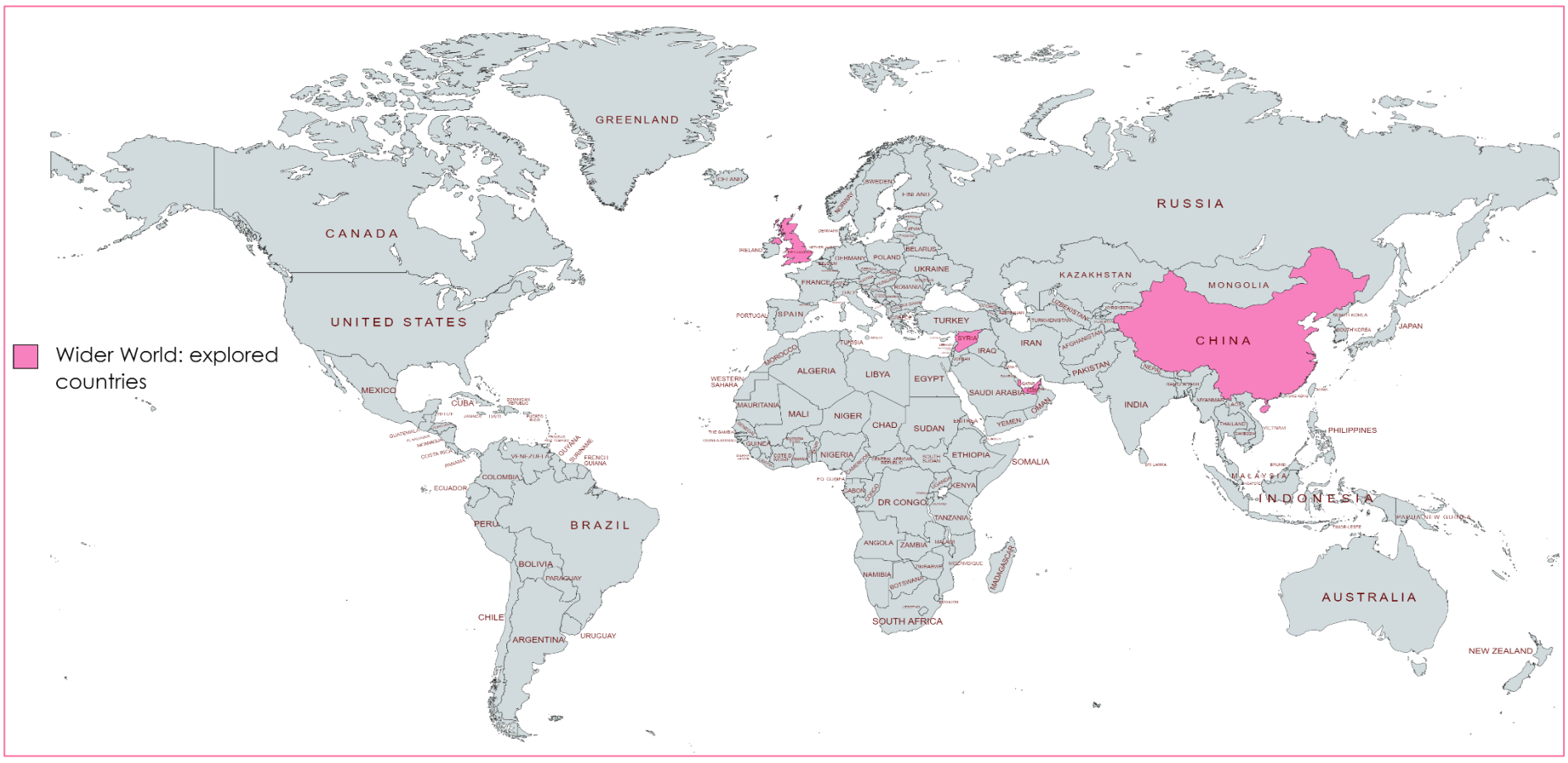
Wider World Subject Knowledge Organiser :

Wider World focuses on **scale** from local to global, the issues found at these varying scales and the understanding of the differences and similarities of such issues.



Contextual World Knowledge

The key themes running through the wider world unit are scale, (local- global) understanding your pivotal role in our local community and how it links to different regional places like the middle east and China. The Wider World unit is designed to broaden your contextual knowledge of places that influence them and how you influence these places.

This unit is about global problems and solutions. Some of the most pressing have been focused around the issues of climate change. This has caused an increase in the frequency, intensity and distribution of extreme weather, sea level rise and has had indiscriminate impacts on countries from all parts of the world despite being rich or poor. However the level of development of a country makes a huge difference in how well they predict, protect and prepare for such hazards. Another global issue has been the spread of Covid 19 and the rapid impact it had on the population and economy, and continues to do so today. This has spread so quickly due to our globalised and connected world, over 4.4 billion of us live in closely packed urban areas, and this pattern is increasing. Covid also exposed the gap between wealthy and poor countries and how rapidly they could vaccinate and protect their population. Rising populations can put a big demand on our earth and with other 1 billion people in China alone, the Chinese government took radical action in the late 1970s to control this with the OCP. This scheme still has impacts today with a large gender imbalance most notably. Globally we can reach solutions and the United nations has set up the SDGS which identifies 17 global goals to make our global community a better place.

Geographical Vocabulary

Geographical Scale: the differing views or levels in which Geography is studied. Normally defined from the local, regional, national to global.

Sustainability: Understanding how to meet the needs of the present without compromising the needs of future generations to meet their own needs.

Population: All the inhabitants that live in a particular place, such as a town or city.

LIC: Low income country countries that have a GNI per capita of $1,035 or LESS according to the World Bank.

NEE: Newly emerging Countries that have begun to experience high rates of economic development, usually with rapid industrialisation. They differ from LICs in that they no longer rely primarily on agriculture, have made gains in infrastructure and industrial growth, and are experiencing increasing incomes and high levels of investment. E.g. Brazil, Russia, China and South Africa (the so-called BRICS countries).

HIC: a country that has a GNI per capita of $12,535 or above according to the World Bank. These are richer countries that have lots of industry and service jobs such as the UK and Japan

SDGS: Sustainable development goals that define the world we want. They apply to all nations and mean, quite simply, to ensure that no one is left behind

Climate change: Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional and global climates.

Global warming: the earths rising of temperature.

OCP: One child policy The one-child policy was a rule implemented by the Chinese government mandating that the vast majority of couples in the country could only have one child.

Exponential growth: when population grows by a constant percentage per year, this eventually adds up to what we call exponential growth. In other words, the larger the population grows, the faster it grows! A curve of exponential growth is an upward sweeping growth curve.

Infanticide: the killing of a newborn baby.

Geographical Understanding

The key to understanding the Global issues here is that they are all a product of humankinds rapid development over the last 150 years. Globalisation and developments in technology have allowed great strides in economic development, across ALL countries. In the last 70 years alone the % of people globally living in extreme poverty (less than 2$ a day) has gone from 65% to 9%! And life expectancy from 45 to 72! But at what cost this economic and social progression impacted on our natural environment? Have we gone past a tipping point? Can we undo the damage done and will we. All 3 of the examples of global issues in this unit are underpinned by development. But how long till the earth and its processes give up, how much more can it take?

Skills and Enquiry

You need to be able to:

Describe places on a variety of different maps and scales.

Categorise impacts and solutions geographically.

To interpret and analyse photos.

Evaluate the impacts of global issues and provide sustainable solutions and justified opinions.

The St Benet Biscop Geographer

You need to understand the sheer size of the global issues but also know that you can make a difference in what you choose to do. If you all do a small thing these add up drastically, be it decreasing the amount of clothes bought, sourcing food locally, using sustainable transport methods. Know that we as a species have improved remarkably in the last century, but now is the time to start putting our environment first.