

# Little Ilford School Summer 2020 Humanities Transition Booklet

Welcome to Little Ilford School! We hope you are excited for starting Little Ilford School very soon!

At Little Ilford we are lucky to have a large Humanities department. In years 7 and 8 we study Geography, History and Religion, and in GCSE you have the chance to study Geography, History, Religious Studies, Citizenship and Sociology!

We have created this booklet for you to complete in your last few weeks of school and over the summer holidays to help prepare you for starting at Little Ilford, and ensure that you have some of the foundational knowledge of History and Geography required for secondary school. It is important that you attempt to complete every task as best as you can!

The challenges, in pink, are not compulsory - they are there for you to push yourself. There are four sections:

- 1) Geographical Skills
- 2) Historical Skills and Project
- 3) Humanities source interpretation and inference: Change over time

**Please bring the completed booklet to school with you to your first Geography/History lesson to give to your teacher.**

## What is Geography?

The study of the physical features of the earth and its atmosphere. We also study human activity and how humans are affecting the earth, and where different people live, money, societies and politics.

## What do we study in Geography in year 7?

Below are topics that we study in year 7 at Little Ilford School, and some of the questions we try to answer!

The UK's Coastal Landscape	Weather and Climate	Geology	Asia	Tectonics
				
Where are coastal landscapes in the UK? How are coastal landscapes formed?	Why does the UK have such changeable weather? How will climate change affect us?	How are different types of rocks made?	What are the different people and landscapes like in Asia?	How do earthquakes happen? How do earthquakes affect places?

## What is History?

History is the study of the past. We learn how to interpret artefacts and sources to analyse past people and events, to learn how events created the world we live in today and how we can use these lessons for modern life.

## What do we study in History in year 7?

Below are topics that we study in year 7 at Little Ilford School, and some of the questions we try to answer!

The Norman Conquest 11th century	Religion in Medieval England 11th - 12th century	Tudors & English Reformation 16th century	The Stuarts and the English Civil War 17th century	Migration
				
What happened in 1066 and how did it change England?	Why was the church important? Why was Becket murdered?	What was the reformation, and was it good?	When was the English civil war and why did it happen?	Who were the English? Where did they come from?

## Section 1: Geographical Skills

Over the next few pages there are some maps, graphs, information to read and questions about important skills you need to have to be a strong Geographer when you come to Little Ilford School! Read them carefully and try your best to work through them all.

### A) Locational Knowledge: Map of the world and the UK

i) To the right, there is a world map showing the 7 continents and 5 oceans. Below, there is a map of the world showing all 195 countries. The smaller countries may have numbers, and you will need to use the key to find their names.

7 continents map with 5 oceans



Study the maps carefully. It is important that you can recognise and label all the continents and oceans, and a few countries from each continent.

## WORLD MAP



**Your turn!** This is a blank map of the world. In pencil, from memory, try to label all of the 7 continents and 5 oceans.

Then check to see if you were correct using the map on the page before. When you are correct, colour in each continent and write the names of the continents and oceans in pen

Next, label the following countries in each continent and draw around the country in black pen

**Africa:**

Nigeria  
Egypt  
South Africa  
Democratic Republic of Congo (DRC)

**Antarctica:**

There are no countries!

**Asia:**

China  
India  
Japan  
Saudi Arabia  
Iran

**Oceania:**

Australia  
New Zealand

**Europe:**

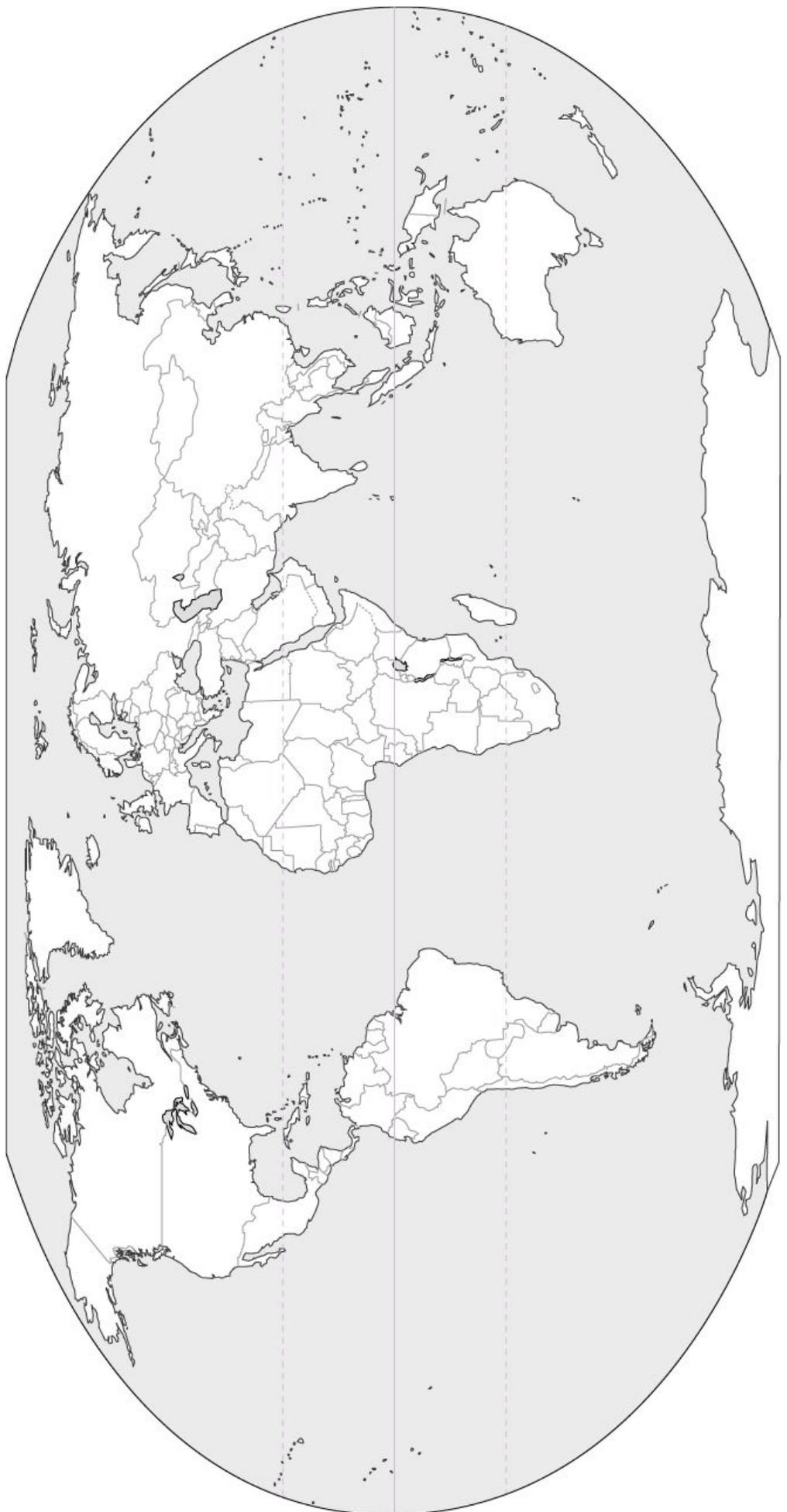
The UK  
France  
Spain  
Germany  
Russia  
Italy

**North America:**

The USA  
Canada  
Mexico

**South America:**

Brazil  
Chile  
Argentina



ii) The United Kingdom (UK) is **one country** made up of **four nations**: **England**, **Scotland**, **Wales** and **Northern Ireland**.

The nations are colour coded; London, the capital of the UK, is represented by a large red circle; the capitals of the other nations have a red square; and cities have a white circle - the bigger the circle, the bigger the city.

It is important that you know the names of these nations, their capital cities, and where they are located on the map. Study the map of the UK below and try to memorise it - as a challenge, try to memorise the seas and three cities per nation! Then, on the next page, try to complete the empty map of the UK from memory in pencil. Check your work and correct it using this map!



**2ii) Your turn! See what you remember!** On the empty map below, locate:

**Nations:** England, Scotland, Wales, Northern Ireland - once you have correctly labelled their names, colour them in

**Capitals:** London, Edinburgh, Cardiff, Belfast - draw a red circle for London and red square for the others

**Challenge!** Big UK cities: Manchester, Birmingham, Leeds, Glasgow, Liverpool, Newcastle, Portsmouth - draw a black circle

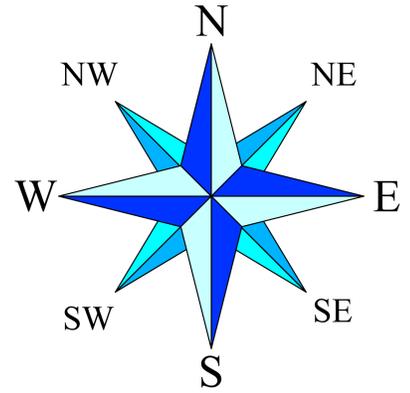
**Challenge!** Seas and oceans: English Channel, Atlantic, North Sea - write their name in the correct place, then colour blue

Remember to also give your map a **title** and a **key** to show what the different symbols and colours mean!



**B) Map skills: compass points!**

There are 4 main compass directions, these are: • North • South • East • West  
 In between these there are 4 more to help you be more accurate: • North East • North West • South East • South West

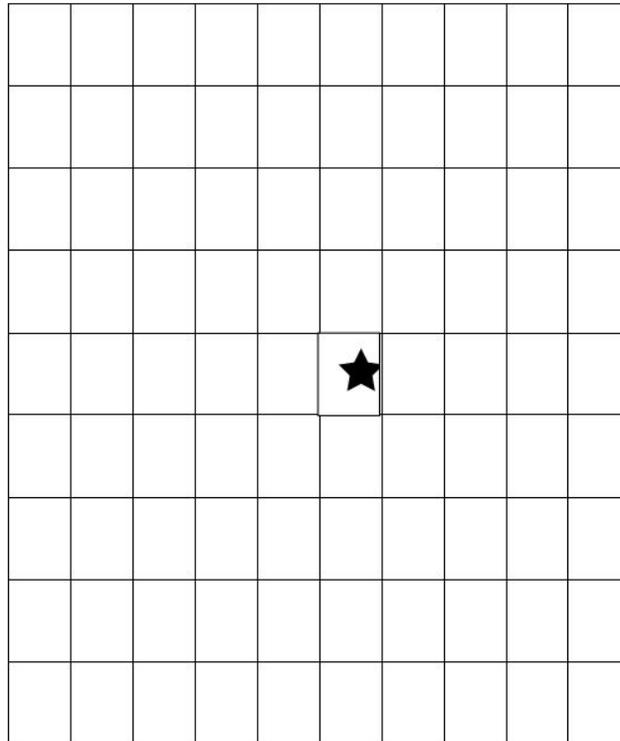
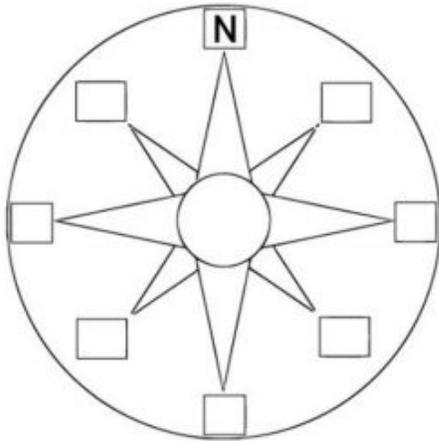


We use compass directions every time we describe where a place is. To remember them, think:

**Never Eat Shredded Wheat**

**Practice using compass points!**

Fill in the empty compass rose to below, then use it to help you complete the grid below!



- From the black star draw:
1. A green circle 3 squares north.
  2. A blue square 1 squares 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.

**Practice writing with compass points!**

Use the compass and the map of the world to help you complete these sentences. The first has been done for you:

Europe is north of Africa

Europe is ..... of Asia

South America is ..... of North America

Africa is ..... Of Antarctica

Australasia is ..... of Asia

Now complete these sentences using the map of the UK.

England is ..... Of Scotland

Wales is ..... of England

Northern Ireland is ..... of Scotland

Scotland is ..... of the North Sea

London is in the ..... Of England

**C) Physical Geography**

In geography, we use lots of science, so it is important for you to try to remember as much of your science as possible for your Geography lessons! Some of the things you will have learned about in primary school are rocks and the water cycle. These are really important to learn about because they all have so much impact on how humans live!

**Rocks**

Rocks are everywhere! They are what we build our houses on, what we build our houses with, and they break down into soil for us to grow our food.

There are three rock types. Use their descriptions below to draw a diagram to show how they are made, and what you think they look like. Remember to use lots of labels and annotations on your drawing!

	<b>Igneous Rocks</b>	<b>Metamorphic Rocks</b>	<b>Sedimentary Rocks</b>
<b>How are they made?</b>	When volcanoes erupt they release molten rock from inside the Earth! When the molten rock cools, it solidifies and becomes rock!	'Morph' comes from Ancient Greek, meaning to change shape or form, so these rocks have been changed. Immense heat or pressure can stretch, twist, shrink or morph two rocks together to become a new rock.	When rocks, bones and plants break up they create lots of little bits of sediment. Over time, lots of piles of these sediments pile on top of each other and compress to form a rock!
Diagram of how they are made			
<b>What do they look like?</b>	They can have lots of tiny crystals, like amethyst, or big crystals like granite. They are strong and shiny.	You can often tell they have been squished, smeared or stretched out, or folded by lines in the rock. They don't have fossils, but sometimes you can see different rocks in them.	They are grainy, like sandstone, because of the bits of sediment and they have lots of lines of layers. They sometimes contain fossils of animals and plants!
Drawing of what they look like			

**The water cycle!**

The water cycle is so important for sustaining life. It is thanks to the water cycle that we have water to drink, wash with, produce goods in factories, and water plants to grow into food. Understanding the water cycle makes it easier to understand so many other things we study in Geography - such as weather, climate change, pollution, where people live, flooding and wars!

Use the definitions on the next page to help you to fill in the blanks on the diagram of the water cycle.

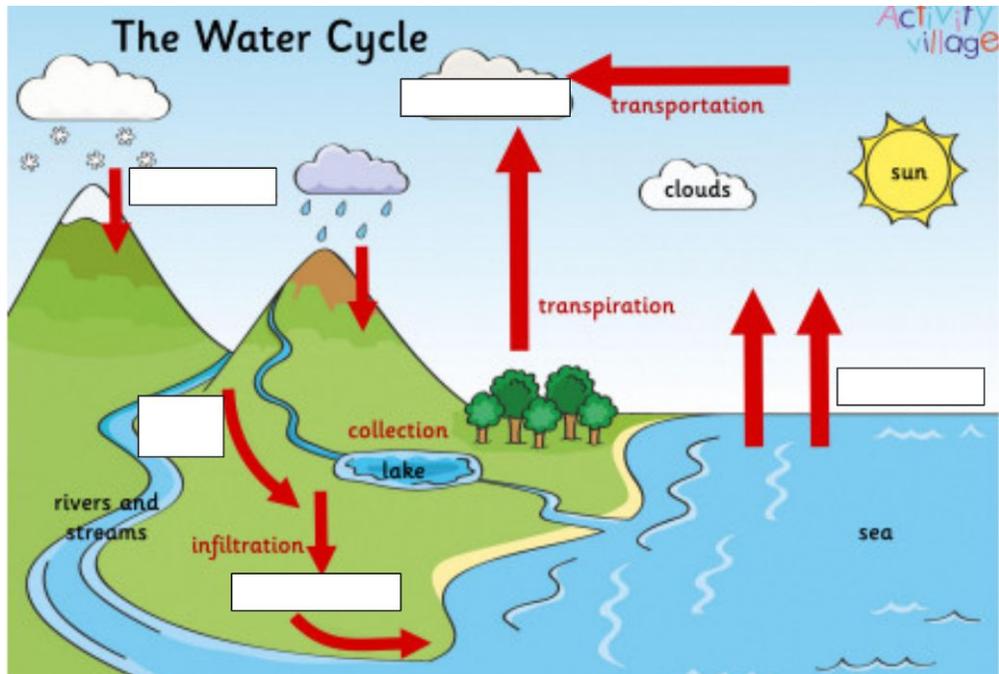
**Evaporation:** When the sun heats water, some of the water changes state and becomes water vapour, mixing with the air. Warm air rises so the water vapour rises too.

**Condensation:** When the air cools down, the water vapour condenses back into water droplets. These water droplets collect together and form clouds.

**Precipitation:** The water droplets in clouds attract other water droplets and they grow bigger. When they get big and heavy they fall as rain, snow, sleet or hail.

**Surface runoff:** When the water falls it flows over the land as runoff to meet existing bodies of water, such as lakes and the sea.

**Ground water:** When the water falls it infiltrates through the rocks and soil, going under the ground. It then stores, or continues to move to make its way toward the sea



Use the definitions and your completed diagram to create a storyboard, explaining in six steps how the water cycle works. In the small boxes write a description, in the large boxes draw a picture to show what is happening.

Step 1: The sun heats up water...	Step 2:	Step 3:
Step 4:	Step 5:	Step 6:

### D) Field work: traffic survey of your local area!

Geography isn't just about being in the classroom - it is really important to be able to go outside and learn from the world around us! We call this fieldwork, and it is how Geographers have discovered all the things that we know today. We would like you to have a practice at doing some of your own fieldwork! You can do this from a window, the pavement, or somewhere new.

First, you need to decide where you will do your fieldwork:

**Location:** Where will I complete my traffic survey? \_\_\_\_\_

**Challenge!** It is really useful if you are able to have a map or photo of where you will do your fieldwork. You could either:

- Print out a map and label where you will be standing or draw and label your own map!

### **Risk Assessment**

Before you do your fieldwork, you need to make sure that it is safe. Therefore you need to complete a risk assessment.

Complete the table below with two more risks and solutions. Use the headings and example to help you

<b>Risk</b>	<b>Solution: What will I do to make it safer?</b>
Getting run over by cars	<ul style="list-style-type: none"><li>- Make sure I always stay on the pavement</li><li>- Wear brightly coloured clothes so traffic can see me</li><li>- Cross the road safely, looking both ways to make sure it's safe</li></ul>

### **Data Collection!**

Once you have chosen where you will do your traffic survey and the risk assessment, you can start collecting your data!

Get the permission of an adult, then go to the location you have chosen. Take a watch or phone and time yourself for a **full 10 minutes!** Count each type of vehicle that passes and record it in the tally chart below (put a little line in the correct box every time a vehicle passes).

**Time I started counting:** \_\_\_\_\_

**Time I stopped counting:** \_\_\_\_\_

<b><u>Type of vehicle</u></b>	<b><u>Tally of how many were counted</u></b>	<b><u>Total counted (as a number)</u></b>
Car		
Bus		
Van		
Lorry/ Truck		
Motorbike/ Moped		
Bicycle		



**Describing and explaining your results**

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

The total amount of vehicles I counted was .....

The largest category of vehicles was .....

I counted (*what number?*)..... of this vehicle.

I think this was the largest category because .....

.....  
.....  
.....

The smallest category of vehicles was .....

I counted (*what number?*)..... of this vehicle.

I think this was the largest category because .....

.....  
.....  
.....

## **Section 2: Historical Skills**

Over the next few pages there are some questions about important skills you need to have to be a strong Historian when you come to Little Ilford School! Read them carefully and try your best to work through them all.

### **A) Glossary: important definitions you need to know**

There are a lot of important words you need to know and understand in History. Use a dictionary or the internet to help you find definitions for the following terms. Once you have written the definition in the middle column, try to come up with a drawing to help you remember its meaning in the third column.

<b>Word</b>	<b>Definition</b>	<b>Drawing</b>
Cause		
Consequence		
Interpretation		
Chronology		
Decade		
Century		
BC		
AD		
Bias		
Artefact		
Timeline		

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### B) Creating timelines and putting dates in chronological order

In History, when we put things in order of when they happened, it can get tricky when we use AD and BC. Remember, whenever a year is BC, think of it as before the year '0', so always add 2020 (or the year we're in) onto the number to figure out how old it is. When a year is AD it is after '0', so to work out how long ago it happened, take the year away from 2020. E.g:

- The Ancient Egyptian Pharaoh Tutankhamun lived in 1324 BC.  $1324 + 2020 = 3344$ , so Tutankhamun lived 3344 years ago.
- The Mayan civilisation began around 1800 BC.  $1800 + 2020 = 3820$ , so the Mayan's civilisation began 3820 years ago
- World War Two began in 1939.  $2020 - 1939 = 81$ , so World War Two began 81 years ago

Read these statements, and then use them to figure out how long ago they happened from today. Show your working out!

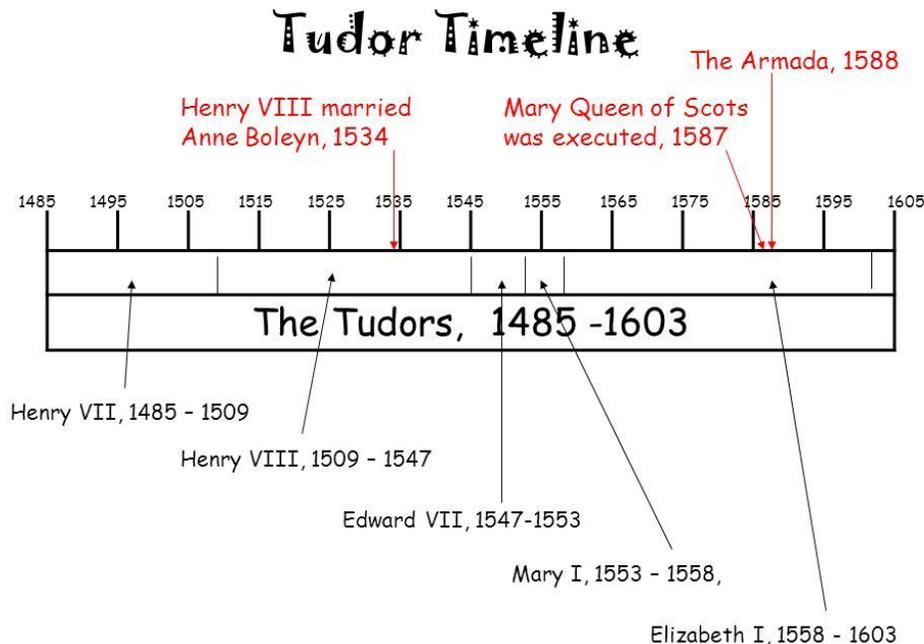
- Stonehenge was built in 3000 BC.....
- The Great Wall of China was built in the 7th century BC.....
- King Arthur lived in 500 AD.....
- The Trojan war, in Ancient Greece, was from 1260 BC - 1180 BC.....
- The Romans invaded Britain in AD 43.....
- The Vikings invaded Britain in AD 793.....
- The Ottoman Empire began in 1299 and ended in 1922.....
- World War 1 began in 1914 and ended in 1918.....

### Creating a timeline

In the table at the bottom of this page and the next page there is a list of significant events that have happened through History, especially in the UK, that you may have learned about in Primary School.

On a separate sheet (you may need a large piece of paper, like A3!) create a timeline showing all of these events in chronological order, starting with the oldest to the left, and ending with the youngest to the right. On the timeline, annotate any extra information you know about the events. You could also include pictures!

To the left is an example of a timeline to help you.



<p>1066, Edward the Confessor died without an heir, leaving a desperate scramble between 4 men to become King of England!</p>	<p>Alfred the Great became the first King of all England in AD871. He fought the Vikings to create peace.</p> 	<p>Queen Victoria became Queen of Great Britain and Ireland in 1837 for 63 years, and Empress of India 1876.</p>	<p>AD 793, the Vikings first invaded Lindisfarne, in north-east England</p> 	<p>Christopher Columbus voyaged across the Atlantic Ocean in 1492. This led to European colonization of the Americas</p>
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1666, the Great Fire of London, started at Pudding Lane, and ripped through London. It destroyed four fifths of the city!



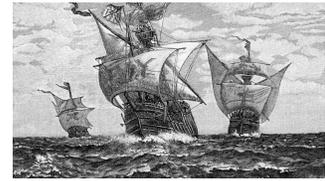
1955, Alabama, USA. Rosa Parks fought for equal rights of all people regardless of race in the Civil Rights Movement. She refused to give up her seat to a white man on a bus



The Scotti invaded Ireland around 200AD. They then invaded Picthland in the 4th and 5th centuries and renamed it Scotland - 'land of the Scots'



The Saints Columba, Augustine and Aidan converted the Anglo-Saxons to Christianity nearly 1500 years ago at Iona, Canterbury and Lindisfarne



1913, Emily Davison threw herself in front of the King's horse to protest for the Suffragette movement - for women to have the right to vote



Wales united with England in 1536, and in 1603 Scotland was ruled from England. It formally joined The United Kingdom of Great Britain in 1707.



1860, Florence Nightingale used her experience from the Crimean War to reform healthcare and found modern nursing



Stonehenge, weighing 25 tonnes, was built in 3000BC! The stones travelled over 160 miles and it may have taken over 1000 years to build. It was possibly built by Druids, Celtic priests, for sacrificial ceremonies.



1000BC - 700AD. The Iron Age Celts built and lived in hillforts. Archeologists have discovered over 2000 in the UK!



Ireland came under English control in 1600, but joined Great Britain in 1800. In 1922 the Republic of Ireland became independent, creating Northern Ireland and the UK as we know it today



3180BC - 2500BC, Skara Brae in Scotland was Europe's oldest Neolithic settlement!



1969, Neil Armstrong became the first human to walk on the moon!



The Romans withdrew from Britain in AD 410, marking the fall of the western Roman Empire



1558 - 1603, Elizabeth 1 ruled as Queen of England. She is the last of the Tudors



1476, William Caxton introduced the printing press into England, leading to thousands of books being created!



1903, the Wright brothers flew the first successful aeroplane

43 - 84 AD, the Roman Emperor Claudius invaded Britain

Boudica, Queen of the British Celtic Iceni, united and led revolts and attacks against the Romans, AD60

Julius Caesar attempted to invade Britain 55 - 54 BC

1989, Tim Berners-Lee invented the world-wide-web, the beginning of a new internet age



### **C) Section 4: Humanities Project - The History and Geography of Me!**

For this last section, we would like to learn more about your history! We would like you to use all of the skills you have learnt from studying History in Primary School to create your own project.

You can choose to present your project in any way that you choose and you feel best represents yourself - a poster, a booklet, a storyboard, a powerpoint (please print it out!), a book, a video etc

You can choose to focus on the history of you, your family, your house, or your culture

#### **In your project you must try to include:**

- At least one **artefact**.  
Examples of artefacts that you could include are food, a piece of artwork, a book, clothing, an ornament, homeware (e.g. a rug, plate or cutlery), an heirloom, a book, an old newspaper, photographs. You need to take and print out a photo of your artefact or sketch it; describe what it is; then explain why it is important and significant
- At least one **interview**  
You could interview a member of your family about their life, a member of your community about your culture or home, or a friend, guardian, family member or old teacher about you when you were young etc
- A **map**  
This could be a map showing what your street looked like in the past; what your street looks like today, annotated showing change; a map showing journeys made by your family; a map showing important places to your culture etc
- A **timeline**  
This could show important milestones in your life or the life of your family, important events in your culture, or important events that have happened in your local area
- Events that you write about must be in **chronological order**
- You must explain why the events that you write about are important
- An **introduction** and **conclusion**.  
Your history project is like a factual story, so it still needs to include a beginning, middle and end!

#### **You could also include:**

- A **family tree**  
If you are researching your family, this would be an excellent inclusion. You could include photos/drawings of people, the years they lived, where they were born, and any other information you think important
- A **bibliography**  
This is a list at the end of your project, showing where you got all of your information from
- A **contents page**  
If you create a report you will need to include a contents page with headings for different sections. If you create a powerpoint, create a slide listing everything that will be in your presentation

We look forward to seeing what you research and create, and we hope you enjoy creating your project! We hope it will become a lovely piece of your own history to keep, look back on, and share with future generations and friends!

**Section 3. History and Geography:**

**A) Changing places through time, Maps**

On this page there are three different maps of the same part of Whitechapel.

Whitechapel is an area of Tower Hamlets in inner city London, east of Aldgate, about a 30 minute drive from Little Ilford School. In the Victorian times it had a lot of poverty and crime, but today it is famous for restaurants such as Tayyabs! Study the three maps to help you answer the questions on the next page.

**Map 1:** A Tudor Map, 1520 (source: <https://www.layersoflondon.org/map/51.51546609071485-0.07631766465515889>)

**Map 2:** A map by R. Hardwood, 1799 (source: <https://www.layersoflondon.org/map/51.51546609071485-0.07631766465515889>)

**Map 3:** A satellite image from Google Maps, 2020



**Tasks for the maps!**

Complete the table with any similarities and differences you notice between the three maps - this could be place and street names, how land is used, what the buildings and settlements look like etc. Try to find as many as you can! As a challenge, try to consider why these things could be - e.g. Why does a certain place have a certain name? Why have the buildings changed from terraces in straight lines to parks/schools/restaurants? Etc

		<b>Challenge!</b> Inference and interpretation: Why has this happened?
Differences between the maps	E.g. In each map there are less fields	E.g. This could be because more people are migrating to London for work as the city grows and they need a place to live, so they build houses on the fields
Similarities between the maps	E.g. The place has religious significance - it used to have lots of churches, then a prominent white chapel, and today the East London Mosque	

We use maps a lot in Humanities to see what a place is like or to analyse change. Maps can be a wonderful source of information, but we always have to be aware of why they are useful, and why they could be inaccurate or biased. Read the statements below that analyse the use of maps, and colour code them **red** for bad points and **green** for good.

Maps take a long time to create, and places can change very quickly, so maps can very quickly become out of date or inaccurate	The symbols on maps make it easy to read a lot of information in a quick and uncluttered way, without lots of writing	Maps don't show us what the people who live in a place are like, what their houses look like, or what their experiences of life are like
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Using a birds eye view for maps means that we can see how close together buildings are, how much space is used for buildings, and the sizes of roads, towns and boroughs.

One area can often be known by a range of different names to different people, but on a map there can only be one name. This means that people only recognise and remember the 'official' name, and forget the other old names.

Using GIS (maps on a computer, like Google Maps), it is very easy to zoom in and out, to see the map in more detail, and the see different layers of maps - such as older maps, relief maps, and aerial photographs.

### **B) Changing places through time: Photos**

Photographs can be a great source of information about what a place was/is like, but we always have to be careful of remembering what day and time the picture was taken, who took the photo, and why they chose to take this photo!



On this page are two photographs of the exact same location on Whitechapel Road, which can be seen on the maps in section 3A. Study the photographs carefully. Try to find as many similarities and differences as possible! They have been taken from the pavement in front of what is today the East London Mosque.

Left: A photo of Whitechapel Road, 1965, photographer unknown;

Below: a print screen from Google Earth of the same location, 2020



**Photos Tasks!** Using the photographs above, read the statements in the table below and decide if they are true or false. If they are true, colour them in green, if they are false, colour them in red. Then, in the next column, identify which part of the photograph (image) proves your point. Use the example to help you

Statement - is it true or false?	Proof from the photo!
The area has continued to be used for shopping	E.g. In the first photo from 1965, there are lots of shops like 'Silks and Woolens'. In the second photo from 2020, there is a very big Holland and Barrett and a jewellery shop. The shops have changed, but people are still using the area to go shopping
A lot of the buildings have stayed the same	
People are now trying to use more sustainable transport	
The area has gone from being very influenced by the Jewish community, to lots of influence from the Bangladeshi community	
The area used to have a strong textile manufacturing industry	
The area is just as busy	
People continue to dress in a formal way	

