

# Y7 GEOGRAPHY



## GEOGRAPHY AT YARDLEYS

**INTENT:** To educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

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Geographical beginnings” – To give the knowledge and skills needed to start thinking like a Geographer – the basics in process and vocabulary in both Human and Physical Geography.

## YEAR 7

Theme	UK Geography + The Geography of the West Midlands	River systems	Tourism and South Africa	Introducing Ecosystems	Industrial change	Extreme weather & climate
<b>SUBSTANTIVE KNOWLEDGE</b>	Physical and Human features of UK UK population distribution The key features of the West Midlands	State & define the processes of erosion, transportation, and deposition Name and locate key landforms along a /drainage basin Annotate a landform of erosion (waterfall) and erosion and deposition (meander)	What is development and the multiplier effect Mass commercial tourism what it is and advantages and disadvantages Ecotourism what it is and advantages and disadvantages	Location of global biomes Amazon rainforest Structure of the rainforest Rainforest soils Exploitation Management Continents and oceans	Categorising different jobs into primary, secondary, tertiary & quaternary Employment structure How deindustrialisation changes the jobs people do in HICs and LICs	Define differences between weather, climate and microclimate How weather and climate variations interact to give a sense of place High- & Low-pressure systems and associated weather characteristics.
<b>DISCIPLINARY KNOWLEDGE</b>	Describing location OS Urban map skills	OS rural map skills Draw inference about an unfamiliar physical landscape	Describing location on a wider scale Using line graphs to show change over time	Climate graphs Biome maps Describing location on a global scale	Divided bar charts. Writing to explain reasons why	Weather forecasting from thematic maps Fieldwork enquiry – asking appropriate Geographical questions.

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.