



Oakgrove School

**Preparing for Year 7 Geography
Transition Booklet**



How to use this booklet

This booklet has been set for you to complete over the summer holidays to prepare you for when you start Oakgrove School. Within the booklet you will find tasks to complete. As well as tasks throughout the booklet there is a key word glossary for you to complete at the back. Each task has been set to ensure you have the basic knowledge required for Geography. It is important that you at least attempt to complete every task.

In the Oakgrove Geography department we love our subject and really enjoy teaching it – so we're looking forward to seeing how you have got on with this!

What is Geography?

The study of the physical features of the earth and its atmosphere, and of human activity as Geography affects and is affected by these.

We look at the distribution of populations (where people live in the world and why), how resources are used, political issues (issues related to governments) and economic activities (Geography that is linked to money!) just to give you an idea!

What do we study in Geography?

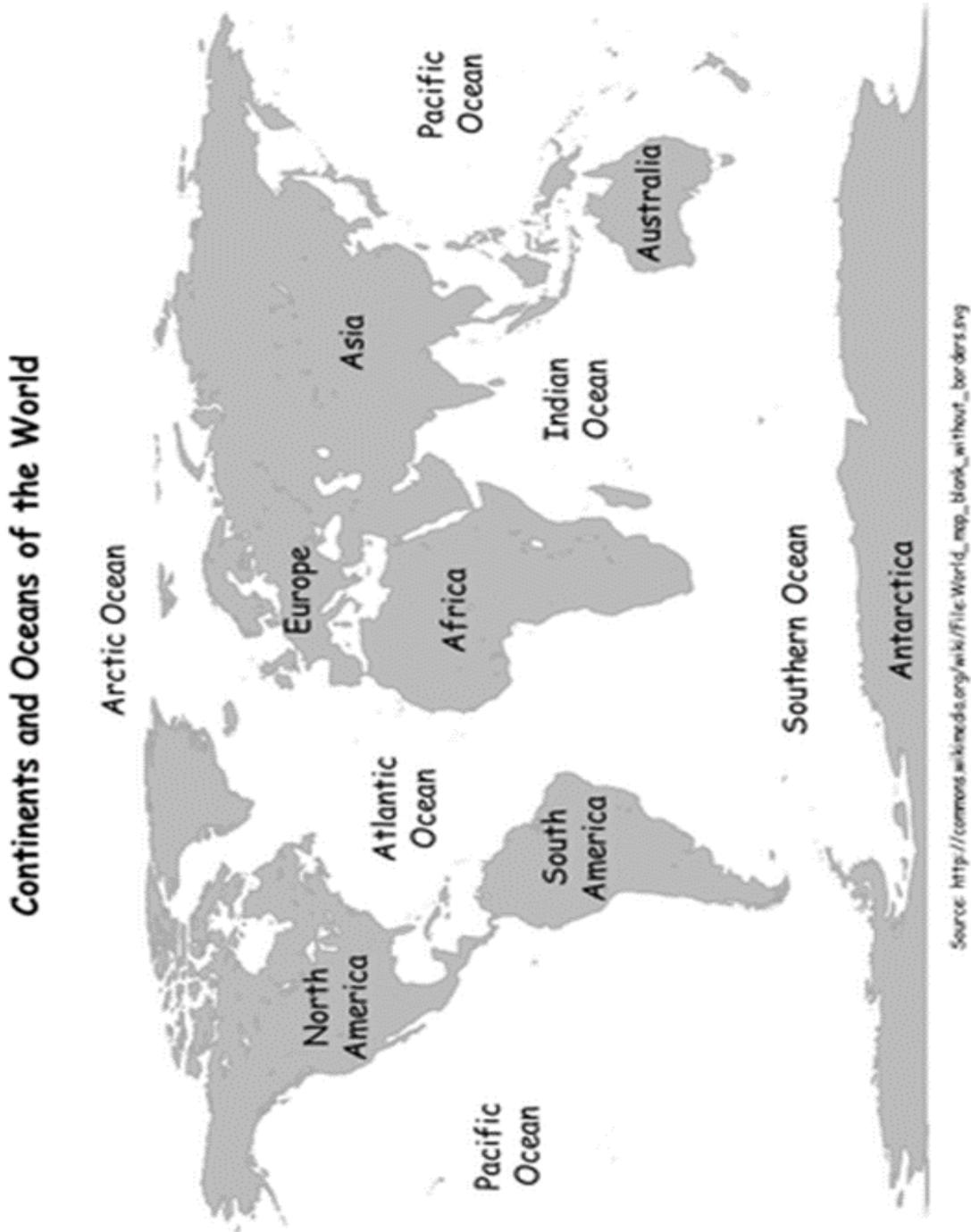
At Oakgrove School we study a wide range of Geography topics that cover both human and physical Geography. In year 7 you will study:

- Introduction to UK Geography
- Map skills
- Rocks and landscape – how do these shape our country?
- Coasts and waves
- UK weather and climate
- A focus on London

Whilst studying these topics you will gain a wide variety of geographical skills that will help you in years to come, as well as these skills being transferable to other subjects.

Task 1: Continents and Oceans

It is important to know the continents and oceans, they are covered in Geography from year 7 to GCSE. There are 7 continents and 5 Oceans.



KEY WORD

Continent: A large land mass on Earth, usually containing multiple countries

Ocean: A very large area of sea, each of which are the main areas seas are divided up to

Continents and Oceans task

Study the map on the previous page then try and add the 7 continents and 5 oceans onto the blank map of this page. Then use the original map to fill in any gaps – complete this in a different colour pen.



Task 2: Compass directions

There are 4 main compass directions, these are:

- North
- South
- East
- West

In between these directions there are 4 more that are commonly used, these are:

- North East
- North West
- South East
- South West

Compass directions are displayed on a compass rose and are displayed using their initials. Compass directions can be used to direct people and also to locate places. For example Europe is North of Africa.



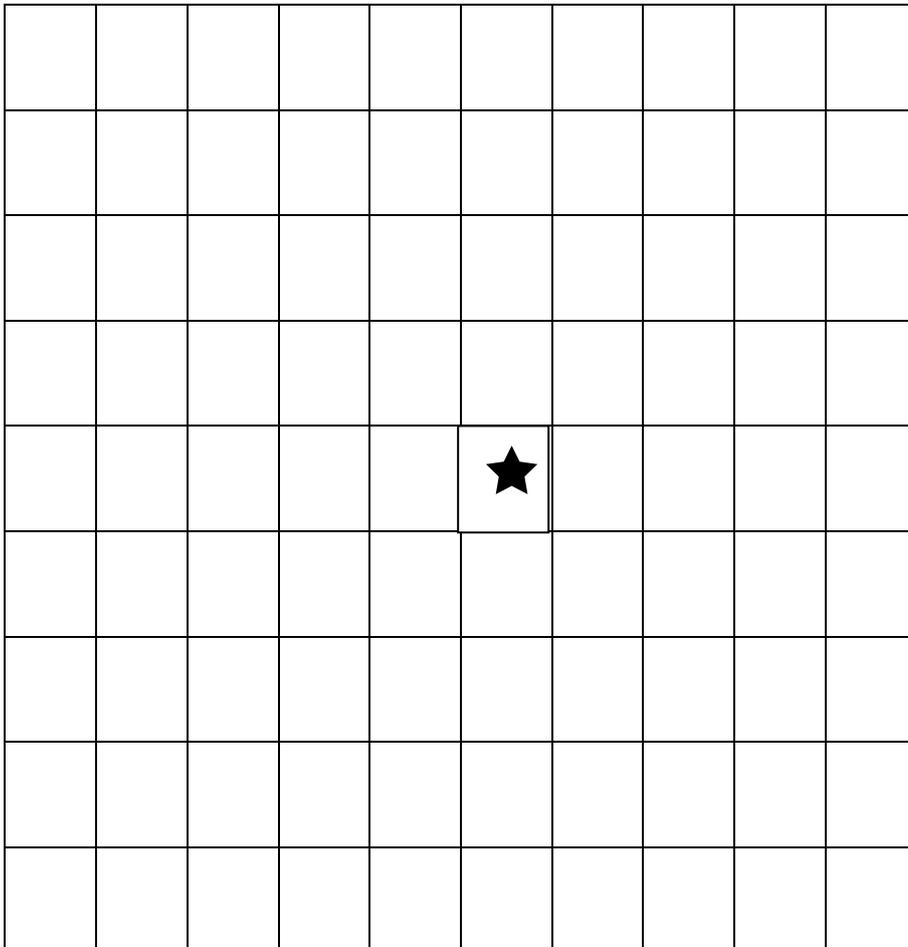
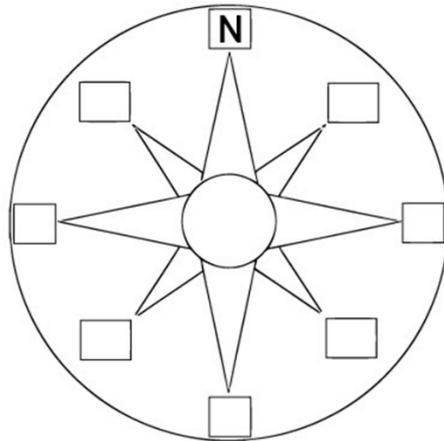
KEY WORD

Compass direction: Involves the use of basic directions (north, south, east, and west) to describe the location of one point from another.

Compass rose: A circle printed on a map or chart from which directions can be taken.

Compass directions task

Complete the compass rose from memory.



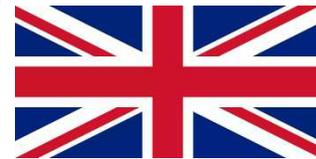
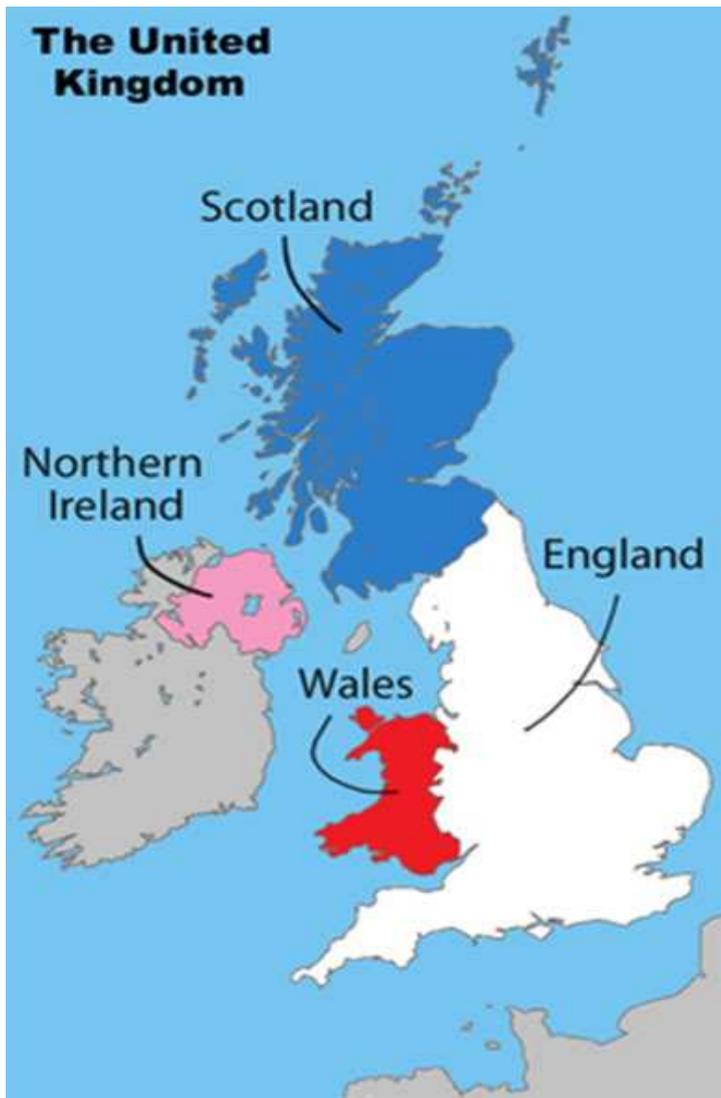
Put your compass skills to the test!

From the black star draw:

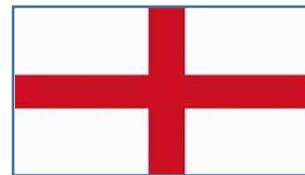
1. A green circle 3 squares north.
2. A blue square 1 square south.
3. A yellow triangle 3 squares south east.
4. A pink heart 1 square North West.
5. A brown circle 3 squares east.
6. An orange square 5 squares west.
7. A purple heart 3 squares south west.
8. A blue triangle 2 squares north.

Task 3: The UK

The United Kingdom (UK) consists of a group of islands off the northwest coast of Europe. It is a unique country made up of 4 nations: England, Wales, Scotland and Northern Ireland. England, Wales and Scotland also make up Great Britain.



Flag of United Kingdom (and official flag of Northern Ireland)



Flag of England



Flag of Wales



Flag of Scotland

KEY WORD

Country: A nation with its own government occupying a particular area.

Nation: A large body of people united by common descent, history, culture or language, living in a particular country.

The UK tasks

Use your memory to label the UK map with the 4 nations, then complete and label the 4 flags.



Task 4: Geography fieldwork – Traffic survey

In year 7 you will get the opportunity to complete some fieldwork around school, so we would like you to have a practice at some fieldwork during the summer holidays. You will be completing a traffic survey of your area and creating a bar graph of your results.

Risk assessment

In order to complete fieldwork you must complete a risk assessment. Think of 2 risks that you may face when doing your traffic survey and one way to overcome this risk.

Risk	How I will overcome this risk
Getting run over	I will ensure that I stay on the pavement a safe distance from the road and not use a busy main road where pavements are not available. I will check my chosen location with an adult first.

KEY WORD

Fieldwork: Practical work completed by a student in the natural environment rather than the classroom.

Traffic Survey: A type of fieldwork where you count the different types of traffic that passes an area.

Risk Assessment: An evaluation of the potential risks faced during an activity.

Conducting the traffic survey

You need to pick an area local to you where you can safely go and count traffic. You need to stand in that area for 10 minutes and count each type of vehicle that passes. Add a mark onto the tally chart each time each vehicle passes. If you see a different type of vehicle put it into the other category.

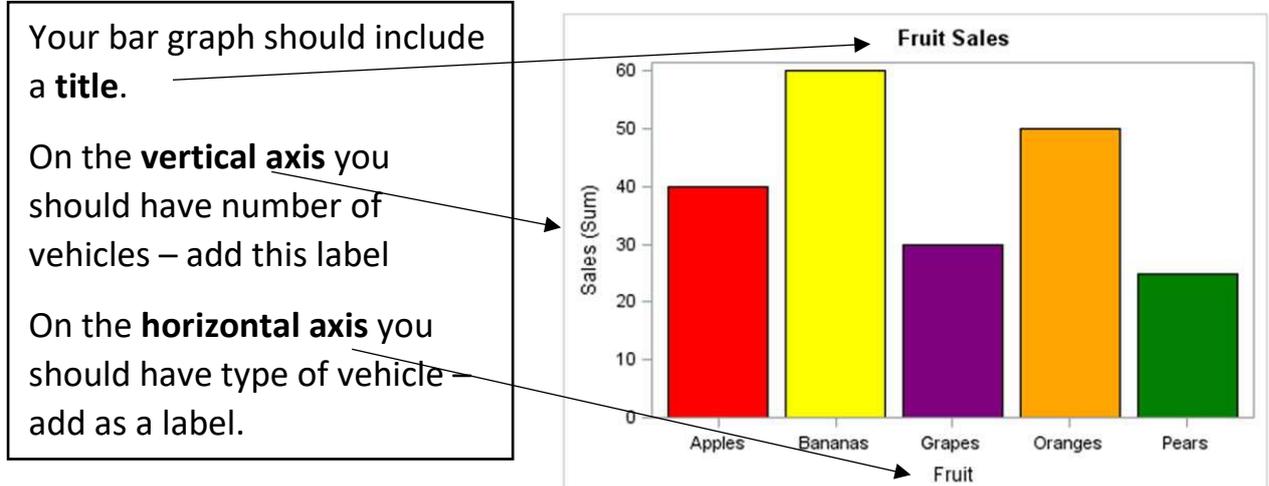
Type of vehicle	Number Counted
Car	
Bus	
Van	
Lorry/truck	
Motorbike/moped	
Bicycle	
Other	

Area Chosen	
Time I started	
Time I finished	

Displaying your data

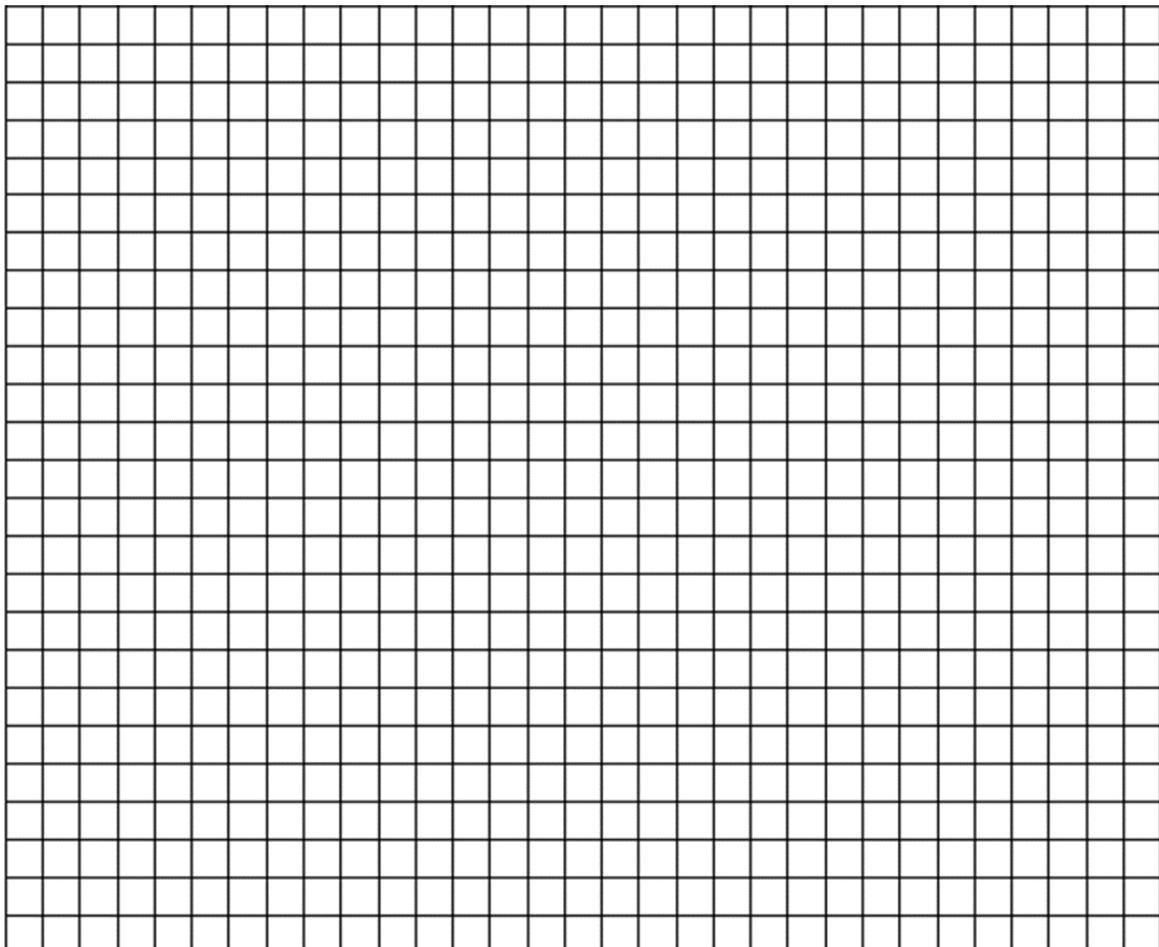
Now you have completed your traffic count you need to display your data onto a bar chart. This will make it easier to compare your results. Make sure you use a ruler and a pencil to complete your graph.

Example:



Title:

Vertical axis label:



Horizontal axis label:

Describing your results

Once you have displayed your results on to a chart/graph you need to describe them. Use the sentence starters to help you describe your results.

The total amount of vehicles I counted was _____.

The largest category of vehicles was _____. I counted _____ of this vehicle.

The smallest category of vehicles was _____. I counted _____ of this vehicle.

I counted none of the category labelled _____. (You may not be able to complete this sentence)

CHALLENGE: Evaluating your data

Once you have described your data you need to attempt to explain why you got your results. Use the sentence starters to help you explain your results.

The largest category of vehicles was _____. The reason I think this was the largest category is _____.
_____.

The largest category of vehicles was _____. The reason I think this was the largest category is _____.
_____.

I counted none of the category labelled _____. The reason I think there was none of this category is _____.
_____.

Task 5: Milton Keynes Tourism

As you go to school and may live in Milton Keynes, hopefully you have been able to explore the area and have visited one of Milton Keynes tourist attractions. This may have been Willen Lake, Gullivers Land or a Tree Top walk. This is now your opportunity to become a designer and have a go at designing your own tourist attraction for Milton Keynes!

Using the spaces below, design your own tourist attraction for Milton Keynes. To give you some ideas please look at this video clip:

<https://youtu.be/shVuq8O8lZ8>

Designing your tourist attraction:

Name of the tourist attraction:	
WHO is the resort aimed at? (Why?)	
WHAT activities can they do there? (Why have you chosen them?)	
WHEN is the best time of year to visit?	
WHERE is the resort? (N,S,E,W of the UK?)	
WHY is this resort the best?	

Describing and presenting your tourist attraction

Describe (say what you see) your tourist attraction below. Don't forget to describe the human features (man-made attractions) and the physical features of your attraction (natural surroundings e.g. beach, woodland)

Use the space below to draw an image of your new Milton Keynes tourist attraction. You may want to add labels to show its features

