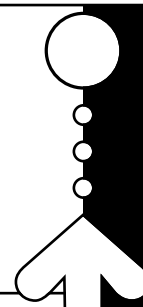


UNIT 2 UNIT PLAN

My spaces



Key question

How can we use maps to show our lives?

About the unit

This unit is an opportunity for pupils to explore maps at a variety of scales, starting with the local area and expanding to include the rest of the UK and the wider world. At the end of the unit, pupils will produce a wall display of maps to show their lives.

The unit will also help the transfer from KS2 to KS3 by making connections with the pupils' primary schools and introducing the area around their new secondary school. The pupils featured in this unit live in an urban area (like most of the pupils using this book).

This unit is expected to take about seven hours.

Key aspects

Through this unit pupils will increase their understanding of *Scale, Place* and *Space*

They will:

- ask geographical questions
- use an aerial photograph
- draw a landscape sketch
- use atlases, maps and plans at a range of scales
- draw maps and plans at a range of scales
- communicate ideas using maps at different scales

Expectations

At the end of this unit, most pupils will be able to:

- produce a diagram to show their local, national and global connections
- interpret an aerial photo
- measure distance on a map using scale
- describe a route using a map
- give a four-figure grid reference
- give a six-figure grid reference
- find places on an atlas map of the UK
- find countries on a map of the world

Prior learning

It is helpful if pupils have already studied the locality of their primary school and used a range of geographical skills, like measuring distance and grid references.

Pupils may have used scale plans in Unit 1 *Your place ... and mine!*

Language for learning

Through the activities in this unit, pupils will be able to understand, use and spell correctly these words:

local national global aerial photo
grid reference atlas globalisation

Writing

Pupils will describe a route on a map.

Speaking and listening

Pupils will follow a route on a map from a description.

Resources

- *This is Geography 1* Unit 2
- Worksheets 2.1–2.15
- Objects that illustrate connections, e.g. mobile phone
- Street maps of local area
- 1:50,000 map of area (drawn from OS map)
- Atlases
- Wall map of the world
- *eLearning Activities CD-ROM 1* Unit 2

Links

The activities in this unit link with:

- Unit 1 *Your place ... and mine!*, Unit 4 *City – past, present, future*, Unit 6 *Flood disaster*
- Mathematics – measuring distance, scale, grid references
- Working with others

Future learning

Many of the important geographical skills that pupils will use in later units are covered for the first time in this unit. Pupils will use a map of an island in Unit 3 *Survivor!* and a street map in Unit 4 *City – past, present, future*. They will use a 1:50,000 Ordnance Survey map in Unit 6 *Flood disaster*.

LESSON PLAN

LESSON 1

UNIT 2 My spaces

How can we use maps to show our lives?



LEARNING OBJECTIVE

- to develop an awareness of local, national and global connections

PRIOR LEARNING

Pupils have studied their local area at KS2.

KEY WORDS

*local
national
global*

RESOURCES

- This is Geography 1 pp. 20–21
- Worksheets: 2.1 Connections, 2.2 My connections
- *Objects with connections; atlas*
- *Assess yourself sheet*
- eLearning CD-ROM Activity: 2.1, 2.2

LESSON STRUCTURE

Starter

Show some everyday objects to pupils (e.g. travel pass, mobile phone, pair of shoes). Ask how they connect us with other places. Could they say which places?

Development

The pupils do activities 1 and 2 on p. 21. To introduce the connections you can also use CD-ROM Activity 2.1. They list the places the friends are connected to in photo A. Then they sort them into three spaces – local, national and global – to complete a diagram. They use Worksheet 2.1 to do this.

The pupils do activities 3 and 4. They think about their own connections, then draw a diagram to show them. They use Worksheet 2.2 or CD-ROM Activity 2.2 to do this. They include directions in their diagram. They could refer to an atlas for help with directions.

Plenary

The pupils compare their connections with a partner. What are the similarities and differences? Are most connections local, national or global?

The pupils read the Assess yourself sheet.

SUPPORT

EXTENSION

The pupils do activity 5 to include directions in their diagram.

HOMEWORK

The pupils can add more connections to their diagram with help from family.

FUTURE LEARNING

The pupils will produce a display at the end of the unit that will include maps showing local, national and global connections.

LESSON PLAN

LESSON 2

UNIT 2 My spaces

My school



LEARNING OBJECTIVES

- to be able to interpret an aerial photo
- to be able to compare a map and aerial photo of the same area

PRIOR LEARNING

Pupils may have compared aerial photos and map in KS2.

KEY WORDS

aerial photo

RESOURCES

- This is Geography 1 pp. 22–23
- *Worksheet: 2.3 Aerial photo and map*
- eLearning CD-ROM Activity: 2.3

LESSON STRUCTURE

Starter

The pupils look at photo B on p. 22, or you could show the same photo on the IWB. The pupils do activity 1. They interpret the photo to identify features. Alternatively, you could show an aerial photo of the area around your own school on the Multimap website.

Development

The pupils do activity 2 using map C on p. 23. They name features on the map and identify connections with other places. Alternatively, you could show a map of the area around your own school on the Multimap website.

The pupils do activity 3. They compare the aerial photo and the map. They identify features they can see on the aerial photo but not on the map, and vice versa. They can use Worksheet 2.3 to do this. Then they decide which is the best way to show the area around their school.

The pupils do activity 4. They find the aerial photo and map on the Multimap website. Then they use the same procedure to find a photo and map of the area around their own school. They identify the features around their school. This can be further developed using CD-ROM Activity 2.3.

Plenary

The pupils choose the best way to show what their place is like – an aerial photo or a map. Invite them to share their ideas with the class.

SUPPORT

EXTENSION

HOMEWORK

FUTURE LEARNING

The pupils will include an aerial photo or map in their display at the end of the unit.

LESSON PLAN

LESSON 3

UNIT 2 My spaces

My area



LEARNING OBJECTIVES

- to be able to measure distance on a map using scale
- to be able to describe a route using a map

PRIOR LEARNING

Pupils may have used scale and grid squares on a map at KS2.

KEY WORDS

scale

RESOURCES

- This is Geography 1 pp. 24–25
- Worksheets: 2.4 Sense of direction, 2.5 Measuring distance, 2.6 Sarah's route
- Copies of local area map (at similar scale to map D)
- eLearning CD-ROM Activity: How to ... measure distance on a map

LESSON STRUCTURE

Starter

Ask a pupil to describe a journey. Tell the other pupils to listen carefully and to think what information is missing from the description. Then ask them how they could improve the description. They could mention street names, compass directions or distances.

Development

The pupils find out how to measure distance on a map using scale on p. 25 or, you could model it using the CD-ROM 'How to ... measure distance on a map' presentation. Pupils do activity 1 on p. 25. They measure straight-line distances from primary schools on map D. Some pupils use Worksheet 2.5 to do this activity.

The pupils do activity 2. They read the description of Sarah's journey and follow it on map D. They choose another pupil and describe their route.

Some pupils do activity 3. They measure the distance that Sarah usually walks.

The pupils do activity 4. They use a local map to describe a route from their school.

Plenary

The pupils read their description of a route to a partner. Their partner follows the route on the map. Then they swap roles. Or, this could be done as a class activity. One pupil reads their directions, while another follows on the map on the IWB.

SUPPORT

Worksheet 2.5 makes measuring easier. The pupils can highlight the schools in colour and cut out the scale line to use for measuring.

The CD-ROM presentation, 'How to ... measure distance on a map', can be studied before attempting this.

EXTENSION

The pupils use Worksheet 2.6 to find out how to draw a sketch map of a journey.

HOMEWORK

The pupils can practise the use of compass directions using Worksheet 2.4.

FUTURE LEARNING

The pupils will include a map of a local journey in their display at the end of the unit.

LESSON PLAN

LESSON 4

UNIT 2 My spaces

My holiday



LEARNING OBJECTIVE

- to be able to use grid references to find places on a map

PRIOR LEARNING

Pupils used grid squares in lesson 3. Some pupils have learned to use grid references at KS2.

KEY WORDS

grid reference

RESOURCES

- This is Geography 1 pp. 26–27
- Worksheets: 2.7 Make a map, 2.8 More about scale, 2.9 Grid reference practice, 2.10 Holiday in Cornwall
- eLearning CD-ROM Activity: 2.9, How to ... use grid references

LESSON STRUCTURE

Starter

Draw grid squares on the board with numbers and give grid references for pupils to find. If you are using CD-ROM Activity 2.9 pupils can be asked to drag the symbols to the correct squares.

Development

The pupils find out how to use grid references on p. 27, or you could play the CD-ROM 'How to... use grid references' presentation. The pupils do activities 1 and 2. They find places on map E on p. 26 using four-figure and six-figure grid references. They do activity 3. They give six-figure grid references for tourist features on the map. Some pupils can use Worksheet 2.7 to practise giving six-figure grid references.

Ask pupils to bring a map of an area where they have been on holiday (you should do this in an earlier lesson). If they cannot bring a map they can imagine a holiday in Cornwall, using map E. The pupils think of activities they did on holiday and find their locations on the map. They make a table listing the activities and grid references. If they are using map E they could do this on Worksheet 2.8.

Plenary

Show map E on the IWB. Think of an activity such as surfing and ask a pupil to give a grid reference for somewhere on the map where you could do it. Do this for a range of activities, such as camping, cliff walking, caving, windsurfing, golf, or shopping. Do they think Cornwall would be a good place for a holiday?

SUPPORT

The pupils can find out 'How to ... use grid references' on the CD-ROM. They can practise grid references on Worksheet 2.9.

CD-ROM Activity 2.7 can be used to test pupils' knowledge of map symbols.

EXTENSION

HOMEWORK

The pupils may be able to find a map of an area where they have been on holiday

FUTURE LEARNING

The pupils keep the map to use in a display at the end of the unit. They will use grid references again in units 3, 4 and 6.

LESSON PLAN

LESSON 5

UNIT 2 My spaces

My country



LEARNING OBJECTIVE

- to be able to find places on an atlas map of the UK

PRIOR LEARNING

Pupils may have used maps of the UK at KS2. They should know some places in the UK.

KEY WORDS

atlas

RESOURCES

- This is Geography 1 pp. 28–29
- Worksheets: 2.11 UK connections, 2.12 Find a place in the atlas
- Atlases
- eLearning CD-ROM Activity: 2.10, 2.11

LESSON STRUCTURE

Starter

Begin with a short UK quiz, using atlas map I on p. 29 (or show the map on the IWB). Ask questions like, 'Which is the most northerly city in the UK?' Make up questions to assess pupils' place knowledge in the UK. Alternatively use CD-ROM Activity 2.10 – a penalty shoot-out quiz to test pupils' knowledge in teams.

Development

The pupils do activity 1 on p. 28. They use clues to locate the cities in the photos on atlas map I. The pupils do activity 2. They list the UK cities they have visited and mark dots directly onto a UK map on Worksheet 2.11 or CD-ROM Activity 2.11.

The pupils do activity 3. They think of other places they know in the UK and add them to the map. They mark visits with dots on the map.

Some pupils do activity 4. They think of a more accurate way to give the position of a city on the map. They try their method on a partner. They can compare their ideas on Worksheet 2.12.

Plenary

Ask the pupils what patterns they can see on the map. Which cities are most visited? Least visited? Why?

SUPPORT

Model how to mark and label cities on the UK map.

EXTENSION

The pupils do activity 4. They think of a more accurate way to give the position of a city on the map. They can compare their ideas on Worksheet 2.12.

HOMEWORK

The pupils use Worksheet 2.12 to learn how to use latitude and longitude to find places in an atlas.

FUTURE LEARNING

The pupils keep the UK map to use in classroom display at the end of the unit. They will study the UK in more depth in Unit 8.

LESSON PLAN

LESSON 6

UNIT 2 My spaces

My world



LEARNING OBJECTIVE

- to be able to find countries in an atlas and label them on a world map

PRIOR LEARNING

Pupils may have studied a world map at KS2. They should know continents and some countries.

KEY WORDS

globalisation

RESOURCES

- This is Geography 1 pp. 30–31
- Worksheets: 2.13 Global connections, 2.14 Around the world in eighty days (i), 2.14 Around the world in eighty days (ii)
- Large wall map of world (or world map on the IWB), atlases
- eLearning CD-ROM Activity: 2.12

LESSON STRUCTURE

Starter

Begin with a world quiz on a large wall map of world or world map on IWB. Ask questions like, 'Which country has the most people?' Make up questions to assess pupils' knowledge of the world map.

Development

The pupils do activity 1 on p. 30. They look at map J on p. 31. They match letters on the map with the countries where products come from. They can check their answer in an atlas.

The pupils do activities 2 and 3. They create their own world map to show their global connections. They should have previously done some research in their own home to find where their food, clothes and household goods come from. They colour and label the countries on a world map, then draw and label the connections. The pupils do activity 4. With a partner they discuss whether globalisation is a good thing for us, for countries that produce the things we buy, and for the environment.

Pupils could share information using CD-ROM Activity 2.12 by marking their connections on the map.

Some pupils use Worksheet 2.14(i) and Worksheet 2.14(ii) to follow Michael Palin's journey around the world and plot it on a world map.

Plenary

Ask the pupils about the pattern of their connections on the world map. Which countries do we have most connections with? Where are the gaps? Why?

SUPPORT

Model how to label countries and show the connections on a world map.

EXTENSION

The pupils use Worksheets 2.14(i) and 2.14(ii) to follow the journey of Michael Palin around the world and plot it on the world map.

HOMEWORK

FUTURE LEARNING

Keep the world map showing pupils' global connections to use in a classroom display at the end of the unit. The pupils will learn more about globalisation in Year 9.

LESSON PLAN

LESSON 7

UNIT 2 My spaces

How can we use maps to show our lives?



LEARNING OBJECTIVES

- to be able to use a range of map skills
- to be aware of connections with spaces at a range of scales

PRIOR LEARNING

All the preceding work using maps pupils have done in this unit.

KEY WORDS

RESOURCES

- This is Geography 1 pp. 32–33
- Worksheet: 2.15 How can we use maps to show our lives?
- Display materials – paper sheets, colouring pencils, scissors, glue, etc.
- Assess yourself sheet
- eLearning CD-ROM Activity: Glossary – Match the words

LESSON STRUCTURE

Starter

Tell pupils they are going to make a display of maps to show their lives. Set a deadline for tasks to be completed (one lesson or perhaps longer). Show pupils good examples of previous classroom displays so that they know what they should be aiming at.

Development

Give display materials to pupils. The pupils read instructions to make the display on pp. 32–33. They may need to redraw maps for the display.

Talk to the pupils as they work. Encourage them to be creative and make their own decisions. Highlight good practice, that others could follow. Pupils should display their work on panels in order from 1 to 5 as shown on pp. 32–33. They give each panel a title.

Plenary

The pupils look at the display they have produced. They should reflect on the question, 'How can we use maps to show our lives?' on Worksheet 2.15.

Finally, complete the Assess yourself sheet.

SUPPORT

The pupils can work in groups. You could create groups where less able pupils will get support from more able.

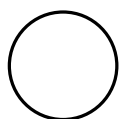
EXTENSION

Encourage more able pupils to think creatively about how they could add ideas to their maps to show more about their lives.

HOMEWORK

FUTURE LEARNING

Through this unit, the pupils have been working at increasing scale (from local to global). Throughout their KS3 geography course they will also be working at increasing scale. Most of the enquiries in This is Geography 1 are based on local case studies from the UK. More enquiries in Books 2 and 3 are based on case studies from other parts of the world and at increasing scale.



MY SPACES ASSESS YOURSELF

Pupil's Book pages 20–33

Name: _____

AT THE START

Read this sheet. Find out what you will be expected to do by the end of this unit.



AT THE END

Check back through your work. Fill in this chart to show how well you can do each of these things.



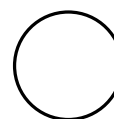
I am able to . . .	Very well	Quite well	With help	Not at all
Produce a diagram to show my local, national and global connections				
Interpret an aerial photo				
Compare a map and aerial photo of the same area				
Measure distance on a map using the scale				
Describe a route using a map				
Give a four-figure grid reference				
Give a six-figure grid reference				
Find places on an atlas map of the UK				
Find countries on a map of the world				
Use maps to show my life				

- The work I enjoyed most in this unit was _____
because _____
- The work that I found most difficult was _____
because _____
- My best piece of work was _____
because _____

MY SPACES DICTIONARY

Pupil's Book pages 20–33

Name: _____



local

national

global

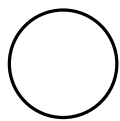
aerial photo

scale

grid reference

atlas

globalization



MY SPACES

2.1 CONNECTIONS

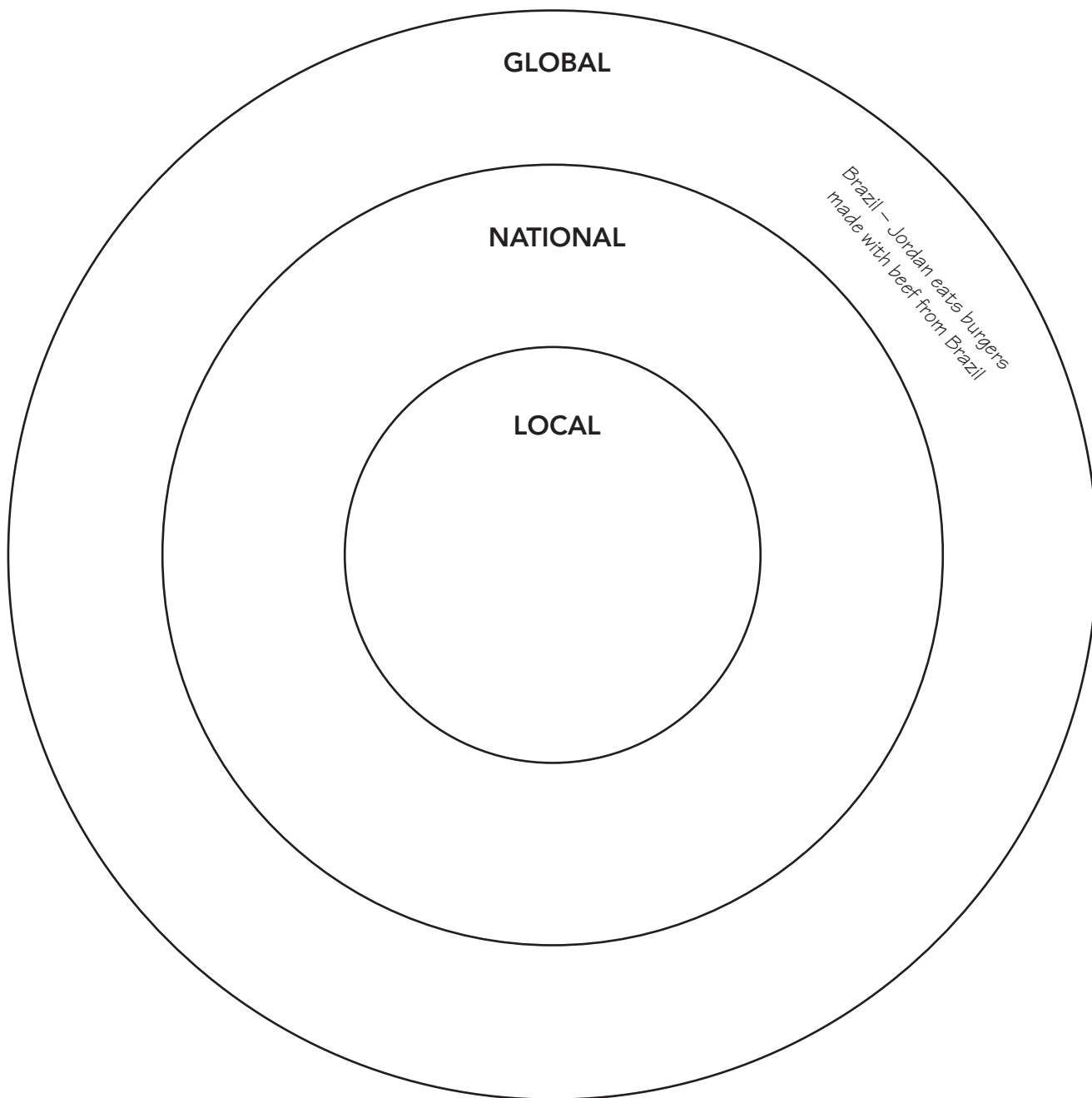
Pupil's Book pages 20–21

Name: _____

Use this sheet to do activity 2 on page 21.

task...

- 1 Look at photo A on page 20. Find all the places that the friends are connected to.
- 2 Write each place in the correct space on the diagram below. Then explain the connection.
One is done for you.

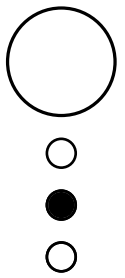


MY SPACES

2.2 MY CONNECTIONS

Pupil's Book page 21

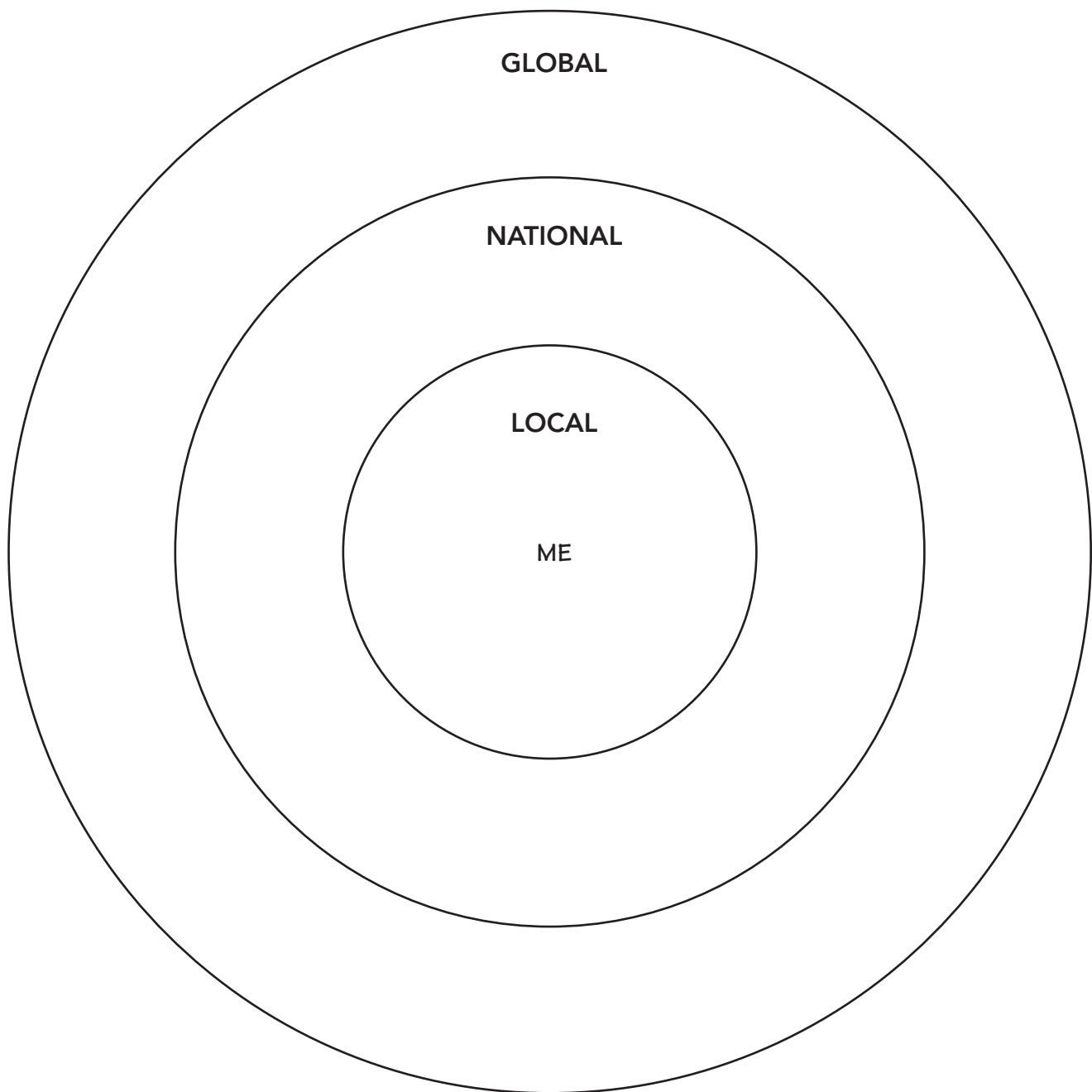
Name: _____



Use this sheet to do activity 4 on page 21.

task...

Write all your local, national and global connections in the diagram below. For each place, briefly explain the connection. For example, a national connection could be *Manchester – the football team I support*.



MY SPACES

Pupil's Book page 23

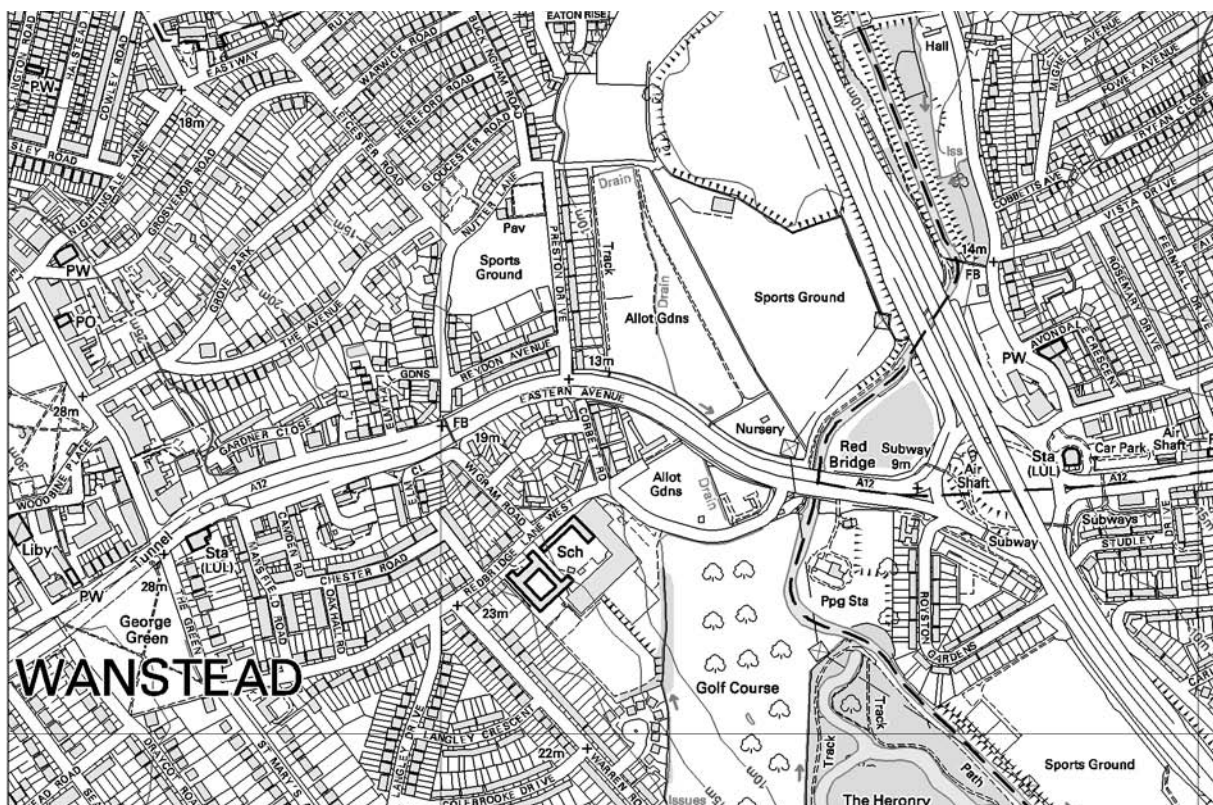
2.3 AERIAL PHOTO AND MAP

Name: _____

task...

Compare the aerial photo and map below.

- What can you see in the aerial photo that you cannot see on the map? Circle three things on the photo.
- What can you see on the map that you cannot see in the aerial photo? Circle three things on the map.



MY SPACES

2.4 SENSE OF DIRECTION

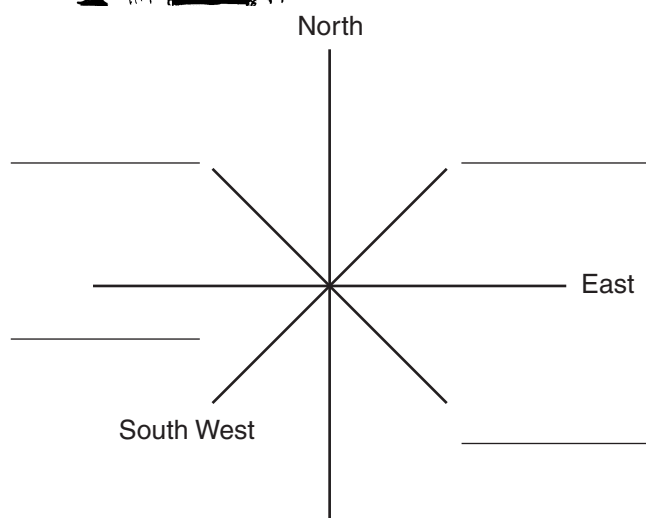
Pupil's Book pages 24-25

Name: _____

Kieran has got no sense of direction. At least, that's what his geography teacher said when he got lost on the way to school again!

task...

- 1 Help Kieran by writing down the missing directions on the compass.
- 2 Kieran lives in London. But sometimes he goes on holiday to his family's caravan in the countryside. It's easy to get lost because there are no streets. That's when compass directions come in handy!
 - a) Look at the map. It shows the route for a circular walk starting at the caravan. Give the direction that Kieran would walk for each section of the route.



From the caravan to the hilltop

From the hilltop to the village

From the village to the beach

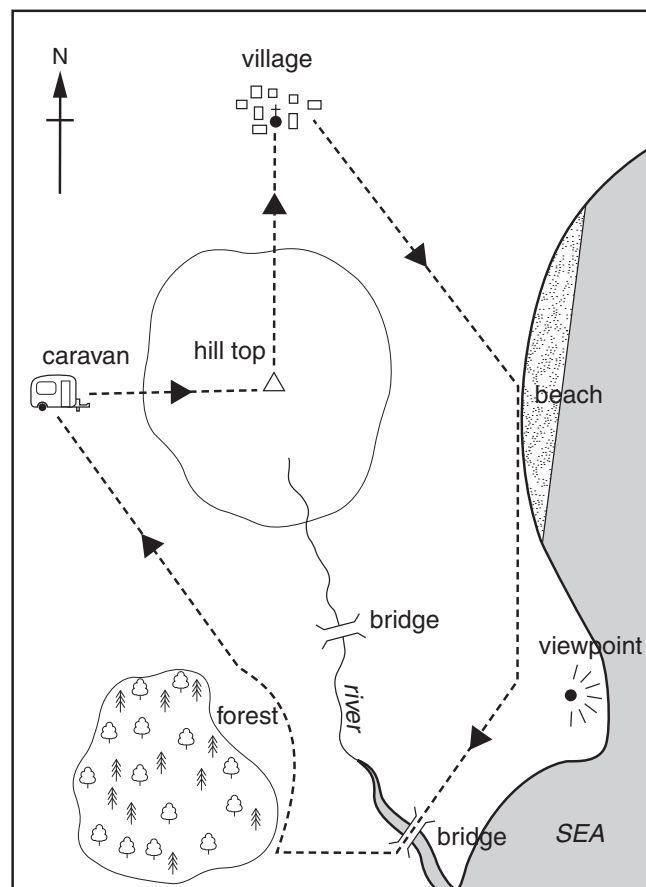
From the beach to the viewpoint

From the viewpoint to the bridge

From the bridge to the forest

From the forest back to the caravan

- b) Kieran doesn't like walking! Plan an easier circular route that would take him to the beach, going past the sweet shop in the village, and back to the caravan without going up the hill or through the forest. Draw the route on the map. Now, give directions for the easier route.



MY SPACES

2.5 MEASURING DISTANCE

Pupil's Book pages 24–25

Name: _____

task...

- 1 Colour the schools listed below on the map.

Sarah went to Nightingale Primary School in square C5.

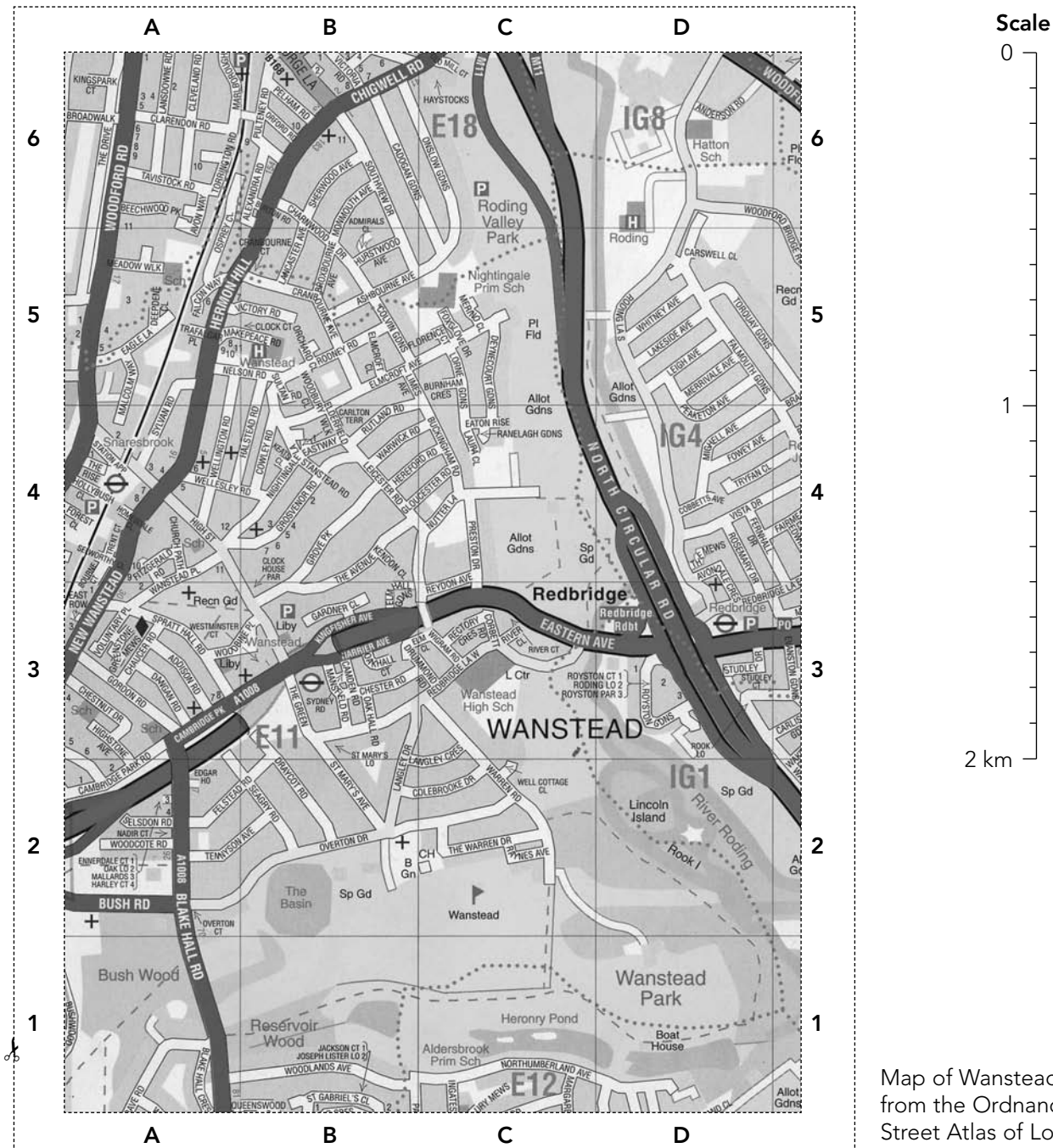
Luke went to Snaresbrook Primary School in square A5.

Jordan went to Wanstead C of E Primary School in square A4.

Deepa went to Aldersbrook Primary School in square C1.

All the pupils now go to Wanstead High School in square C3.

- 2 Cut out the scale line and use it to measure the straight-line distance from each primary school to Wanstead High School. Which primary school is furthest away? _____



MY SPACES

2.6 SARAH'S ROUTE

Pupil's Book pages 24–25

Name: _____

This is a sketch map of Sarah's route from Nightingale Primary School to Wanstead High School. You can follow the route on the street map on page 24 (or on Worksheet 2.5).

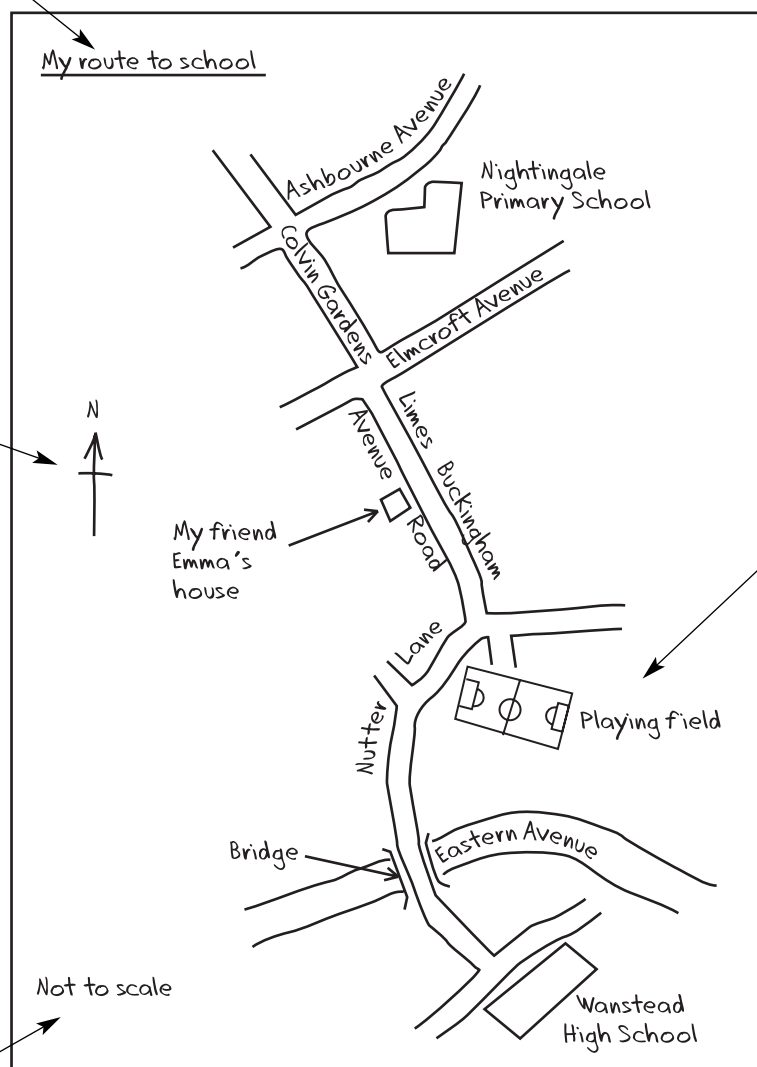
Sarah gives the map a title.

The map has a frame around it.

The North arrow points to the top. This helps Sarah to work out which direction she is going.

Sarah shows features along the route. If there were more features she could use a key to explain the symbols on the map.

The map is not to scale. It would take too long to draw to scale because she would have to measure all the distances.



task...

- 1 Compare this map to the map on page 24 (or Worksheet 2.5). Find:
 - a) three differences
 - b) three similarities
 between the sketch map and the street map.
- 2 Draw a sketch map to show your route to school from home. You could do this with the help of a local street map, or try to do it without a map.

MY SPACES

2.7 MAKE A MAP

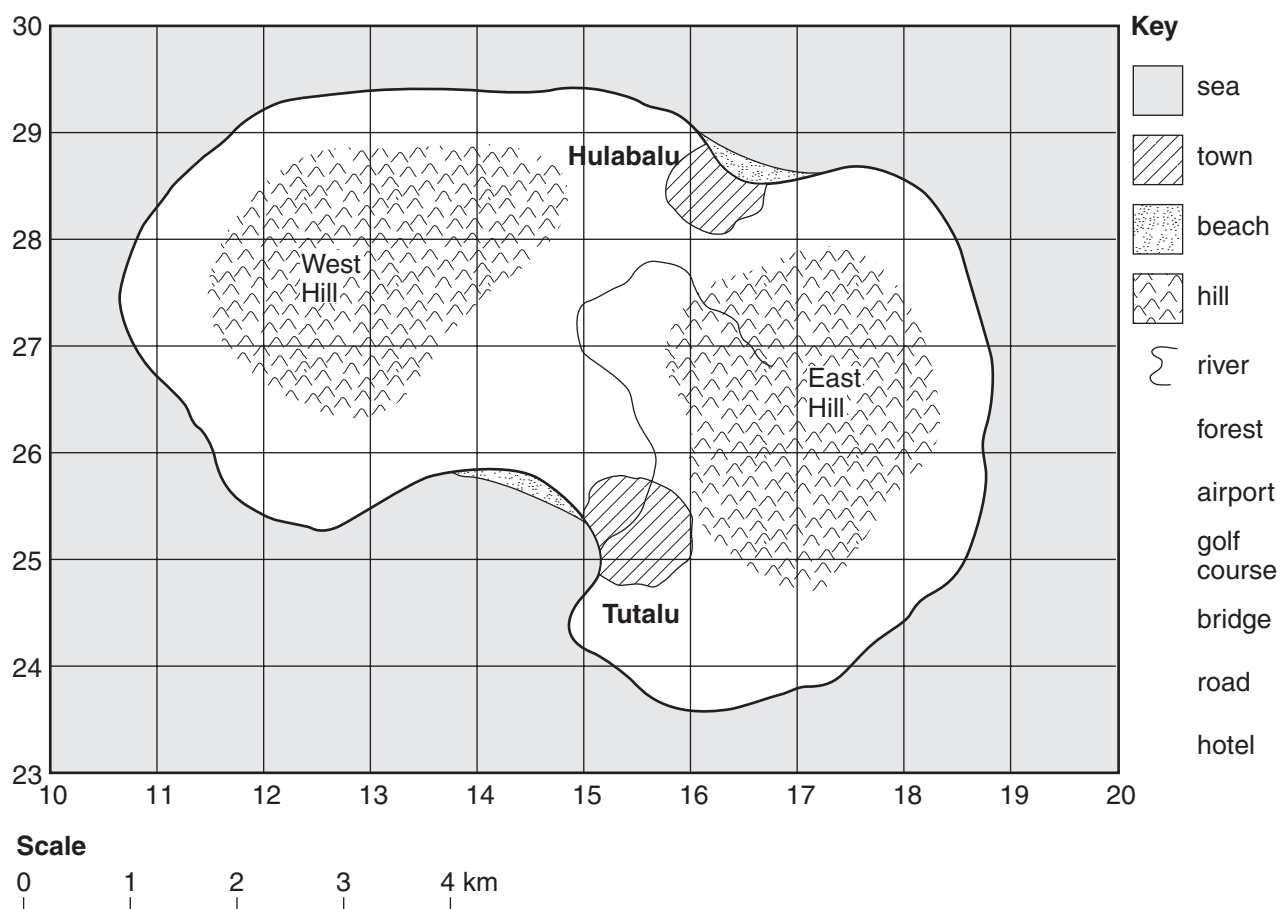
Pupil's Book pages 26–27

Name: _____

Here is Paradise Island – the perfect place for a holiday! The only problem is holidaymakers need a map to get around. You are going to help.

task...

- 1 Colour the sea around the island blue.
Colour the river blue. Colour them in the key.
- 2 Find the following features on the map.
Colour them on the map and in the key.
 - a) There are two towns. Colour them red.
 - b) There are two hills. Colour them brown.
 - c) There are two beaches in squares 14 25 and 16 28. Colour them orange.
- 3 Now, add the following features to the map. For each one:
 - find the location using the grid references
 - mark them on the map and complete the key.
 - a) a forest in square 13 27
 - b) an airport in square 14 26
 - c) a golf course in square 16 24
 - d) a bridge over the river at 156 277
 - e) a road from the airport to Tatalu
 - f) another road from Tatalu to Hulabalu, avoiding the hills and crossing the bridge
 - g) two hotels – one at 155 255 and another at 167 285.



MY SPACES

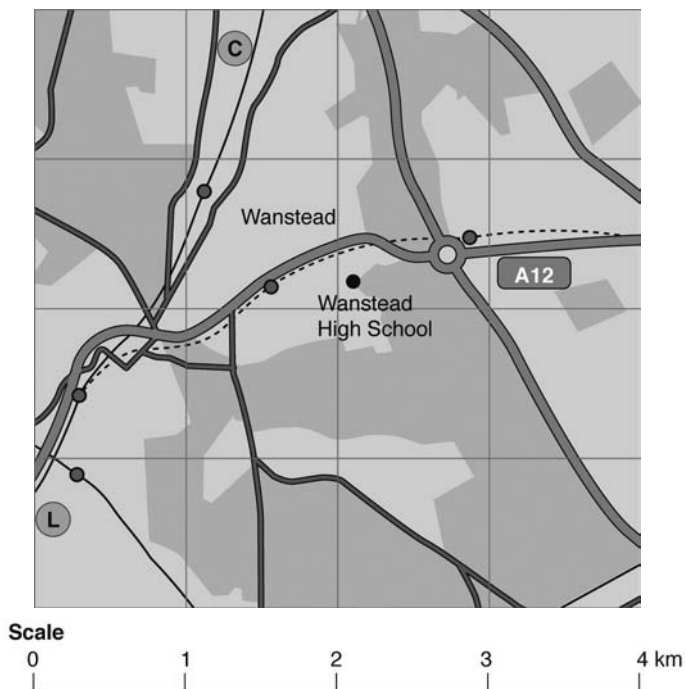
2.8 MORE ABOUT SCALE

Pupil's Book pages 26–27

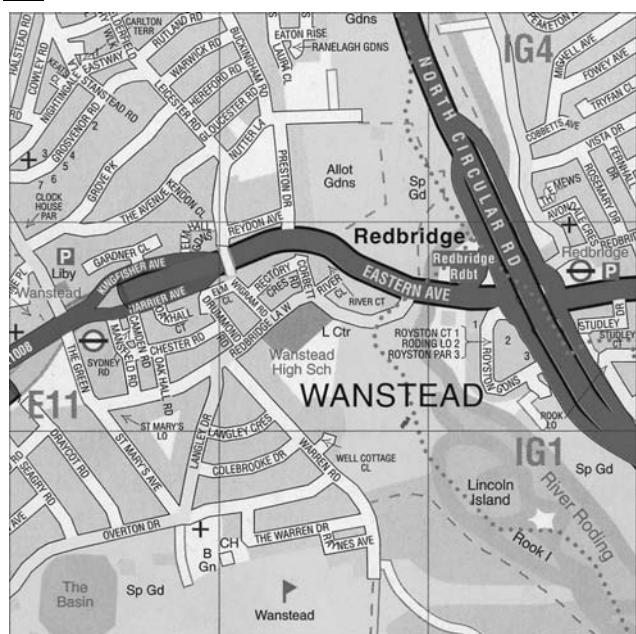
Name: _____

To draw an accurate map you need to use a scale. **Scale** tells you how much larger a place is in real life. For example, a scale of 1:50,000 (you say one to fifty thousand) tells you that the place is 50,000 times larger in real life. Another way to show scale is to use a scale line. The two maps below have different scales.

A



B



Scale

0 1 km

task...

- 1** The two maps are nearly the same size on the sheet. But, what area would they cover in real life? You need to use the scales to find out. Try to answer each of these questions using the scales.

- a) Map A has a 1:50,000 scale. Find the real distance of one side of the map using the scale line. Write it here.

- b)** Now, work out the area on the map (square the distance). Write it here.

- c) Map B has a larger scale of 1:18,000. Find the real distance of one side of the map. Write it here.

- d)** Work out the area. Write it here.

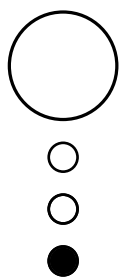
- 2** From your answers to question 1, underline the correct words in the sentences below.

- a) The larger the scale of the map, the larger/smaller the area it shows in real life.

- b)** The larger the scale of the map the more/less detail it shows.

- ### 3 Look at an atlas.

- Find a map of the UK. What is the scale? 1: _____
- Find a world map. What is the scale? 1: _____



MY SPACES

Pupil's Book pages 26–27

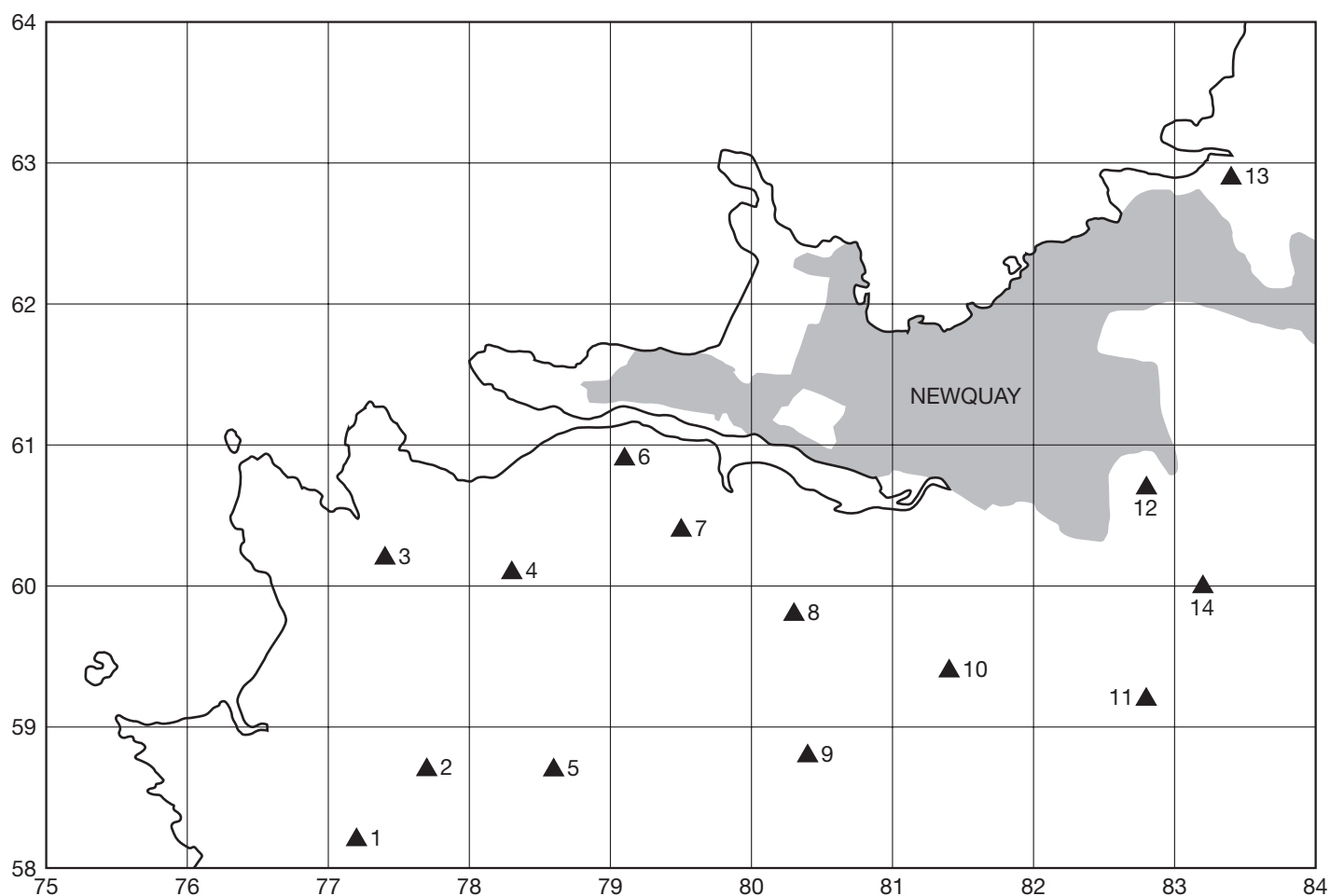
2.9 GRID REFERENCE PRACTICE

Name: _____

task...

Here is a simple version of map E on p. 26 of the Pupil's Book. It shows the camp and caravan sites around Newquay in Cornwall.

Give a six-figure grid reference for each campsite numbered on the map. The first one is done for you.



1. 772 582

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

MY SPACES

2.10 HOLIDAY IN CORNWALL

Pupil's Book pages 26–27

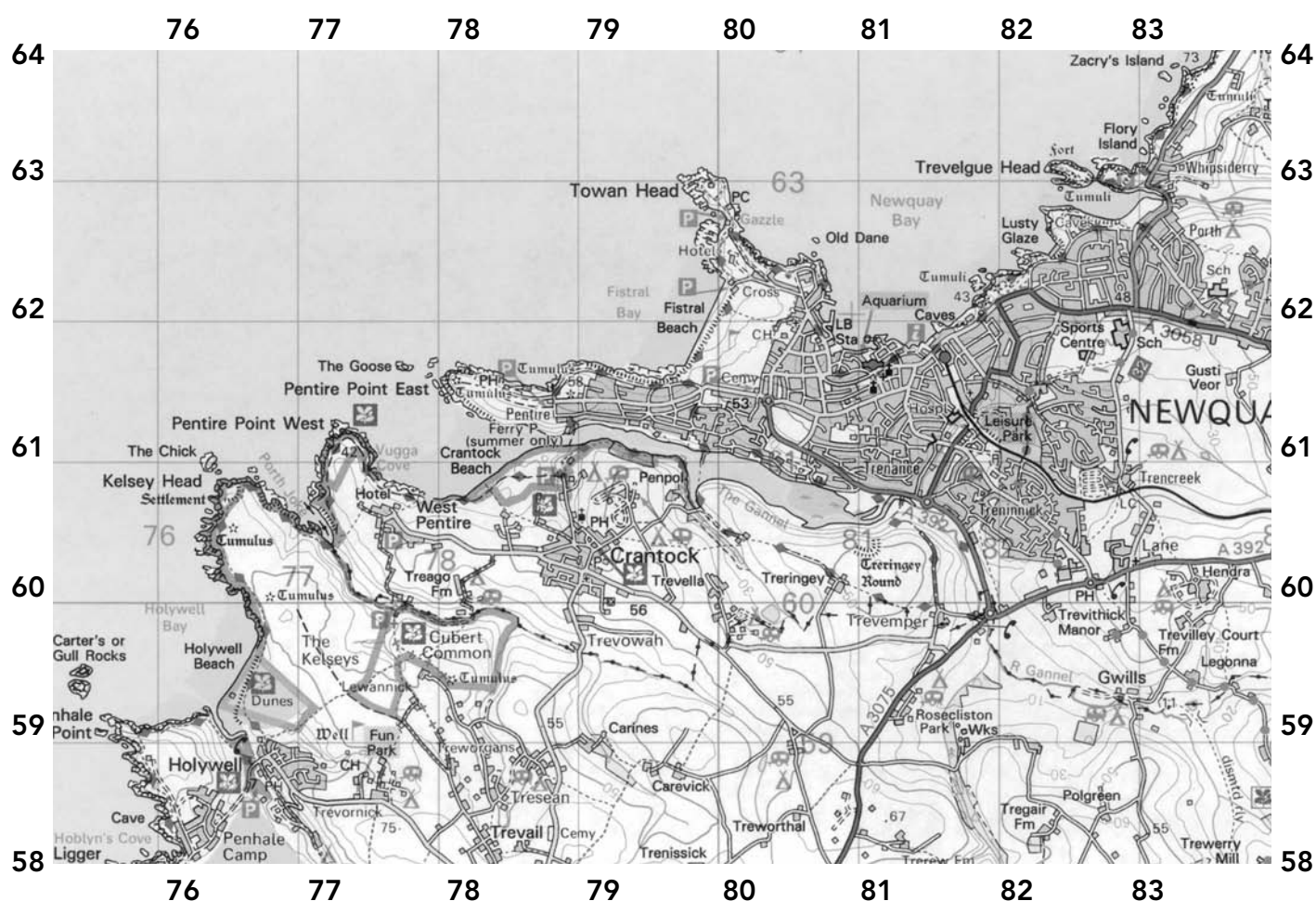
Name: _____

Use this sheet to show the activities you could do on a holiday in Cornwall.

task...

- 1 Choose a place where you could stay on holiday. Give a six-figure grid reference.

- 2 Think of at least five activities you could do on holiday. Find a place to do each activity on the map. Give six-figure grid references. An example is done for you.

[illegible]

MY SPACES

2.11 UK CONNECTIONS

Pupil's Book pages 28–29

Name: _____

Use this sheet to show all the UK connections for pupils in your class. Draw dots beside each city to show the number of pupils that have been there.

You can add other places to the map with the help of an atlas.



MY SPACES

Pupil's Book pages 28–29

2.12 FIND A PLACE IN THE ATLAS

Name: _____

There are thousands of places in an atlas. How do you find the place that you are looking for? This is the quickest way.

- 1 Turn to the index page at the back of the atlas. Places are listed in alphabetical order. Find your place. The index will tell you:
 - which page to go to
 - the map square on the page
 - the **latitude** and **longitude** for the place you are looking for.

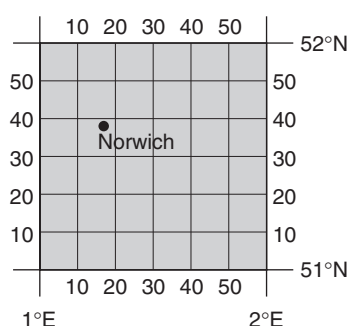
For example:

Place	Country	Page	Square	Latitude	Longitude
Norwich	England	11	G3	52 38 N	1 17 E

- 2 Turn to the correct page in the atlas. Use the latitude and longitude to find your place on the map. It's not too difficult.
 - Lines of latitude go from east to west. They give you the degrees **north** or **south** of the Equator.
 - Lines of longitude go from north to south. They give you the degrees **east** or **west** of the Greenwich Meridian (through London).

To be accurate you need to use **degrees** and **minutes** (a bit like using six-figure grid references).

$$1^{\circ} (\text{degree}) = 60' (\text{minutes})$$

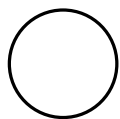


Imagine that the space between the lines is divided into sixty equal spaces, or minutes. For example, Norwich is 52° 38' N 1° 17' E.

task...

- 1 Look at a map of the UK in your atlas (or at Map I on page 29). Find the cities at:
 - a) 51° 32' N 0° 06' W
 - b) 55° 52' N 4° 15' W
 - c) 51° 30' N 3° 12' W
 - d) 52° 30' N 1° 55' W

- 2 Give the latitude and longitude for:
 - a) the most northerly city in the UK
 - b) the most southerly city in the UK
 - c) the most westerly city in the UK
 - d) the city where you live.



MY SPACES

Pupil's Book pages 30–31

2.13 GLOBAL CONNECTIONS

Name: _____

Use this sheet for all the activities on pages 30 to 31.



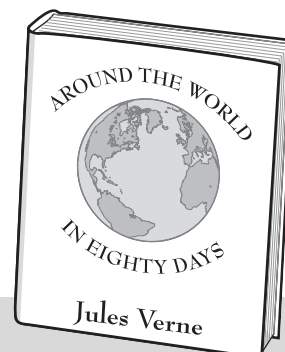
MY SPACES

Pupil's Book pages 30–31

2.14 AROUND THE WORLD IN EIGHTY DAYS (i)

Name: _____

Around the world in eighty days is a novel by Jules Verne. It was written in 1873, long before the days of aircraft. More recently, the well-known TV presenter and traveller, Michael Palin, tried the journey to see if it was possible to go around the world in eighty days (without an aeroplane!), starting and finishing in London.



task...

1 Here is a list of cities that Michael Palin visited on his round-the-world trip.

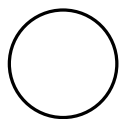
Athens Bombay Cairo Dubai Hong Kong Los Angeles
Madras New York Paris Riyadh Singapore Tokyo Venice

In the table below you will find the latitude and longitude for the cities listed in the box. You have to match them with the cities to complete the table. There are two ways to do this.

- Either, find a world map in your atlas. Use the latitude and longitude to roughly locate which area the city is in. Turn to a map of that area and use latitude and longitude to pinpoint the city.
- Or, find the index in your atlas. It lists places in alphabetical order, and tells you which page to find them on. It will also give you the latitude and longitude, to save you finding the city on a map!

Latitude	Longitude	Place	Country
51° 32' N	0° 06' W	London	UK
40° 40' N	73° 50' W		
34° 00' N	118° 17' W		
35° 40' N	139° 45' E		
22° 30' N	114° 10' E		
1° 20' N	103° 45' E		
13° 05' N	80° 18' E		
18° 56' N	72° 51' E		
25° 13' N	55° 17' E		
24° 39' N	46° 44' E		
30° 03' N	31° 15' E		
37° 59' N	23° 42' E		
45° 26' N	12° 20' E		
48° 52' N	2° 20' E		

2 Plot all the cities on Michael Palin's route on the world map on Worksheet 2.14(ii). Label the cities. Draw the route on the map. Label the names of all the countries on the route.



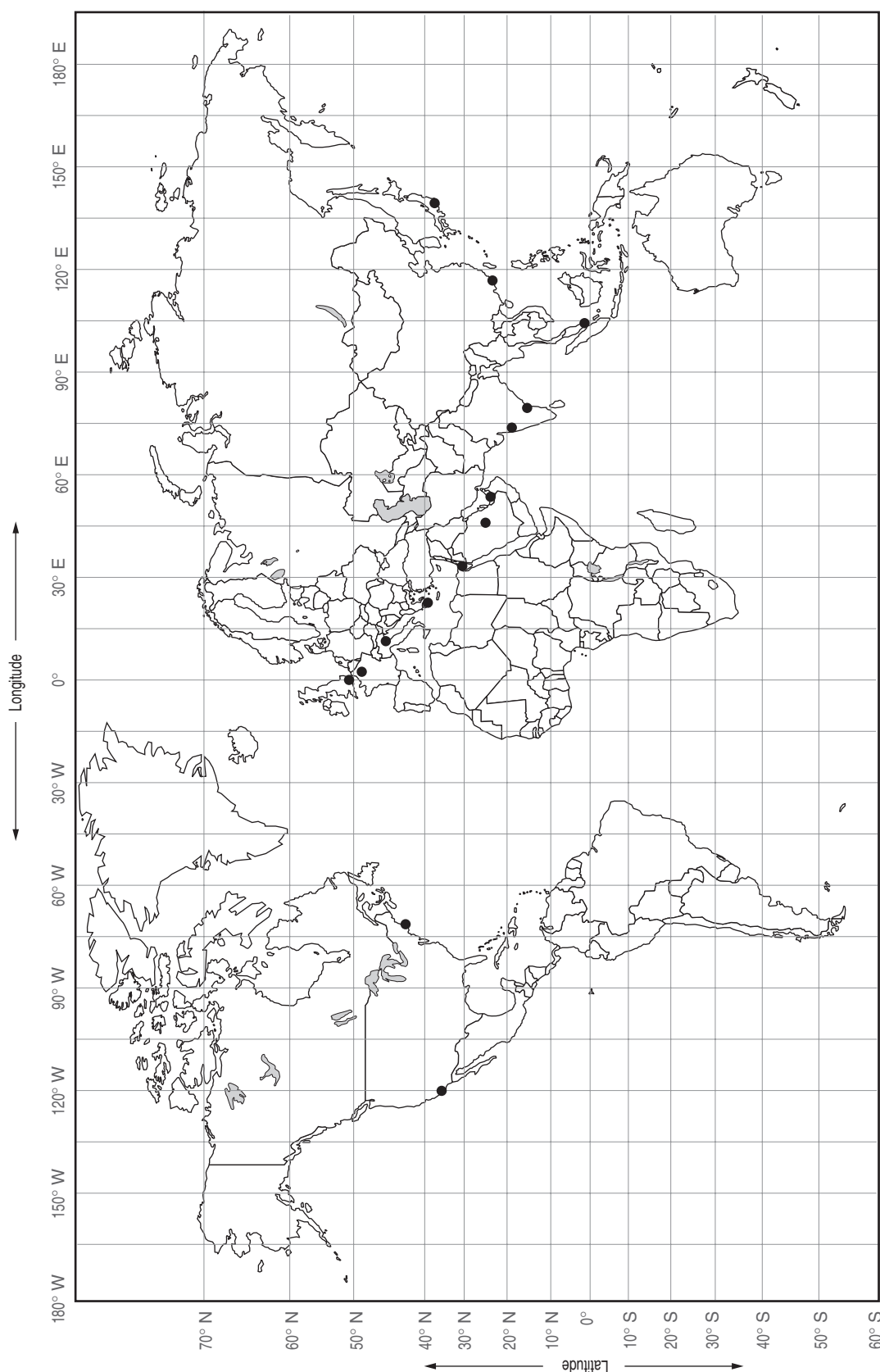
MY SPACES

Pupil's Book pages 30–31

2.14 AROUND THE WORLD IN EIGHTY DAYS (ii)

Name: _____

Use this map to draw the route that Michael Palin took when he went around the world in eighty days.

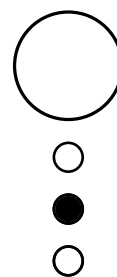


MY SPACES

Pupil's Book pages 32–33

**2.15 HOW CAN WE USE MAPS TO
SHOW OUR LIVES?**

Name: _____



Use this sheet when you look at the maps in your display. Write a sentence to say what each map shows about your life.

1 My schoolThis map shows...

2 My local areaThis map shows...

3 My holidayThis map shows...

4 My countryThis map shows...

5 My worldThis map shows...
