Information for students and parents:

- Throughout the year your Geography Teacher will set a number of pieces of homework from this booklet.

- If you lose this booklet then you can find a pdf version on the Geography Curriculum webpage at [www.waltonhigh.org.uk/geography](http://www.waltonhigh.org.uk/geography).

- A piece of Geography homework will be set every cycle (2 weeks) and this should take you **30 minutes** to complete.

- Once you have completed your homework you should check that you have included everything from the right-hand column because these are the things that your Geography Teacher will be looking for as they mark your work.
### FEEDBACK

#### Task: For your work to be successful you must:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read and act on the comments/feedback written in your exercise book.  \n</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read all of the comments written by your Teacher in your exercise book. Tick each comment to show that you have read it.  \n</td>
</tr>
</tbody>
</table>

### AUTUMN TERM - Unit 1: Linked Places - Local to Global

#### Task: For your work to be successful you must:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Produce a postcard for a place that is special to you. It could be a place that you have been on holiday to, somewhere you used to live or somewhere you like to go with your friends. Alternatively it could be a place that you like to go on your own.  \n</td>
</tr>
<tr>
<td>3</td>
<td>Complete a piece of writing in your exercise book with the title: 'My experience of Geography at primary school'.  \n</td>
</tr>
<tr>
<td>4</td>
<td>Produce a spider diagram of the 7 Key Concepts in Geography.  \n</td>
</tr>
<tr>
<td>5</td>
<td>Complete a symbol map of your tutor base.  \n</td>
</tr>
</tbody>
</table>
| 6 | Bring in a copy of a map for a wall display in one of the Geography classrooms. Explain what the map shows and whether you think it's good or not. | • Include a sample of the map you have chosen - either a photocopy, print-out or sketch.  
• Describe briefly what the map shows and who it would be useful to.  
Stretch and Challenge:  
• Write at least 100 words to explain whether you think it is a good map or not and why you think this (think about whether it is clear, easy to use, etc). |
| 7 | Design a set of symbols for the subjects that you study at Walton High. | • Use colour and design cleverly to make it obvious which subject is represented by each of your symbols.  
• Include at least 10 symbols.  
Stretch and Challenge:  
• Consider an overall theme and make the symbols all share a design feature in common (for example each one being in a triangle or all having a single picture on them, etc). |
| 8 | Complete your theme park map and ask a parent or guardian to mark it with you using the criteria. | • Complete all sections of the back page of the theme park map task sheet.  
• Ensure that a parent or guardian has signed the back page too.  
Stretch and Challenge:  
• Write a 30 second radio advert designed to encourage people to visit your theme park. |
| 9 | Find a topological map for either a bus or train network explain the advantages and disadvantages of it. | • Include a sample of the map you have chosen - either a photocopy, print-out or sketch.  
• Explain how useful you think this map would be to a traveller.  
Stretch and Challenge:  
• Produce a table to show some of the advantages and disadvantages of this particular map. |
| 10 | Spend 30 minutes revising for your next Geography Common Task (CAP 1A). | You should focus your revision on:  
• Knowing the 8 points of the compass.  
• Remembering some common Ordnance Survey map symbols.  
• Practising 4-figure and 6-figure grid references.  
• Knowing the key features of a topological map and understanding the advantages/disadvantages of using them. |
| 11 | Research 12 facts about Milton Keynes. | • Present your 12 facts in a creative way either on paper or within your exercise book.  
• Add printed pictures or illustrations of the facts.  
Stretch and Challenge:  
• Present these facts as an acrostic using the letters of ‘Milton Keynes’ down the side of your page. |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 12 | Interview someone who has lived in Milton Keynes for some time. Ask them to think about all of the changes they have seen in this time. | • Create a list of **5 questions** to ask the person that will enable you to understand some of the changes that have taken place in Milton Keynes over time.  
  • Include the **name** and the **number of years** the person has lived in Milton Keynes.  
  • Record the **full answers** that you receive.  
  **Stretch and Challenge:**  
  • Ask more than 5 questions.  
  • Ask people of **different ages**.  
  • Write a brief summary of what you found out. |
| 13 | Produce an advert to encourage people to move to Milton Keynes. | • Present your advert on a **single page** or an **A4 paper**.  
  • Include facts and information about the variety of things that you can do within Milton Keynes.  
  • Use language that would encourage people to visit such as:  
    "Don't miss out on the fantastic shopping opportunities and the wide range of cafes to suit any taste".  
  • Include a map to show where **MK** is located within **Great Britain**.  
  **Stretch and Challenge:**  
  • Limit the number of words used on the poster to 30. |
| 14 | Produce a collage entitled "What Milton Keynes means to me..." | • Include at least **10 images** of buildings, green spaces, people, industry, etc. to show the variety of natural and human landscapes within Milton Keynes. These can be either printed or drawn.  
  **Stretch and Challenge:**  
  • Clearly separate the natural and human features by using some kind of colour-coded key. |
| 15 | Find out where **10 items of clothing** were made. | • Select at least **10 items** of clothing from your household and look at the labels.  
  • List down the **name of the item**, the **company** who made it and the **country** in which it was made.  
  **Stretch and Challenge:**  
  • Include at least **20 items**.  
  • Have a look at a world map. Do you notice anything about where your items of clothing tend to be made? Try to describe any patterns that you have found and explain why you think this might be. Why do some countries tend to manufacture more than others? |
| 16 | Research one of these three TNCs:  
  1. BP  
  2. Wallmart  
  3. Nike. | • Find out **10 facts** about your chosen company (think about how many countries your company operates in, where the headquarters are, etc).  
  • Find your company **logo/brand** and include this.  
  **Stretch and Challenge:**  
  • **Explain** what you think the benefits are, of this company operating in several countries. |
| 17 | Complete a design for your trainer. | • Complete a full colour design for your trainer and create 5 rules for your factory.  
**Stretch and Challenge:**  
• Explain why it might be difficult to enforce these rules in the factories. |
| 18 | Create an A4 poster about your allocated country.  
*My country ___________________* | • Find facts or images about your country within the European Union. Present these facts in an informative way by using images creatively.  
**Stretch and Challenge:**  
• Include no more than 25 words or numbers on your poster in total. |
| 19 | Learn the capital city of each country in the European Union. | • Create a list of the 28 countries in the European Union.  
• Find out the capital city of each country.  
**Stretch and Challenge:**  
• Ask a parent to test you on 10 random countries from the list to see how many you can remember. |

**SPRING TERM - Unit 2: Landscape Change and the Elements**

<table>
<thead>
<tr>
<th>Task:</th>
<th>For your work to be successful you must:</th>
</tr>
</thead>
</table>
| 20    | On a World map, clearly label the following:  
• 7 continents  
• Main seas and oceans  
**Stretch and Challenge:**  
• The 10 longest rivers  
• 5 deserts  
• 5 mountain ranges  
• Clearly label each feature (either by drawing a neat line to connect the feature to the name or by creating a numbered key).  
• Include a suitable title.  
**Stretch and Challenge:**  
• Colour code the features on the map so that they can be easily identified (e.g. outline each continent in a different colour, show all of the rivers in blue, etc.) Don’t forget to include the colours in your key. |
| 21    | Create a one page collage of different landscapes from around the World. Explain the landscapes you would most like to go and see. | • Include a mixture of physical landscapes and human ones.  
• Write a short paragraph to explain which landscapes you would most like to visit and why.  
**Stretch and Challenge:**  
• Clearly separate the natural and human features by using some kind of colour-coded key. |
| 22    | Spend **30 minutes** revising for your next Common Task (CAP 2A). | You should focus your revision on:  
• The layers that make up the **structure of the Earth**.  
• What **tectonic plates** are and why they move.  
• The **pieces of evidence** that we can use to support the idea of **continental drift**. |
| 23 | Layer colouring map of the British Isles (A5 sheet). | • Use **appropriate colours** (dark brown for the highest areas and green for the lowest).  
**Stretch and Challenge:**  
• **Add** the locations and heights of the highest mountains in England, Scotland, Wales, northern Ireland and the Republic of Ireland. |
| 24 | Complete the cross-section worksheet. | • **Complete the cross-section** in pencil using the technique that you have developed in lessons.  
• **Follow all of the instructions** on the sheet.  
**Stretch and Challenge:**  
• There is an additional activity on the back of the task sheet to test your understanding further. |
| 25 | Produce a fact-file about a range of fold mountains of your choice.  
(Possible mountain ranges include: the Alps, Himalayas, Rocky Mountains and Andes – your map from the lesson should also include some others). | • Research at least **10 interesting facts** about your chosen mountain range.  
• Include a **sketch or some printed pictures**.  
**Stretch and Challenge:**  
• Say which **continent and countries** your mountains run through.  
• Say how high the **tallest mountain is**.  
• List some of the activities you can do within the range of fold mountains. |
| 26 | Complete the cross-section worksheet. | • **Complete the cross-section** in pencil using the technique that you have developed in lessons.  
• **Follow all of the instructions** on the sheet.  
**Stretch and Challenge:**  
• There is an additional activity on the back of the task sheet to test your understanding further. |
| 27 | Complete your volcano wordscape that you started in the lesson. | • **Present your work to a high standard** in full colour so that it can be displayed.  
• **Complete your whole drawing using only keywords**.  
**Stretch and Challenge:**  
• Include both the names of key features (such as magma chamber and lava) and the sounds and experiences of the actual eruption too (such as boom or tremendous force). |
| 28 | Produce a poster to show the advantages and disadvantages of living in volcanic areas. | • **Include reasons** why people choose to live in these regions despite the dangers.  
• Research and **include the following**: fertile soil, tourism, volcanic eruption, earthquakes.  
**Stretch and Challenge:**  
• Research and include these other reasons: minerals, geothermal energy and any other reasons you can find or think of. |
|   | Either: Plot the heights of the 10 tallest waterfalls on a bar/column graph. Or: Research a famous waterfall of your choice. | Either:  
- Present your graph on a piece of squared/graph paper with a clear title. Alternatively complete your graph using Excel and then print a copy. Or:  
- Include a map to show the location of your waterfall and explain how it formed.  
- Include a sketch or printed picture of your waterfall. |
|---|---|---|
| 30 | Find out some information about landslides. | Include a definition of a landslide.  
- Explain in your own words what causes them. Stretch and Challenge:  
- Research and write a summary of the Aberfan disaster. |

**SUMMER TERM - Unit 3: Unequal Places**

**Task:**

| 31 | Create a development collage related to the following words: Clean water, Quality of life, jobs, services, health, education, clothes, population, housing, industry/factories, living space, food, technology, wealth and happiness. | For your work to be successful you must:  
- Find at least two images from magazines, brochures, leaflets or on the Internet to represent each of the words related to development.  
- Draw your own pictures if you are not able to find any.  
Stretch and Challenge:  
- Write one sentence that summarises what you think development is about. |
| 32 | If the world was a village which had 100 inhabitants what would it be like and who would get what?  
- 12 people would be European and 88 would not.  
- ½ would be under 30 years old.  
- Christianity would be the largest religion - yet only 32 would follow it.  
- 60 people would always be hungry.  
- 25 people would spend most of their day searching for water - clean or not.  
- 38 are eligible for an education but there is only room for 31.  
- There is only one teacher for all of the pupils.  
- 17 cannot read.  
- 42 people have a radio.  
- 24 people have a television.  
- 14 people have a telephone.  
- 7 people have a computer. | Represent the statistics in a visual way as a poster. This could include using a range of graphs (hand drawn or on the computer) and cartoons to get the message to the reader.  
Stretch and Challenge:  
- Include fractions (simplify where possible) and percentages in your poster.  
- Categorise the facts. |
| 33 | Find out about one NGO (Non-governmental organisation) that helps people living in poverty (e.g. Unicef, Christian Aid, Oxfam). | Write a short paragraph about what they do.  
Stretch and Challenge:  
- Find out some examples of specific projects that they have set up and the countries they are helping at the moment. |
| 34 | **What is the difference between short- and long-term aid?** | • Write a clear explanation of the difference between these two types of aid.  
• Give at least two examples of each.  
**Stretch and Challenge:**  
• In your opinion, which of the two types of aid helps a country the most. **Explain your reasons.** |
| 35 | Spend 30 minutes revising for your Year 7 Exam. | **You should focus your revision on:**  
• The definitions of all of the keywords that you have met throughout Year 7.  
• Knowing where the main fold mountains are on a map of the world.  
• How to draw a cross-section using contour lines.  
• The different development indicators and why some countries are further behind in their development. |
| 36 | Create a comparison table of India and the UK using the CIA World Factbook. | • Create a table with columns for India and the UK. Include 8 different comparisons for example the size of the population, etc.  
**Stretch and Challenge:**  
• Include at least 15 different comparisons.  
• Summarise the main similarities and differences between the two countries from your research. |
| 37 | Create your own mini shanty town for a competition between the Year 7 classes. | • Create a model shanty town using a variety of different materials e.g. corrugated card, fabric, tin, foil, etc.  
• The base must be no more than 40cm x 40cm.  
**Stretch and Challenge:**  
• Include facts and annotations about the social, economic and environmental problems experienced by the people who live there.  
To give you some inspiration, you can view some of the amazing examples from last Year on the Walton High Geography website. |
| 38 | Learn the countries of South America. | • Label all of the countries of South America on a map.  
• Colour each country with a different coloured pencil.  
• Learn the location of these in preparation for a test next lesson.  
**Stretch and Challenge:**  
• Locate and label the capital of each of the countries. |
| 39 | Complete your A4 poster for the A-Z of Year 7 Geography display competition.  
My letter is _____. | • Use the letter shape creatively in your design.  
• Include your keyword on the poster.  
• Add colour so it is bold and stands out from a distance.  
• Include a definition of your keyword. |