

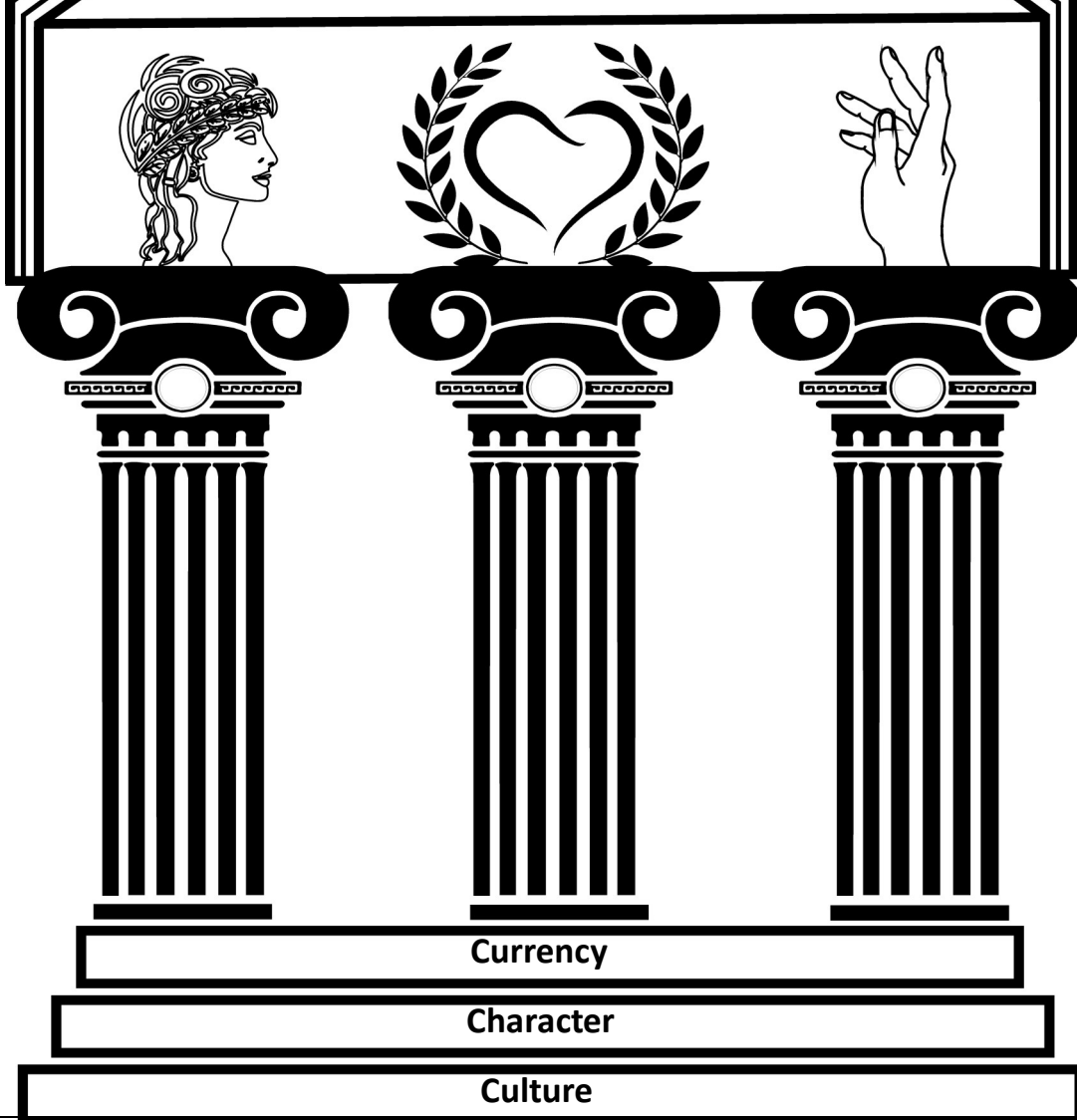
# Year 7



Malbank School  
& Sixth Form College

**INTENT**

*In Malbank's Geography Department we will develop inquisitive and skilled geographers giving opportunities to explore a range of environments and the human and physical factors that shape them, so pupils can develop the skills to understand global issues and the impact these may have on their lives now and in the future.*



Head	HEART	HAND
<p>Understand how physical processes create different landscapes and show awareness of the impact of human activity on these landscapes.</p>	<p>Understand how global issues can affect their own lives and show awareness of actions they can take in order to be considerate citizens of planet Earth</p>	<p>Develop the skills to collect primary data and to use graph and map skills to present and analyse patterns in data sets. Develop the ability to read maps and interpret photographs, satellite images etc. in order to understand the world around them.</p>

# Malbank School GEOGRAPHY Curriculum Year 7



Head	Heart	Hand
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• What is Geography?</li> <li>• Water cycle</li> <li>• Infiltration investigation</li> <li>• Drainage basin features</li> <li>• What is a flood?</li> <li>• Causes of floods</li> <li>• impacts of floods</li> <li>• responses to floods</li> </ul> <p><b>Application of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Case study : Boscastle</li> <li>• case study: Bangladesh</li> <li>• Comparison of 2 locations ( more able)</li> </ul> <p><b>Open to BIG ideas</b></p> <ul style="list-style-type: none"> <li>• Who pays for it? Is it fair? (flood defence/insurance/ tax)</li> <li>• The role of charity in over-seas aid</li> </ul> <p><u>Locations</u></p> <ul style="list-style-type: none"> <li>• local,national &amp; international links'( know the terms)</li> <li>• continents and oceans</li> <li>• European countries and capitals</li> <li>• UK geography -</li> <li>• Locations of rivers, seas, mountain and cities in the UK</li> </ul> <p><b>Application of knowledge</b></p> <ul style="list-style-type: none"> <li>• End of unit test</li> </ul> <p><u>OS map reading skills</u></p> <ul style="list-style-type: none"> <li>• symbols</li> <li>• grid references</li> <li>• direction</li> <li>• distance</li> <li>• relief</li> </ul> <p><u>Application of skills</u></p> <ul style="list-style-type: none"> <li>• OS map reading test</li> <li>• Weather and climate in UK</li> </ul>	<p><b>Resilience</b>—keep trying at difficult tasks</p> <p><b>Empathy</b>—how are people affected by floods</p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Awareness of others</li> <li>• Empathy—aware of the impacts of floods</li> <li>• Able to understand how places respond differently depending on circumstances</li> </ul> <p><b>Ethics</b> Awareness of others</p> <ul style="list-style-type: none"> <li>• Regional identity</li> <li>• Sense of place</li> </ul> <p><b>Resilience</b>—keep trying at challenging map reading tasks</p> <p><b>Resilience</b>—use Doodle resources and Mapzone website to get over difficulties in map skills</p>	<p>Creative tasks available on take-away homework</p> <p>Construct a pop-up drainage basin</p> <p>Teamwork—work together on task</p> <p><b>Skills</b></p> <p>Collect data in the field</p> <p>Analyse data</p> <p>Draw accurate Geographical diagrams</p> <p>Teamwork— flood management</p> <p>Decision-making</p> <p><b>Skill</b></p> <p>locate places on a map</p> <p>use an atlas</p> <p>O.S. map reading skills</p> <p>Creative—design a map</p> <p>Make a scale map of a room</p>

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<ul style="list-style-type: none"> <li>• key terms &amp; how does weather affect human activity?</li> <li>• choropleth maps to show rainfall and temperature variation</li> <li>• reasons for variation in temperature and rainfall</li> <li>• climate graph of UK -</li> <li>• Relief rain</li> </ul> <p><u>Geography of sport</u></p> <ul style="list-style-type: none"> <li>• how important is sport to individuals?</li> <li>• how is Geography linked to sport?</li> <li>• Location of sporting venues.</li> <li>• How does weather impact on sports?</li> <li>• Where are sports goods made and how are workers treated?</li> <li>• Why are some countries more successful at world sport?</li> </ul> <p>Link to current major sporting events (World Cup, Olympics etc.) The main focus will vary from year to year</p> <p><b>Open to big ideas</b></p> <ul style="list-style-type: none"> <li>• Is the Olympics fair?</li> <li>• Racism / homophobia in sport</li> <li>• Sport as a power for good</li> </ul> <p><b>Summer exams</b> - will be in the middle of this topic. Take time out to revise / prepare pupils for tests Therapy follows.</p> <p>Complete final topic before the end of term</p>	<p>Self-awareness</p> <p>Self-awareness &amp; awareness of others</p> <p>empathy</p> <p>Aware of different cultures</p> <p>Initiative</p> <p>Awareness of others</p> <p>Resilience</p> <p>Organisation</p>	<p>Complete choropleth maps</p> <p>Draw a climate graph Accurate diagram</p> <p>Conduct a survey and display results in graph form Compare adults' sporting experience to children's</p> <p>Independent research of a major sporting event / sporting venue</p> <p>OS Map skills are revisited Plus—floods and water cycle</p>