5 (1hr)	The consequences of international migration are varied and disputed.
Lesson 6 (1hr)	Migration causes political tensions because of differences in perceptions of the social, economic, cultural and demographic impacts of migration.
Lesson 7 (1hr)	There are variations in the ability of people to migrate across national borders according to levels of skill, income and opportunities, including the presence or absence of controls and international borders.

Lesson 1: Globalisation has led to an increase in migration both within countries and among them

Overview

Push and pull factors have caused people to move throughout human history.

In recent times globalisation has given people an economic impetus to move from rural to urban areas within and between countries. Students should be able to understand this and give relevant examples.

Key concepts and processes

Globalisation had led to industrialisation spreading around the world and a new international division of labour. This has led to rural–urban migration within and between countries, as people move from the economic peripheries towards the core. Agreements such as Schengen have made this easier across areas like the EU.

Guidance on teaching

It would be useful to make students familiar with contemporary examples of migration, e.g. Poland to UK (also an aid to synopticity). Use of flow maps is important here, perhaps attached to different levels of questioning dependent on ability (application of Bloom's). It is also possible to find a wealth of data from areas like the Office for National Statistics (www.ons.gov.uk) or a local statistics website, https://www.neighbourhood.statistics.gov.uk/, so that students can research patterns of migration as it affects their own locality. This could provide students with a good starting point to examine migration. Field work could be applied here – perhaps a visit to the local history section of the library.

Lesson 2: Between 3–4% of the global population live outside their country of birth, but this proportion varies greatly between countries because of different policies relating to international migration and levels of engagement with the global economy

Overview

Some areas of the world are more attractive to migrants than others. Obviously MEDCs with more developed economies that also operate open-border policies will have a higher proportion of people originating in other LEDCs than those that have, say, points-based immigration, as it is harder to get into the country legally.

Ethnic make-up varies between countries and is affected by policy and levels of development, those nations with open borders and a highly developed economy being attractive to immigrants. This of course varies over time and can be caused by conflict, natural disasters and economic cycles, for example the mass migration from Syria has its origins in drought and conflict.

Guidance on teaching

It would make sense for students to have an idea about the ethnic make-up of their own area: is it attractive to immigrants? What is the policy at the present time with regard to immigration?

http://maps.cdrc.ac.uk/#/geodemographics/oac11/default/BTTTFTT/10/-0.1500/51.5200/

Students should then look at examples of different countries that operate different types of immigration policies and how this relates to their level of development.

http://www.focus-migration.de/ is a good resource. Give students headings like 'voluntary migrant', 'economic migrant' and 'refugee'. Students could seek to answer standard questions on a range of source and host countries, e.g. 'What is the economic make-up of an MEDC?', and then seek to trace the history of immigration patterns: why did people migrate here from different countries? How has this varied over time? This information could be

displayed with post-its on a large world map and flow lines added to show migration patterns. This is probably best done as a class activity with individuals investigating different case studies. Less able students could be paired with abler. The overall pattern could be written up in an essay style.

Lesson 3: The causes of migration are varied, complex and subject to change

Overview

There are many different causes of migration, ranging from joining family members who have emigrated to another nation, to conflict. There can be significant economic advantages in terms of filling gaps in the labour market of a destination country to sending money home. It can of course cause issues such as a lack of skilled labour in source countries, and tensions over assimilation in destination countries. In some developed areas migration is easy; in others there are barriers to free movement. Economic theory suggests that economic efficiency is maximised when goods (free trade), capital (deregulated financial markets) and labour (open borders) can move freely across international borders, but this also poses serious challenges for national identity and sovereignty.

Key concepts and processes

Obviously every migrant will have a different variety of reasons, both push and pull factors, that made them decide to move. This causes social, economic and cultural benefits and problems for both the migrant and the source/destination countries. One facet of successful globalisation is the free movement of labour; however, this causes challenges to established ideas of nationality, as witnessed in the Brexit debate.

Guidance on teaching

Key to this will be students' understanding of key terms like *displacement*, *free trade*, *capital*, *labour* and *sovereignty*. They should already have an understanding of why people migrate, however an oral history can provide a useful resource: http://www.bbc.co.uk/programmes/p029s9h7

Students, whatever their own views, should gather a balanced view on both the benefits and problems of immigration for both the individuals concerned and the country of origin and destination. This can only be done by looking at case study examples, perhaps filling in a matrix to show the social/economic and cultural pros and cons of immigration. Examples could include Indonesia, the UK/Poland, Germany/Turkey, Mexico/USA: http://www.debatingeurope.eu/2013/11/19/is-there-solidarity-in-europe-over-illegal-immigration/#.VzouvzUrLIU.

Lesson 4: The movement of labour is unrestricted within many nation states to ensure efficient allocation of resources; the same logic applies for some global regions but does not yet apply at a global level

Overview

Why do people migrate within a country? Of course, push and pull factors play a significant part here, and some investigation into why and where people migrate within a country like the UK is key here. Once the advantages and reasons can be established on a national level, it becomes easy to transfer this to an in international level. However, what barriers exist on an international scale? The current arguments of Donald Trump and the Mexican/US immigration debate provide a good framework to examine this subject.

Key concepts and processes

Establish true migration patterns within the UK: do people really migrate to London, or is this a gateway for international migrants who move to the UK and then are pushed out by high property prices/rents? People move within nations for a variety of reasons: to study, to work, or later in life, to retire. This has obvious benefits, filling gaps in the labour market, for example, but it also causes problems like overpopulation. The same concepts can be translated to an international level, e.g. the UK bringing in skilled workers to staff the NHS. However, this freedom of movement does not yet exist on a global scale, as it clashes with ideas of nationhood and puts demands on resources in destination countries. This can cause a backlash in host populations and can lead to closed-door policies.

Guidance on teaching

Use the ONS internal migration flow map to gain an overview of migration flows within the UK:
https://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc25/.

Ask questions, establish patterns and reasons.

Present a series of contemporary headlines to students, showing possible barriers to free movement at a global level, e.g.
https://www.donaldjtrump.com/positions/pay-for-the-wall.

Contrast this with free movement within the EU. Students to explain the contrasts.

Lesson 5: The consequences of international migration are varied and disputed

> **Overview**
>
> There are different views about the levels of success and effects of international migration: some stakeholders are in favour and find that it has economic and cultural advantages for a destination country and reduces overpopulation in the source. Others believe that it causes ethnic tension and puts a drain on resources in the destination country, while causing a skills shortage and impacts on development in the source nation. Ability and freedom to migrate rely on the skills of the migrant, especially if a skill-based system is in place, as in Australia.

Key concepts and processes

This again is a benefits/drawbacks debate. It is important to establish who the stakeholders are and what their views might be. This can only be done by looking objectively at case-study material. Students could seek primary sources, but again this can be controversial, so it might be worth gathering secondary sources (which are plentiful), before students make up their own minds about whether or not a movement of people from source to host country can be judged to have been a success.

Guidance on teaching

ONS data can play a key part in assessing levels of migration.

http://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11

This is an emotive issue and presents students with an opportunity to research factually the economic and social impacts before reaching an informed opinion. Students should research examples of migration in order to determine why they may have been a success or not (UK/Germany). A debate may be a useful tool, where students argue the case for different immigration control systems, like an Australian points-based system versus a more open system like that found within the EU.

Lesson 6: Migration causes political tensions because of differences in perceptions of the social, economic, cultural and demographic impacts of migration

Overview

Students must understand the key terms of social/economic/cultural/demographic impacts of migration.

Before they can make any judgement about how people perceive the contributions that migrants make to a society, students need to consider the following questions:
- What do we mean by social impacts in terms of ethnic make-up and culture?
- What economic contributions do migrants make?
- Do migrants bring investment, do they provide much needed skills and services to fill gaps in organisations like the NHS, or are they merely there to take advantage of social supports like benefits and in fact just a drain on already stretched resources?
- Demographically, are areas like Birmingham swamped by immigrants, essentially changing the character of the area and forcing out the indigenous population, or do immigrants enrich an area, revitalising inner cities and bringing variety and diversification?
- How do these political tensions manifest themselves?

Key concepts and processes

Once the impacts have been established, we can start to build up what the contributions of migrants might be and how indigenous populations perceive them, for good or bad, then how these may result in political reactions in policy changes. The Brexit debate provides an ideal framework to examine this.

Guidance on teaching

Compare students' perceptions of migration and its effects with those portrayed in the media. Can these be categorised into the headings given in the lesson title?

https://geographyas.info/population/migration/ or http://www.migrationobservatory.ox.ac.uk/briefings/impact-migration-uk-population-growth.

Allow students to empathise with the views of different stakeholders within a case-study situation. Who are the stakeholders? What are their views? Why might they hold them? To what extent do you view them to be valid?

http://www.pewresearch.org/fact-tank/2015/08/24/what-americans-want-to-do-about-illegal-immigration

Lesson 7: There are variations in the ability of people to migrate across national borders according to levels of skill, income and opportunities, including the presence or absence of controls and international borders

Overview

This is based on the idea of how attractive an immigrant is to a destination country. New Zealand, for example, operates a points-based system which admits those immigrants that have the skill set that the country's economy currently requires. Often the immigrant must also prove that they are able to support themselves financially for an initial period of time, until they have contributed enough to the country's welfare system to receive support from it in times of need.

This obviously means that immigrants from an MEDC have a better chance of migrating into that country, as they will have had more chance of acquiring the skills and experience that an economy like New Zealand's requires. In other areas, such as the EU, agreements like Schenghen mean that unskilled workers can move to other EU countries freely and without hindrance. This obviously gives them an advantage over potential immigrants from outside the EU area.

Key concepts and processes

It is easier for some groups of people to migrate than for others, depending on their country of origin. Migration levels from MEDC countries are often lower than those from LEDC countries, as the lifestyle in MEDC countries means that push factors are less strong. However, if an individual does wish to migrate, they may have a better chance of being accepted in another country as their education and skills will probably be better, and they will have the financial resources to travel and support themselves. Some countries agree a more open policy on travel and migration between them, so within the EU, older people from the UK are free to retire to other EU nations such as Spain and still qualify for things like free health care.

Other nations, for example the USA, have more stringent immigration policies and potential migrants have to qualify by gaining a green card in a lottery or prove that they have a job offer before they go. Some countries limit travel opportunities for their population, for example North Korea.

People from LEDC nations like those in North Africa may lack the financial resources or skills/levels of education that other more attractive economies may require. They then travel as unskilled workers, or they may travel illegally or try to claim refugee status. As a result, they can end up in camps like the 'Jungle' in Calais while they wait to get to the UK, or find themselves in situations where they are open to exploitation or illegal status where they risk deportation.

Guidance on teaching

Establish what a profile for a desirable immigrant might look like. What would a country like New Zealand look for in terms of wealth and skill set?

Look at a summary of the UK's immigration points-based tier system: http://www.workpermit.com/uk/uk-immigration-tier-system.htm.

Ask the students to state how origin (EU/non-EU), skill level and level of income impacts on ability to legally enter the UK. This could be put into a teacher-prepared matrix. Figures for minimum investment required to immigrate by country is also a useful resource: https://www.chinafile.com/multimedia/infographics/wealthy-chinese-are-fleeing-country-mad.

Contrast the EU situation with a closed-door case study like North Korea: http://www.libertyinnorthkorea.org/learn-nk-challenges/.

Use a resource like the *Huffington Post*'s 'Surprising Immigration Facts' to put together a short true/false quiz for students: http://www.huffingtonpost.co.uk/2015/07/30/immigration-facts-surprising_n_7906122.html.

Students could be posed an essay-type question: 'Is it easier to migrate from the UK than Afghanistan? Discuss.' Research on barriers and opportunities for citizens from each nation could be set as a homework task prior to this, and students may have to agree research questions in class beforehand to give suitable structure to their research. This would help less able students.

Key vocabulary for EQ1

Key term	Definition
Globalisation	The process whereby the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has increased the production of goods and services.
Schengen agreement	The *Schengen Agreement* abolished many of the EU's internal borders, enabling passport-free movement across most of the bloc. It takes its name from the town of Schengen in Luxembourg, where the agreement was signed in 1985. The UK is not part of the Schengen agreement but does

	allow free movement to some other EU nations.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Asylum seeker	A person who has left their home country as a political refugee and is seeking asylum in another.
Displacement	Being forced to flee or leave one's home.
Free trade	International trade left to take its natural course without tariffs, quotas or other restrictions.
Core	In World Systems Theory, the core countries are the industrialised capitalist countries on which periphery countries and semi-periphery countries depend. Core countries control and benefit from the global market.

Further reading

Immigration controls and the erosion of popular sovereignty, Chris Gilligan (University of the West of Scotland, UK), Gritim Working Papers Series, Number 10, Winter2012.

http://www.dailymail.co.uk/news/article-2785905/China-overtakes-U-S-world-s-largest-economy-IMF-says-economy-worth-17-6trillion-America-falls-second-place-time-1872.html

http://www.focus-migration.de/

http://www.debatingeurope.eu/2013/11/19/is-there-solidarity-in-europe-over-illegal-immigration/#.VzouvzUrLIU

EQ2: How are nation states defined and how have they evolved in a globalising world?

Teaching approach over 7 hours

Lesson 8 (1hr)	Nation states are highly varied and have very different histories.
Lesson 9 (1hr)	There are many contested borders (Ukraine, Russia) and not all nation states are universally recognised as such (Taiwan), which can lead to both conflict and population movements.
Lesson 10 (1hr)	Nationalism has played a role in the development of the modern world.
Lesson 11 (1hr)	Since 1945, many new nation states have emerged as empires disintegrated (1960s 'winds of change' in Africa); this has caused conflicts that were costly in environmental, economic and in human terms (Vietnam, Sudan).
Lesson 12 (1hr)	Patterns of migration between former colonies and the imperial core country are still evident and important in changing the ethnic composition and cultural heterogeneity of those countries.
Lesson 13 (1hr)	Globalisation has led to the deregulation of capital markets and the emergence of new states.
Lesson 14 (1hr)	Growing global inequalities have been recognised as a major threat to the sustainability of the global economic system and some governments have promoted alternative models (Bolivia, Ecuador).

Lesson 8: Nation states are highly varied and have very different histories

Overview

Nation states have varied historical origins and have existed for different periods of time. The nineteenth and early twentieth centuries were a period of colonial expansion and conflict, followed in the later twentieth century by a dismantling of European colonial empires. As a result, a plethora of new nation states were established. Their borders could have been established for political, ethnic or physical reasons. Often these borders are contested.

Key concepts and processes

Some nations have longer histories than others, and nations are linked in terms of conquest, trade and migration. Europe was the key pre-World War Two, and the Cold War that followed divided the world largely into two camps. Today's post-Cold War world is more uncertain as new economic powers like India and China emerge. New nations were established in Asia and Africa in the post-colonial period. The links between nations have shaped the world that we live in today.

Guidance on teaching

An examination can be made of two contrasting nation states in terms of ethnic make-up. Some database or source material should be investigated, and less able students should be provided with some guiding questions. What are the reasons for the ethnic composition of such countries, e.g. Singapore and Iceland? Resources can be used to stimulate discussion on the types of international border, photos of physical factors like rivers or mountains, and film of the border ceremony at Wagah between India and Pakistan. Border conflicts and issues can also be explained using film resources like *Hotel Rwanda* to examine the consequences for the Tutsi ethnic minority. Contemporary border disputes should also be explored via a platform like the BBC news website. Research questions are key here, either generated by the teacher or for more able students by themselves.

Lesson 9: There are many contested borders (Ukraine, Russia), and not all nation states are universally recognised as such (Taiwan), which can lead to conflict and population movements

Overview

Nation states have a varied ethnic make-up and history. Border controls may reflect this, or other influences, like geography. Many national borders are a consequence of physical geography and historical development; others are a result of colonial history and might not take account of different ethnic or religious groups (Iraq, Rwanda), which can lead to problems of sovereignty and legitimacy. There are many contested borders (Ukraine, Russia), and not all nation states are universally recognised as such (Taiwan), which can lead to both conflict and population movements.

Key concepts and processes

Borders are the demarcation between countries and act as a valve to control migration. They reflect realities of local geography but are also often legacies of history and conflict. Sometimes they were established without taking into account ethnicity or territorial claims. This can lead to conflict in areas like Rwanda with the Tutsi and Hutu in the Rwandan genocide, or flashpoints like China and Taiwan.

Guidance on teaching

Some of this is covered in Lesson 8 in the SoW.

An initial stimulus is an important entry point to a disputed border, e.g. watch a news report about the Taiwan/China conflict, e.g.:
http://www.aljazeera.com/news/2016/01/china-warns-taiwan-landslide-election-victory-160117033937156.html

http://news.bbc.co.uk/1/hi/world/asia-pacific/country_profiles/default.stm

Students may require guidance in research questions. Use a fact file to research why the country's status is under threat from China and how this could lead to future global conflict:
http://news.bbc.co.uk/1/shared/spl/hi/asia_pac/04/taiwan_flashpoint/html/introduction.stm.

Perhaps as a homework extension task, use the same research questions for another contested area, e.g. Kashmir. This time, add in how geography and history affected the initial positioning of the border and why it is disputed.

Lesson 10: Nationalism has played a role in the development of the modern world

Overview

European nationalism was an important factor in the scramble for empire in the nineteenth century, and resulted in repeated conflict in the twentieth. In the post-colonial world, new nation states were established in Africa and elsewhere, leading to further conflict and unrest. Today, many smaller territorial areas still hold on to an ambition of nationhood, like Scotland in the UK or the Basque region of Spain.

Key concepts and processes

As European societies developed, they traded with and conquered less developed areas of the world. This quest for resources and land led to conflict between European nations and drew in the wider world. After World War Two, as European empires collapsed and the post-imperial world took shape, there was also conflict and unrest in these recently established nations. Today, many of these countries are unstable, as a result of inequality, poverty and often youthful population structures. Ethnic minorities often have ambitions for nationhood.

Guidance on teaching

Historical material is important here; a contemporary resource such as a poem or short story by Kipling can help students to understand the imperial mindset held by Europeans in the late Victorian era. A spider diagram can help students gain an overview of the effects of establishing these new nation states in areas like Africa (Rwanda): what issues did they face socially, economically and environmentally?

Look at the part played by the scramble for colonies and the example of Alsace-Lorraine in Europe in the run-up to the First World War. Plenty of resources can be used, e.g. this barrel diagram showing the causes of the war: https://schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/explosivewwi.pdf

Give students a mock exam question to answer based on this research material, under timed conditions.

Lesson 11: Since 1945, many new nation states have emerged as empires disintegrated (1960s 'winds of change' in Africa); this has caused conflicts that were costly in environmental, economic and in human terms (Vietnam, Sudan)

Overview

After the Second World War, European nations like Britain declined and withdrew from colonial rule, leading to the emergence of new nation states in Africa and elsewhere. Often these nations were unstable and ripe for revolution and corruption, with outside nations often trying to influence events for political or material gain. This lack of stability has led to decades of war and conflict, with their attendant environmental, social and economic costs. This can be illustrated in places like the DRC or Vietnam.

Key concepts and processes

Countries like Britain no longer had the resources or power to maintain a global empire in the post-war period. As empires collapsed, new nations emerged, but these often suffered the effects of instability and conflict. Both the population and the environment suffered the consequences.

Guidance on teaching

Recall how the end of colonial rule in Africa and elsewhere led to the establishment of new nation states and how they affected other parts of the globe. A study of the Aden incident, or analysis of Harold Macmillan's 'Winds of Change' speech, given to the South African Parliament in February 1960: http://www.un.org/africarenewal/magazine/august-2010/%E2%80%98wind-change%E2%80%99-transformed-continent would be a useful starting point. Combine RGS resource, 'Contemporary Perspectives on Africa': https://www.rgs.org/NR/rdonlyres/7B1BB49B-6F0B-4522-A582-DB07B7CD3393/0/RediscoveringAfricanGeographiesPart3.pdf

with a map of Africa showing pre- and post-colonial areas: http://www.globalissues.org/article/84/conflicts-in-africa-introduction. Use one to annotate the other, to illustrate the emergence of new states.

Focus back on Rwanda as an illustration of how this can lead to conflict. Students should highlight and make notes from a text like 'Environmental causes and impacts of the genocide in Rwanda: Case studies of the towns of Butare and Cyangugu': www.globalissues.org/article/84/conflicts-in-africa-introductioners/gtcmrf/Downloads/Chapt.6.pdf. This can be summarised as a spider diagram to illustrate the environmental, economic and human impacts. (This task may need to be simplified for less able students.) A resource like *Hotel Rwanda* is a useful tool to give students empathy, this may help less able students to grasp the reality of ethnic tensions in a country like Rwanda.

Lesson 12: Patterns of migration between former colonies and the imperial core country are still evident and important in changing the ethnic composition and cultural heterogeneity of those countries

Overview

One legacy of colonial ties is migration. After World War Two, Britain needed workers to fill gaps in the labour market left by the war. People from areas like the Caribbean or the Indian subcontinent were encouraged to move to the UK. Communities were established in areas like the mill towns in northern England. This has changed the character of some of those places beyond recognition today. Not all migration is one-way though, as shown by a subject like the Overseas Citizenship of India Programme.

Key concepts and processes

The *Empire Windrush* sums up this subject. A boat from the West Indies brings young Caribbean males to the UK. They look different and bring with them a foreign culture. Over time, they established communities in areas like Brixton in London, changing the nature and demography of the city.

Guidance on teaching

Students need to understand how historical ties have influenced migration and the ethnic make-up of these countries. An indicator like the distribution of different languages can illustrate the strength of the link between nations. A subject like the Overseas Citizenship of India Programme is also useful in challenging stereotypes that migration always comes from Africa or Asia into Europe.

Use a resource like the graph showing the origin of migrants into the UK from abroad (total international migration estimates by citizenship 2007): http://news.bbc.co.uk/1/hi/uk_politics/7737490.stm. Describe any patterns.

Examine the idea of reverse migrants moving from the UK to India: http://www.bbc.co.uk/news/world-asia-india-19992062. Students should make a table showing push and pull factors. Explain what the table shows.

Lesson 13: Globalisation has led to the deregulation of capital markets and the emergence of new states

Overview

Globalisation has presented the opportunity for some nation states to establish tax-free regimes. This has advantages for some stakeholders but has led to objections from others for reasons including tax avoidance by rich individuals and TNCs. Wealth inequality has become a major threat to global stability.

Key concepts and processes

A contemporary issue has developed in the form of offshore tax havens where individuals and corporations can filter and invest profits, avoiding paying domestic tax in the nation states where the profit is made. There are arguments for and against tax havens.

One result of globalisation is the uneven distribution of income and wealth in favour of more developed nations, the wealthy elite and transnational corporations. The resultant inequality has led to widespread poverty and instability in some areas of the world.

Guidance on teaching

It would be good to start with a stimulus of a well known celebrity and tax avoidance. This could lead into discussion about what tax havens are.
There is a wealth of source material to do with tax havens; students should be able to describe their global distribution and characteristics. Students should research issues associated with them; this would present a good opportunity for students to debate the pros and cons of low tax regimes from different viewpoints.

Lesson 14: Growing global inequalities have been recognised as a major threat to the sustainability of the global economic system and some governments have promoted alternative models (Bolivia, Ecuador)

Overview

Every year, Oxfam releases facts about the inequality of wealth and how a few individuals earn more in a year than the rest of the population put together. Poverty, apart from the environment, offers one of the major challenges to global stability. Some nations have looked at alternative models to the global capitalist system that leads to such inequality.

Key concepts and processes

Globalisation has encouraged the growth of states that have low-tax regimes which provide havens for the profits for TNCs and homes for wealthy expatriates. Most governments and IGOs have accepted the emergence of tax havens, although many NGOs have raised objections.

Guidance on teaching

Inequality should be explored through the avenue of development indicators; different types could be used, including economic, social and composite like HDI. The Gini coefficient is a perfect tool to measure inequality. Students should investigate issues of inequality, making use of resources provided by institutions like Oxfam. Looking at alternative models focussed on addressing inequality in e.g. Bolivia, students should seek to summarise how they seek to achieve this and perhaps comment on how successful they have been.

Key vocabulary for EQ2

Key term	Definition
Free trade	International trade left to its natural course without tariffs, quotas, or other restrictions.
Core	In World Systems Theory, the industrialised capitalist countries on which periphery countries and semi-periphery countries depend. Core countries control and benefit from the global market.
Assimilation	Cultural assimilation is the process whereby a person or a group's language and/or culture come to resemble those of another group.
Demography	The study of statistics such as births, deaths, income, or the incidence of disease, which illustrate the changing structure of human populations.
Heterogeneity	Diversity.
Gini coefficient	The Gini coefficient (sometimes expressed as a Gini ratio or a normalised Gini index) is a measure of statistical dispersion intended to represent the income distribution of a nation's residents, and is the most commonly used measure of inequality.

Further reading

http://www.ibtimes.com/tax-havens-map-former-current-emerging-tax-shelter-countries-interactive-map-1403162

EQ3: What are the impacts of global organisations on managing global issues and conflicts?

Teaching approach over 5 hours

Lesson 15 (1hr)	Global organisations are not new but have been important in the post-1945 world.
Lesson 16 (1hr)	Interventions by the UN through the use of economic sanctions and direct military intervention have been made in defence of human rights but have a mixed record of success (🌍 Trade embargo Iran, UN forces in Congo).
Lesson 17 (1–2 hrs)	IGOs established after the Second World War have controlled the rules of world trade and financial flows.
Lesson 18 (1hr)	Membership of global trade and financial IGOs is almost universal, as a result of the dominance of these organisations, but regional groupings have emerged in the form of trading blocs (🌍 NAFTA/SEATO) and in some cases (🌍 EU) there has been a movement to closer political unity.
Lesson 19 (1hr)	IGOs have been formed to manage the environmental problems facing the world, with varying success.

Lesson 15: Global organisations are not new but have been important in the post-1945 world

Overview

The United Nations was set up post-war to maintain security and stability. It has intervened in conflicts and natural disasters around the globe. Its policy is directed by groups like the Security Council (this isn't always fully representative).

Key concepts and processes

The UN was established in a similar vein to the pre-war League of Nations, which was set up after the First World War. The League of Nations was unsuccessful, but the principle of global cooperation was revisited after the Second World War and the UN was established in 1945. It has sought to maintain a stable world since 1945 and has had an increasingly important role in global governance through institutions like the Security Council. These often reflect the wishes of the major powers and aren't always fully representative of less developed nations. It uses tools like direct military intervention or economic sanctions to achieve its aims; it operates in areas of conflict, environmental issues and human rights. It should act to defuse conflict and allow some form of world governance.

Guidance on teaching

Students should research the structure and operations of the UN. They should be able to empathise with areas of the globe that might accuse the UN of being unrepresentative. Less able students may require some structure/headings to facilitate direction in their research.

Students research the role and operation of their area of UN and feed back to the class, perhaps with a short presentation. Focus on the make-up of the Security Council in particular. Ask: *Is the UN Security Council representative of the views of all nation states, not just those in the G7*? Give students an overview of Security Council membership and why some countries like India or African nations might not be happy with the current situation. Give some research questions to show how its approach to an area like climate change reflects its responsibility in areas other than security, and why there is conflict between UN Security Council members in making the council responsible for climate change action, e.g.:
http://www.climatechangenews.com/2013/02/18/china-and-russia-block-un-security-council-climate-change-action/

Lesson 16: Interventions by the UN through the use of economic sanctions and direct military intervention have been made in defence of human rights but have a mixed record of success

Overview

The UN has no direct apparatus to enforce its will, but relies on the goodwill of member states, through the use of economic sanctions. Direct military intervention has been made in defence of human rights, but has a mixed record of success, as was shown with the failure of UN peacekeepers in Rwanda.

Some member states (USA, UK, Russia) have operated independently of the UN in intervening in 'failed states' or to conduct a 'war on terror', with profound impacts on geopolitical relations and global stability.

Key concepts and processes

The UN uses the idea of collective security and gives the world a forum to debate issues and pass resolutions in defence of areas like human rights. It intervenes using tools like economic sanctions as applied in Iran, but some nations argue correctly that the UN runs in favour of more developed nations and ensures the status quo in world affairs, not always fairly. Some member states operate independently of the UN when it suits their national interest.

Guidance on teaching

Students should compare two case studies of UN interventions and reach a conclusion about whether and why they have been successful. This could be judged using a success matrix; peers should work together, swapping judgements about different case studies.

Give examples of two case studies of intervention:

Iran (https://www.washingtonpost.com/world/national-security/world-leaders-gathered-in-anticipation-of-iran-sanctions-being-lifted/2016/01/16/72b8295e-babf-11e5-99f3-184bc379b12d_story.html)

Congo (http://www.bbc.co.uk/news/world-africa-11108589).

Students fill in a matrix with the following headings: Type of intervention/Reason/Description/Successes/Failures.

Now do the same for an independent intervention, e.g. Russia in Syria: http://blogs.ft.com/the-exchange/2016/03/14/putins-syria-success-has-come-at-an-amazing-cost/.

Students make a judgement on the likely global impacts of each intervention; it may be helpful to give them a framework of stakeholders within each intervention and a short summary of interests, e.g. http://uk.businessinsider.com/cheat-sheet-key-players-in-the-syria-conflict-2015-11?r=US&IR=T is an excellent resource.

Lesson 17: IGOs established after the Second World War have controlled the rules of world trade and financial flows

Overview

Bodies like the IMF ensure conditions in which western capitalism can prosper. Global borrowing rules and trade conditions have allowed less developed nations to develop, however the IMF has been accused of being less beneficial for some states like Jamaica.

Key concepts and processes

The World Trade Organisation and International Monetary Fund have been responsible for helping the spread of free trade and the establishment of an interdependent global trading system. This has helped some nations to develop, but has led to others, e.g. Jamaica, being trapped in debt.

Guidance on teaching

Students to build an understanding of IGOs around key headings like IMF/World Bank. Use a resource like the film *Life and Debt*, covering structural development loans and their impact on the Jamaican economy, give enquiry questions. Assess understanding through an exam question; this will allow feedback and corrections to be made.

Lesson 18: Membership of global trade and financial IGOs is almost universal, as a result of the dominance of these organisations, but regional groupings have emerged in the form of trading blocs and in some cases there has been a movement to closer political unity

Overview

Many nations see advantages of working together and removing barriers to free trade. The last 50 years has seen a general trend towards development in those switched-on countries. As a result, formal trade bodies have emerged, such as the North American Free Trade Area, where tariffs and border checks have been removed, to encourage growth and interdependence. In areas like the EU this has gone further, with some countries taking part in political and economic union, although recently a backlash has emerged in some nations, e.g. Brexit.

Key concepts and processes

There seem to be inherent advantages to countries working together in terms of free trade. Intergovernmental groups facilitate this cooperation to mutual advantage. Regional groupings have emerged, although these are now being enlarged in some cases with TTIP, while in other areas they are coming under pressure (Brexit).

Guidance on teaching

Understand why countries have become members of IGOs. Look at a map of global trading blocs. Give students labels (e.g. EU) and ask them to describe which areas of the world are covered. They can do an internet search to establish the major aims of each bloc (e.g. OPEC). This could be put onto a larger map or put on sticky labels and stuck onto a frozen image of a map of trading blocs, projected onto a whiteboard. Use opposing political rhetoric from the two camps in the EU referendum, e.g. http://www.telegraph.co.uk/news/newstopics/eureferendum/11921098/European-Union-The-arguments-for-and-against-exit.html to examine opposing views on closer political unity in Europe.

Lesson 19: IGOs have been formed to manage the environmental problems facing the world, with varying success

Overview

IGOs have been responsible for coordinating international agreements aimed at dealing with global environmental issues, e.g. CITES, protecting the oceans and managing Antarctica.

Key concepts and processes

IGOs are bodies which seek to lessen the impact of development on different aspects of the Earth's ecosystem, the atmosphere, wildlife, oceans and the unspoilt continent of Antarctica.

Guidance on teaching

Students could research about different IGOs, treaties concerning areas of conservation, like treaties concerning the governance of Antarctica. Guided questioning could be differentiated, and students could be paired according to ability. Results of research could be shared to cover gaps in knowledge.

Key vocabulary for EQ3

Key term	Definition
Intergovernmental Organisation (IGO)	An organisation composed primarily of sovereign states, or of other intergovernmental organisations. IGOs are established by treaty or other agreement that acts as a charter creating the group. Examples include the United Nations, the World Bank, or the European Union.
Intervention	Humanitarian intervention has been defined as a state's use of 'military force against another state when the chief publicly declared aim of that military action is ending human-rights violations being perpetrated by the state against which it is directed.'
Human rights	A right which is believed to belong to every person.
Trade embargo	The partial or complete prohibition of commerce and trade with a particular country or a group of countries.
Sanction	International sanctions are actions taken by countries against others for political reasons, either unilaterally or multilaterally. There are several types. Diplomatic sanctions are the reduction or removal of diplomatic ties, such as embassies.

Atmosphere	The blanket of gas on the surface of a planet or satellite. Note: The atmosphere of the Earth is roughly 80% nitrogen and 20% oxygen, with traces of other gases.
Biosphere	The regions of the surface and atmosphere of the earth or another planet occupied by living organisms. Plants and animals.
Flora and fauna	

Further reading

http://www.theguardian.com/global-development/poverty-matters/2013/apr/16/jamaica-decades-debt-damaging-future

EQ4: What are the threats to national sovereignty in a more globalised world?

Teaching approach over 4 hours

Lesson 20 (1hr)	National identity is an elusive and contested concept.
Lesson 21 (1hr)	There are challenges to national identity.
Lesson 22 (1hr)	Ownership of property, land and businesses in countries is increasingly non-national (Qatari and Russian property in London, US and Indian ownership of TNCs), which impacts on national identity.
Lesson 23 (1hr)	There are consequences of disunity within nations.

Lesson 20: National identity is an elusive and contested concept

Overview

Nationalism remains a strong force, attached to institutions and landscapes within a state. Today, most nations are multi-ethnic. This can challenge traditional ideas of national identity.

Key concepts and processes

This lesson examines the UK as a case study. Students examine facets of what we associate with Britishness, i.e. culture, political ideas, institutions of state (legal framework/education etc.) and features of the British landscape.
Contrast this with the ethnic nature of British society today and how ethnic groups deal with assimilation.

Guidance on teaching

Students could display these aspects of what we associate with being British as a large spider diagram with images and summaries describing aspects of culture and the British state. This could be extended to add information showing the ethnic diversity of the UK population and how this may add to or affect what we perceive as being British.

Lesson 21: There are challenges to national identity

Overview

Elements of the UK economy are now under foreign ownership. US media has a major presence in the UK broadcasting market and US corporations are influential in industries like retail, this promotes the free-trade global capitalist model. As well as manufacturing and retail, property in areas like London is also subject to foreign investment.

Key concepts and processes

Many UK-based companies are foreign-owned. This can take major decision-making elements of the British economy out of British hands, with major consequences for communities (TATA), it can also show that Britain is an open, outward-looking nation (e.g. Japanese takeover of UK tech company ARM). This pattern is repeated globally in other nations. 'Westernisation' is often dominated by US cultural values through the operation of large corporations in both retailing and entertainment. This, in turn, promotes a distinctive view of the benefits of the dominant capitalist model.

Guidance on teaching

Introduce students to the idea of Britain once having been the workshop of the world, and being the fifth-largest world economy in terms of GDP. Show students

logos for large UK-based companies (mix foreign-owned with British-owned companies) and ask: Who owns them?

http://www.mirror.co.uk/news/uk-news/british-brands-that-are-now-owned-by-foreigners-1410783

http://www.mirror.co.uk/news/uk-news/best-british-manufacturing-industries-keeping-3183313

Look at downsides of foreign ownership in UK steel job losses, and use of proportional circles to examine distribution of job losses around the UK: http://www.dailymail.co.uk/news/article-3404832/British-steel-industry-enters-death-spiral-1-000-jobs-axed-Government-sits-hands-critics-say.html. Students to relate these to geographical location.

Define what we mean by 'westernisation' and 'US cultural values'. Show photos of McDonalds/Disney in different countries, and ask students to define the values of those companies. How have they influenced world culture? Focus on how global communications are also rapidly developing, allowing the dominant aspects of North American culture to dominate the cultural melting pot. Through the spread of television, films, music and use of the internet, English has become the dominant language and has replaced a number of regional languages.

https://nuglobalstudies.wordpress.com/global-studies/his_320/ gives a good account of how capitalism is spread through advertising and brand culture.

Use the case study of the impact of western brands in China: http://www.echinacities.com/expat-corner/A-More-Western-China-4-Areas-Where-the-West-Has-Impacted-China. This could be assessed through the use of a resource-based exam-style question.

Lesson 22: Ownership of property, land and businesses in countries is increasingly non-national (Qatari and Russian property in London, US and Indian ownership of TNCs), which impacts on national identity

Overview

In a globalised world, what sorts of things define a national identity? Sport, food, culture, celebrity, iconic brands? Increasing opportunities for investment mean that such things often are not delineated by borders or nations.

Key concepts and processes

Property in world cities like London is an attractive option to grow capital for investors at a time when interest rates are low. This can be undemocratic, and inflation can force those on lower incomes to be priced out of living in their own communities. Similarly, once iconic brands like the Mini, a symbol of the swinging 60s and everything British, are now owned by the German car company BMW, albeit still manufactured in Oxford. This can serve to challenge national identity.

Guidance on teaching

Have students establish what they identify as British culture.

Understand why foreign ownership of property can cause issues.

Use story of 60% ownership of London skyscraper to stimulate discussion:
http://www.theguardian.com/society/2016/may/25/john-prescott-foreign-ownership-london-tower-skyscraper.

How will this impact on London? Students to mindmap impacts (link back to earlier lesson with TATA steel).

Use a film like *Somerstown* (Shane Meadows) to look at the impact of foreign culture on London.

How did the takeover of HP sauce manufacturers by Heinz impact on an iconic brand? http://news.bbc.co.uk/1/hi/england/west_midlands/5279896.stm Students should consider the role of stakeholders, e.g. a factory worker or UK consumer. How might opinions vary?

Lesson 23: There are consequences of disunity within nations

Overview

In many areas of the globe, movements are trying to establish smaller states, often while remaining parts of larger multi-state trading groups.

Emerging industrial nations can feel exploited by the unfair aspects of the western capitalist model. This can cause political tensions.

In some countries, the institutions of state are not as well established as in more developed nations, while a sense of national identity might also not be as universal. In some countries, elements of a nation's population can be exploited via corruption and oppression from the political elite, sometimes in association with TNCs.

Key concepts and processes

- Ethnic minorities struggle for recognition and statehood.
- Inequality causes conflict and political unrest as well as migration.
- Some states are weak and open to challenge from revolutionary/religious groups (Iraq).
- Outside interference by other nations or through corruption.

Guidance on teaching

Show students examples of the potential for national fragmentation; seek their views on Brexit and possible impacts on the UK.
Students could summarise threats to nationhood as identified above and look for examples of this.

Use the case study of the Ogoni people and Shell to look at how TNCs can exploit weak governance and corruption in emerging nations (Nigeria) to the detriment of indigenous people.
http://www.theguardian.com/world/2009/jun/08/nigeria-usa or
http://www.bbc.co.uk/news/world-africa-34777859 are both powerful resources.

Key vocabulary for EQ4

Key term	Definition
Nationalism	Loyalty and devotion to a nation; especially a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.
Westernisation	A process whereby societies come under or adopt Western culture.
GDP	The monetary value of all the finished goods and services produced within a country's borders in a specific time period.
Melting pot	A place where different peoples, styles, theories, cultures etc. are mixed together.
Ogoniland	A region inhabited by one of the many indigenous peoples in southeast Nigeria. The Ogoni number about 1.5 million people and live in a 404-square-mile (1,050 km^2) homeland also known as Ogoni, or Ogoniland.
Failed state	A political body that has disintegrated to a point where the basic conditions and responsibilities of a sovereign government no longer function properly. Likewise, when a nation weakens and its standard of living declines, it introduces the possibility of governmental collapse.

Powerful elite	The people who have the most wealth and status in a society: the most successful or powerful group of people.

Further reading

https://newint.org/blog/2015/01/13/shell-ogoniland-oil/

http://umich.edu/~snre492/cases_03-04/Ogoni/Ogoni_case_study.htm