



*Saint Joseph's*

CATHOLIC SCHOOL

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Geography Department

# Yr7 High Achievers Booklet





# Year 7 Geography



## HA Learners

### **An expectation of a HA Geography learner is:**

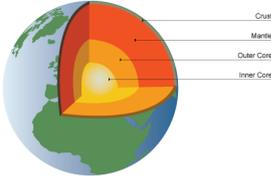
- To engage in the world they live in
- To show an interest in Global affairs
- To dedicate time for further research and creativity
- To take the opportunity to develop ideas and knowledge beyond the classroom

### **What is this booklet about?**

- In this booklet are a range of activities for you to carry out
- The activities are different every term and allow you the opportunity to explore topics that link to your classwork
- These activities offer you the chance to do something different – explore the world about you, create models of geographical features

# Term 1 – It's Your Planet

- Make a **3D** model of a **section** through Earth. Include – **Crust, Mantle, Inner Core, Outer Core.**



- Create a **comic strip** showing how Earth formed.

- Create a 3D “**informational cube**” of geographical features/places/processes linked to the **formation** of the earth.



- Research a **continent** of your choice: Create a leaflet or book about this place; include photos and descriptions of **locations** and **features**.



- You could research the main **physical** features – mountains / mountain ranges, lakes and rivers and the main **human** features – cities, road and rail networks, airports and ports.
- Add the details to a map. Develop a suitable **key** to show the features. Could you make a 3D map?



## Term 2 – Map Skills

1. Complete the passage below by making a key and drawing the correct Ordnance Survey (O.S) map symbol after the underlined word. You must research the actual OS map symbol for each feature to ensure the symbol you draw in is correct.

"I sat by the river just where it joined the lake. It was very wet and marshy. In the distance I could see a main road. There was a Public House and parking was available. Behind me there was a lovely orchard. What a pity that it was going to be knocked down and turned into a large Golf Course. I could also see a railway line. I decided my visit was now over and it was time to return to the coach station, just over the hill by the coniferous woods.

2. Now make up your own short story like the one above. You must include at least 10 different O.S map symbols in it.

## Term 3 – Settlement

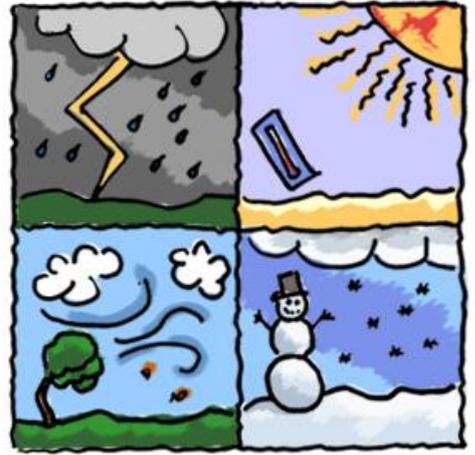


- Create a model of a settlement structure. Compare **Burgess** and **Hoyt** models. What are the similarities and differences?
- Create a comic strip showing why people move from the countryside to cities. Include “**push**” and “**pull**” factors.
- What is a “**Megacity**”?
- On a world map locate and name the “**Megacities**” of the world.
- What do you notice about their **distribution**?

# Term 4 – Weather

This an opportunity to look at countries in different climate zones.

Choose a country, and then focus on its climate and weather.



## Consider:

What is the difference between **climate** and **weather**?

- How does weather affect daily life?
- What do people do to cope with the weather?
- Does the country have seasons? What weather can be expected in each season?
- Is the climate likely to change in the future? If so, how? Why?
- How have people adapted to the climate? What are the advantages of the climate?
- Has this country experienced any hazardous weather events? When were they? What happened?

## Possible ways of presenting your research:

- A PowerPoint presentation
- A quiz based on your country of choice
- A board game, like snakes and ladders which shows the advantages and disadvantages of your chosen country's climate
- A poem about your chosen country's climate.

# Term 5 – Africa



**Research a country of your choice in Africa.**

**Consider:**

- Location – Where is it in Africa?
- Which countries **border** the country?
- How do people in the country make money? (What are its main **industries**?)
- What are the main **physical** features?
- What are the main **human** features?
- Do people still live near the volcano? If so, why?

**You could present your research as:**

- An annotated map.
- A project booklet.

# Term 6 - Rivers



- Design and create a model of a river from the **source** to the **mouth**. Include features such as **waterfalls, gorges, rapids, valleys, meanders, oxbow lakes and estuaries**. You could use, playdough, cardboard, be as creative as you like – You choose!
- Research the ways that water **reaches** a river.  
**Think** – over ground, through the ground and deeper under the ground.