



Transects in Geography

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When completing skills, it is important to outline the theory, provided instructions and then if possible provided practical examples. Transects are a good skill to leverage your local school environment to enhance understanding and incorporate numeracy.

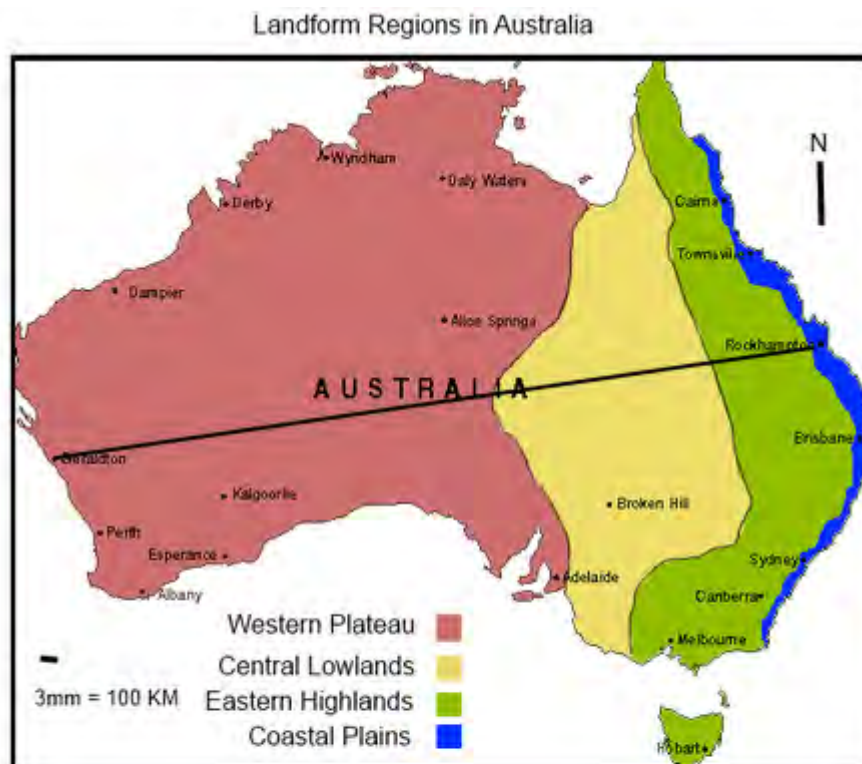
The key NESA syllabus point is "constructing a transect between two points and describing the changes along it." This can be examined through the following activities.

Activity 1: Transects – demonstration

How to draw a Transect <https://www.youtube.com/watch?v=r399su77UJs>

Activity 2 Transects – construct your own transect

Construct a Transect from Geraldton to Rockhampton using the map and rectangle below.



SKILLS & NUMERACY: TRANSECTS

Answer these two questions by filling in the table:

1. If you were to travel along the transect how many km would you travelled on each landform feature?
2. Time to travel each section by different modes of transport

Landform Feature	Kilometres Travelled	Mode of transport and speed km/hr	Time Taken
Western Plateau		By plane at 500km per hour	
Central Lowlands		By car @100km per hour	
Eastern Highlands		By running at 10 km per hour	
Coastal Plains		By walking at 5 km per hour	

Activity 3: A walk through Northholm Grammar

In every school, teachers should be able to construct a transect and complete a series of associated skills, here is an example which can be used as a model. This activity requires an aerial photograph, mobile phone camera and exercise book pen and pencils.

Constructing a transect from an aerial photograph



Construct a transect along the red line from the top left to the bottom right of the aerial photograph.

Construct a single cell table/box the length of the red line.

Mark off the different land uses and label as you proceed.

Start with the follow sequence of land uses.

- Trees
- Road
- Oval
- Gym
- Trees
- Tennis/Netball Courts
- Trees

LITERACY & NUMERACY: TRANSECTS

Fieldwork walk: Now you students go into the field to investigate the transect to gather more data

Start the walk in the top left quadrant of the aerial photograph.

The focus here is to estimate the distance of each land use along the transect and outline more detail.

Take photos of each land use section (A–G)

Land use Section	Land use Activity	Distance	Photo/ field sketch/notes
A			
B			
C			
D			
E			
F			
G			

Conclusion

These activities could be completed in a couple of lessons considering theory and practical components. The task can be scaled up or scaled down deepening on time, needs of the students and the expertise of the teachers.

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