

Collins

UK in MAPS

ACTIVITIES

Editorial advisor Dr. Stephen Scoffham

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Dr. Stephen Scoffham

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INTRODUCTION

Geography in the curriculum Geography has a special place in the curriculum because it examines the world in which each child lives from day to day and considers future trends and changes. Geography not only gives children insights into their immediate environment it also leads them to explore the wider world, a dimension often difficult to resource in primary schools.

Through the National Curriculum, children should develop a global knowledge of places and environments as they learn about the natural and human worlds. They should begin to appreciate their own personal opportunities and responsibilities as they focus on environmental change, sustainability and citizenship.

New understanding of children's thinking shows that the foundation of attitudes to peoples and cultures is created in early childhood. Children need rich and positive ideas in their early schooling before their opinions and stereotypes about distant places harden.

Collins 'In Maps' Atlas scheme The scheme is designed to resource these needs. The UK Atlas introduces:

- Maps of the different countries and regions of the UK
- Information about the UK in the past
- Ideas about how the UK is changing
- Questions about the quality of the environment
- A focus on popular common themes and topics

Examples and case studies have been used to illustrate specific themes. Charts, diagrams and techniques such as cross sections provide extra visual information. Both the UK and World Atlas follow the same structure. The first sections cover countries, people and places; the later sections focus on issues. Historical studies are included throughout. This structure reflects current thinking about geography and means that the atlases can be used to enrich learning in many curriculum areas including literacy, maths and ICT.

The atlas pages The themes which are explored in the atlas are closely linked to the National Curriculum and other government directives. The spreads use evidence from photographs, maps, newspaper cuttings, census data, community action groups, and more. Classes should build their own information and resource collection as they explore the atlas themes.

The activities The activities are designed to extend and develop the ideas presented in the atlas. Many involve practical enquiries and investigations in the local area. First hand experience and the ability to describe and analyse the world is a key feature of good practice in geographical learning.

Geographical Concepts Geographical concepts are at the heart of geographical enquiry. The curriculum challenges teachers and pupils to raise questions and use them as a basis for investigations. Raising the questions is not always easy when, perhaps, a school might seem to be situated in a very ordinary environment. The geographical concepts are spatial ones and so apply to all places from a room to the world. These are some of the concepts explored in the 'In Maps' Atlas Scheme and the sort of question each might suggest:

- **power** ('Who decides what happens?')
- **access** ('Why can't everyone have equal use of resources?')
- **conflict** ('What are the conflicting interests that make some people worse off?')
- **change** ('How is the world changing?')
- **interaction** ('What effects do my actions have on the world?')
- **pattern** ('What patterns and trends are there in the way we live our lives today?')
- **time/distance** ('How are changes in this relationship affecting communities?')
- **system** ('What are the physical and human systems that operate on a global scale?').

History Any understanding of the present is informed and enriched by an understanding of the past. Notions such as change and continuity and the skills

of historical enquiry are central to the History curriculum. The 'In Maps' Atlases contain a wealth of historical information including:

- maps showing countries and empires in the past
- census information and details of population change
- case studies of settlements and the way they have changed
- maps showing famous journeys of exploration from the past.

Citizenship The National Curriculum sees learning, not just as an academic exercise, but about *learning for life* and learning for *personal development*. Geographical investigations provide a significant way of introducing the key ideas of Citizenship:

- understanding the workings of the local community and being part of the way decisions are made
- encouraging discussion about social, environmental, economic and political issues
- looking at the multicultural background of the UK and the wider world
- appreciating the challenges of global interdependence and responsibility.

The 'In Maps' Atlas Scheme provides many opportunities to become involved in Citizenship. Its thematic atlas pages consistently raise a range of issues and the activities engage the individual child in personal investigation.

Environment and Sustainability The classic definition of sustainability is, 'to meet the needs of today without compromising the ability of future generations to meet theirs'. It is about managing the environment and managing lifestyles to redress environmental damage, about working to eliminate poverty and about trying to reduce global warming and climate change. Politicians throughout the world are attempting to grapple with these problems.

International conferences and meetings are now held on a regular basis and the international community is beginning to recognize that urgent action is needed.

The 'In Maps' Atlases promote understanding about the environment and sustainable development through:

- raising awareness of environmental issues
- exploring the concepts of interdependence, quality of life and biodiversity
- developing the skills of critical enquiry
- discussing values and attitudes about issues of resource use and globalization.

Mathematics Trying to understand and make sense of the world involves a wide range of mathematical skills. Measurement, scale and co-ordinates are fundamental to understanding maps. Also, many of the themes explored in the 'In Maps' atlases are developed using numerical data. This provides an ideal opportunity for children to consolidate their understanding of number, place value, fractions, percentages, charts and other graphical techniques. Typical examples include:

- simple statistics about mountains, rivers and coastlines
- block graphs showing the comparative populations of towns and cities
- line graphs showing change over time and possible future trends
- pie charts showing different forms of energy or the proportion of protected land.

The National Curriculum requires children to interpret data in a range of contexts. Making links between mathematics and other subjects in meaningful settings arises naturally when the 'In Maps' atlases are used as a structured teaching resource.

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Version 1.0

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1 Information finder

Name

How do we use the contents page?

1. Working from the contents list in your atlas fill in the spaces in the information panels below.

PHYSICAL GEOGRAPHY

Which pages provide information about landscapes?

turn to these pages

What are the names of the seas and oceans around the United Kingdom?

1.

2.

3.

4.

Which pages provide information about rivers?

turn to these pages

What are the three longest rivers in the United Kingdom?

1.

2.

3.

Which pages provide information about weather?

.....
Draw the map symbol for sun and cloud.

HUMAN GEOGRAPHY

Which pages provide information about people and cities?

turn to these pages

Name four cities shown on the map of the U.K.?

1.

2.

3.

4.

Which pages provide information about transport?

turn to these pages

What are the three railway stations furthest away from London?

1.

2.

3.

Which pages provide information about farming?

.....
Draw the map symbol for forestry.

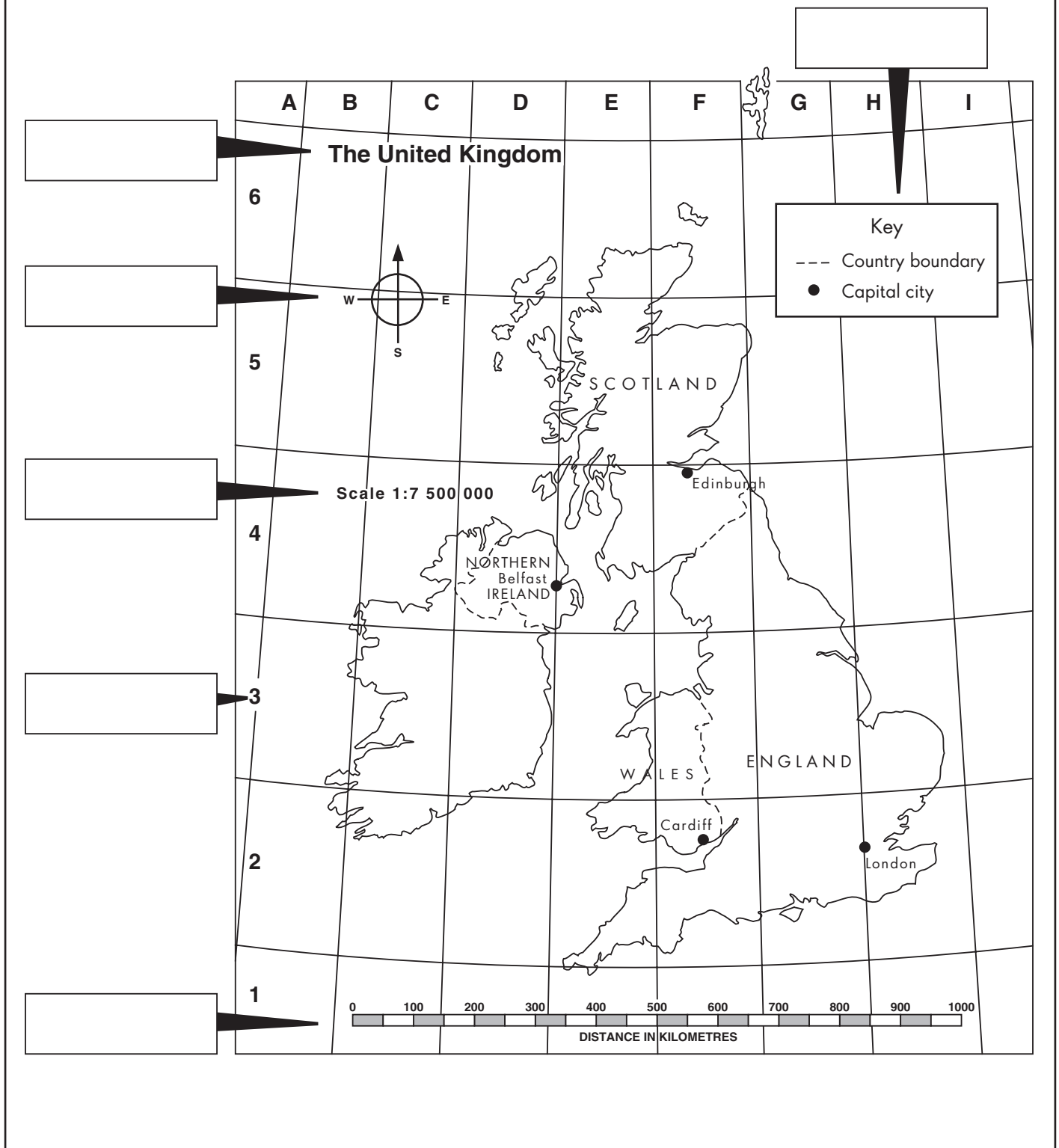
2 Looking at maps

Name

What makes a map?

1. The map of Wales on page 2 of the atlas labels different features.
Name some of the same features on this map of the UK.

2. Colour the map.



3 Grids and co-ordinates

Name

Why do maps have grids?



1. Write down the grid codes for the places shown on the map.

TOWN	GRID CODE	TOWN	GRID CODE

2. Colour the land and the sea on the map.

4 The scale of maps

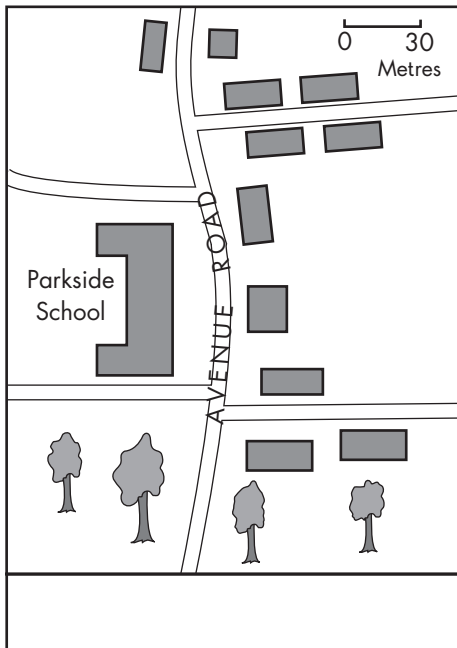
Name

How are maps different?

1. Working from the envelope opposite, write the different parts of the address under the map to which it belongs.



*Parkside School
Avenue Road
COWES
Isle of Wight
ENGLAND.*



2. Colour the maps using blue for the sea and green for the land. Use the key on page 3 of the atlas to choose a colour for the roads.



3. Write the address of your school on a separate piece of paper.
4. Make a set of maps to show the different parts of the address in the same way.



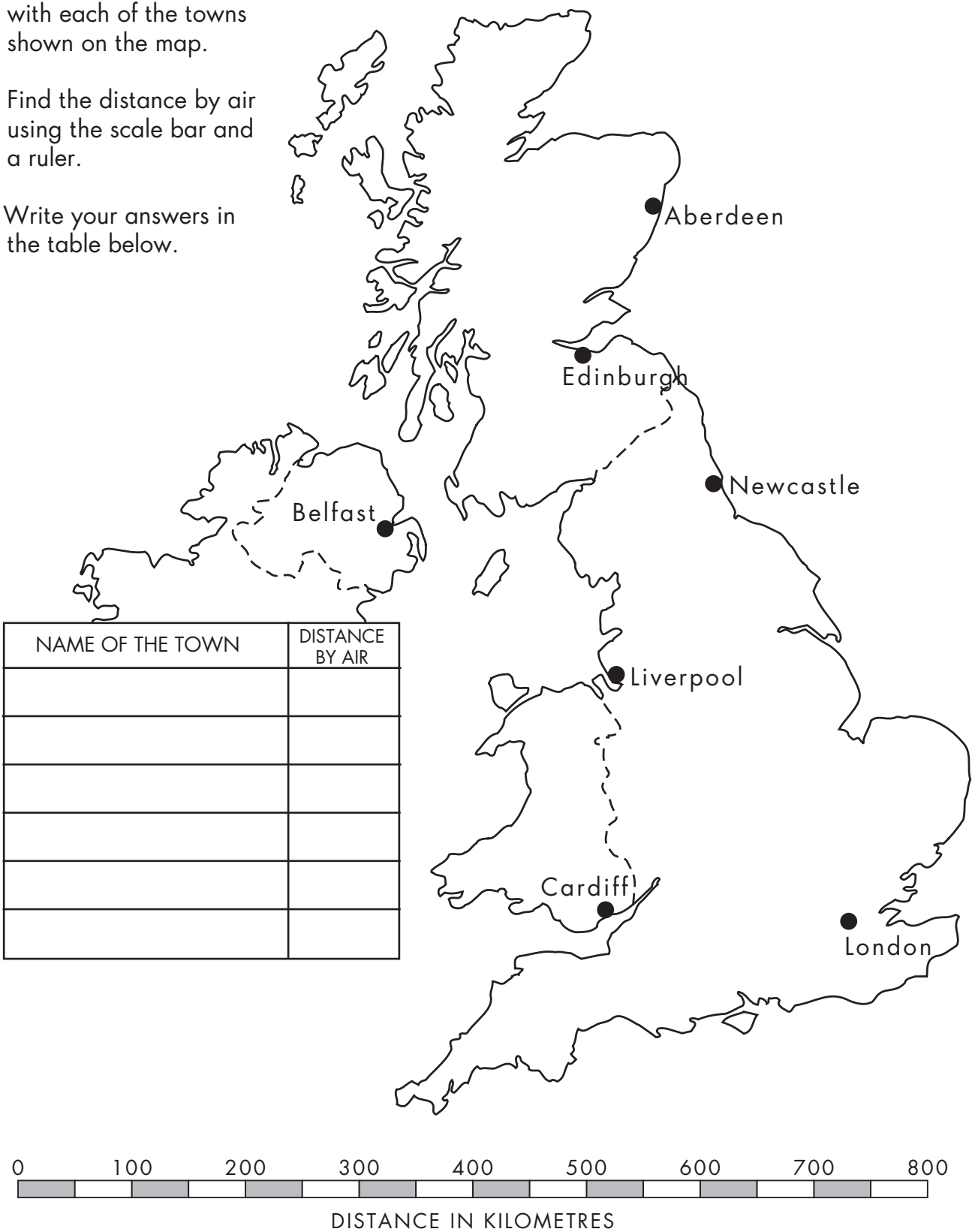
5 Finding the distance

Name

How useful is a scale bar?

- 1. Draw lines linking London with each of the towns shown on the map.
- 2. Find the distance by air using the scale bar and a ruler.
- 3. Write your answers in the table below.

NAME OF THE TOWN	DISTANCE BY AIR



- 4. Using a second copy of this activity sheet, mark where you live with a cross. Work out the distances to the different towns in the same way.

6 Edinburgh

Name

What are the special features of this city?

- 1. Colour the drawings around the map of Edinburgh.
- 2. Name and number each picture using the list.
- 3. Draw two other features in the empty boxes, using page 3 of the atlas for help. Label the new features and number them on the map.
- 4. Join the pictures to the map.
- 5. Which two features in Edinburgh will most other cities also have?

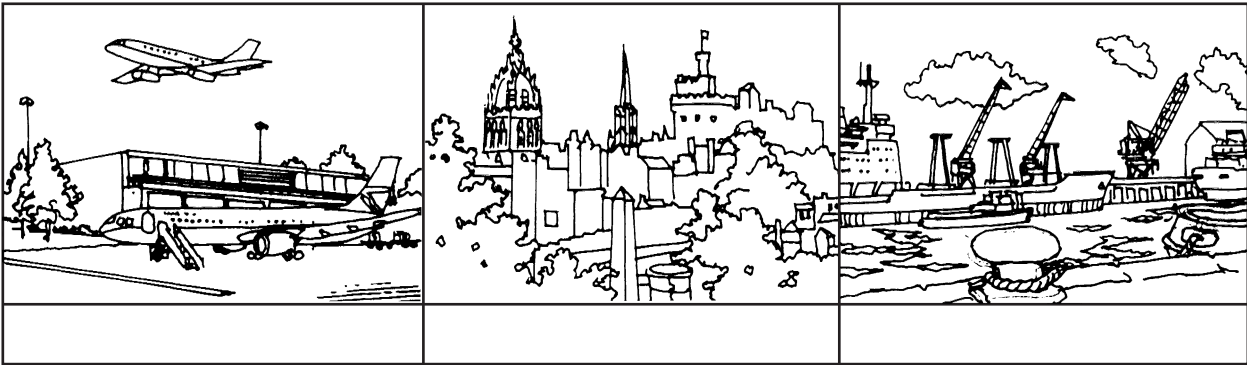
- 1

Edinburgh Airport
- 2

City centre
- 3

Leith docks
- 4

Holyrood Park



Where is the UK?

1. Add true or false to the box beside each of the following statements.

STATEMENT	TRUE OR FALSE
The UK is twice the size of France.	
Great Britain is the largest island in the world.	
The Atlantic Ocean lies to the west of the UK.	
To find polar bears you need to travel north from the UK.	
100 years ago London was the smallest city in the world.	
Africa is further south than the UK.	
The coastline of the UK is only 100 km long.	

2. Complete the fact file.

CITY	DISTANCE FROM THE UK	CONTINENT
Cairo km
New York km
Moscow km
Mexico City km

3. Now name three birds which visit the UK:

(a) in winter

1.
2.
3.

(b) in summer

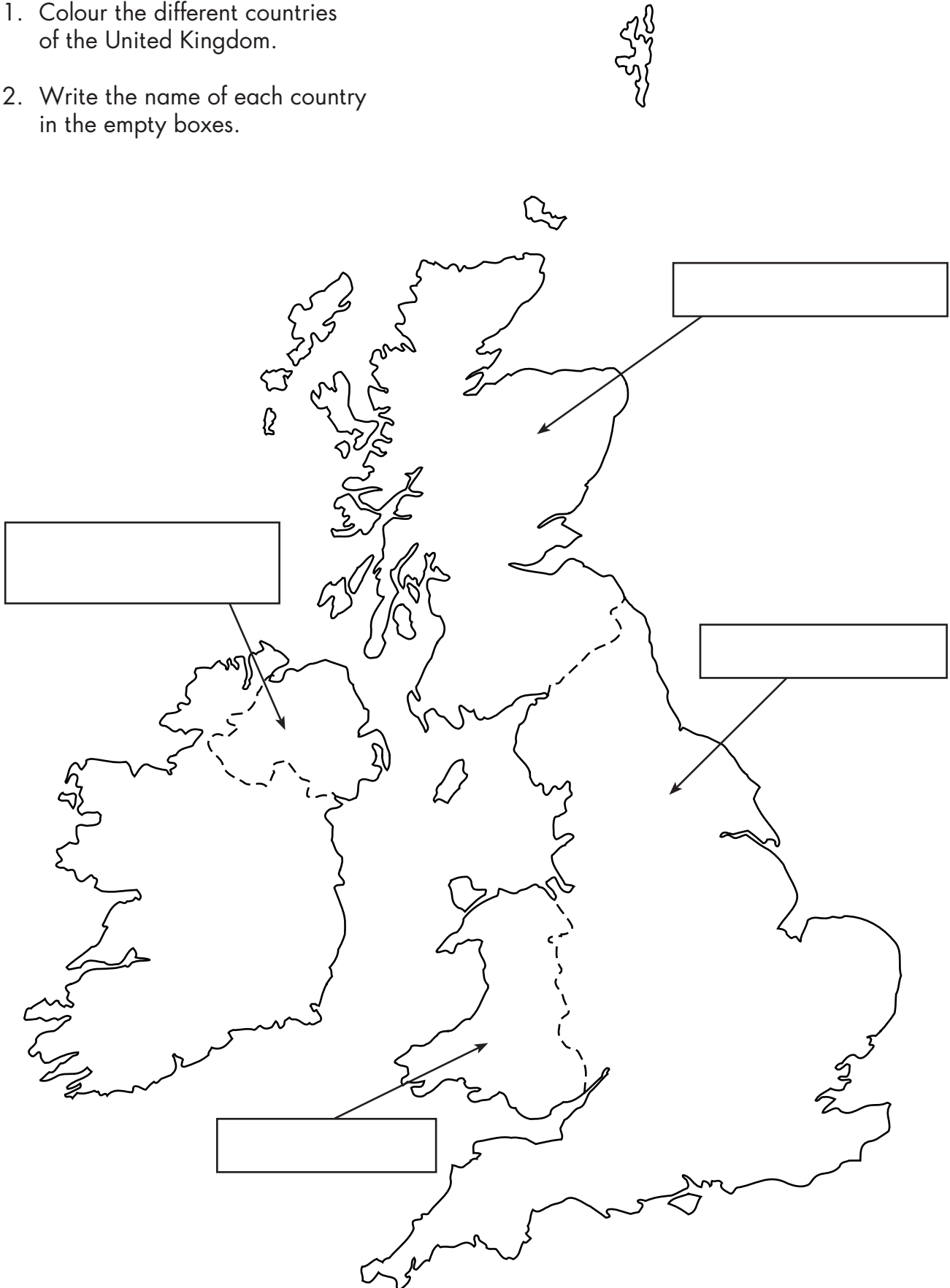
1.
2.
3.

8 The United Kingdom

Name

Where do you live?

1. Colour the different countries of the United Kingdom.
2. Write the name of each country in the empty boxes.



3. Put a dot for your local area and add the name.

9 UK regions

Name

How is the UK divided into different regions?

1. Choose colours for the different regions of the United Kingdom by colouring the empty boxes in the key.

Northern England	
Midlands	
South East	
South West	
Wales	
Scotland	
Northern Ireland	

2. Colour the map using the colour code you have chosen.



3. Working from page 6 of the atlas, write in the names of two important towns or cities in each region. Circle the name if it is a capital city or national capital.




REGION	CITIES	
Northern England		
Midlands		
South East		
South West		
Wales		
Scotland		
Northern Ireland		

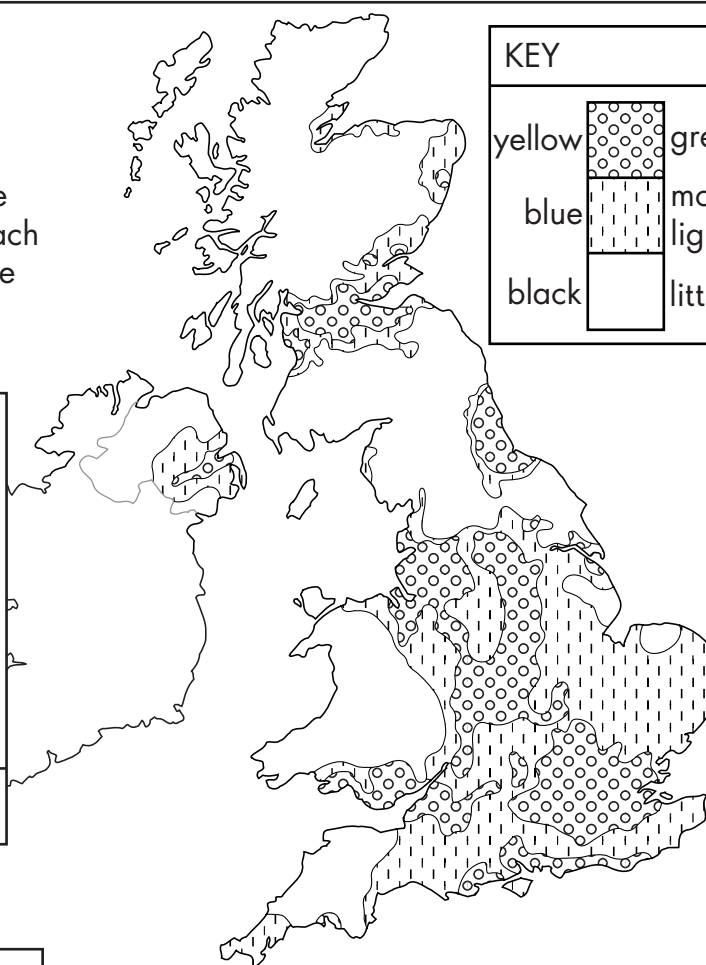
10 City lights

Name

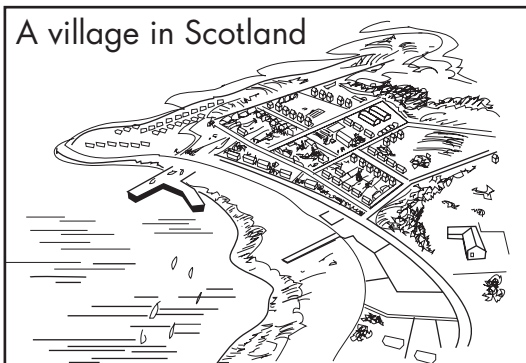
Where do most people live in the UK?

1. Look at page 7 of the atlas and colour the areas of the map using the colours shown in the key.
2. Look at the pictures below of three settlements. Decide on the light each might produce and colour the code box either yellow, blue or black.

KEY		
yellow		great light
blue		moderate light
black		little light

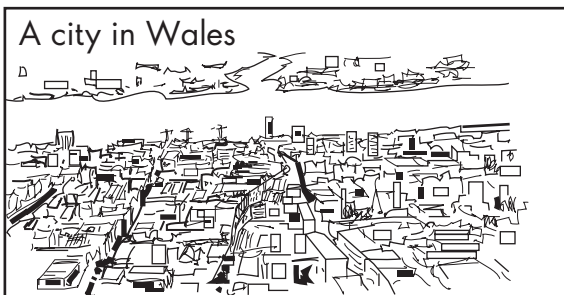


A village in Scotland



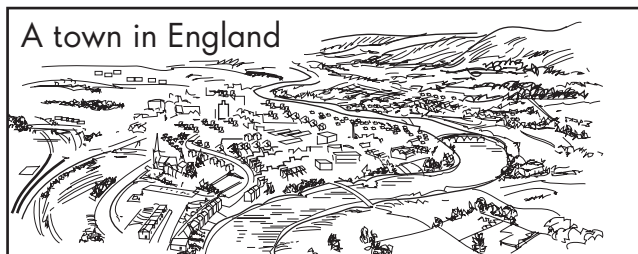
light code

A city in Wales



light code

A town in England



light code

3. Draw lines to link the pictures to sensible places on the map.
4. Draw a picture to represent your own settlement and link it to the map.
5. Compare the map to the population map on page 24 of the atlas. Name three big cities that are in very light areas.

light code

11 UK land use

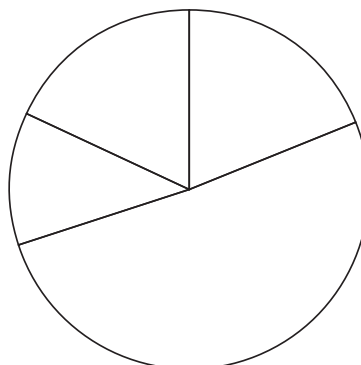
Name

What is the land used for in the UK?

1. Choose colours for each type of land use in the UK by colouring the empty boxes in the key.

Forest and woods	
Built up areas	
Crop farming	
Grassland	

2. Colour the pie chart using the colour code you have chosen.



3. Add the percentage of land in each category to the table below.

LAND USE	PERCENTAGE OF UK LAND AREA
Crop farming	
Grassland	
Forest and woods	
Built up areas	

4. Look at the two satellite images of the British Isles on page 7 of the atlas.

What would you see at night in the North Sea?

Which city can you see in Northern Ireland?

What is covering the mountains in Northern Scotland?

What would you see at night in Eastern England?

What colour is the shallow water?

Name three cities which are visible on the satellite image.

.....

12 Scotland

Name

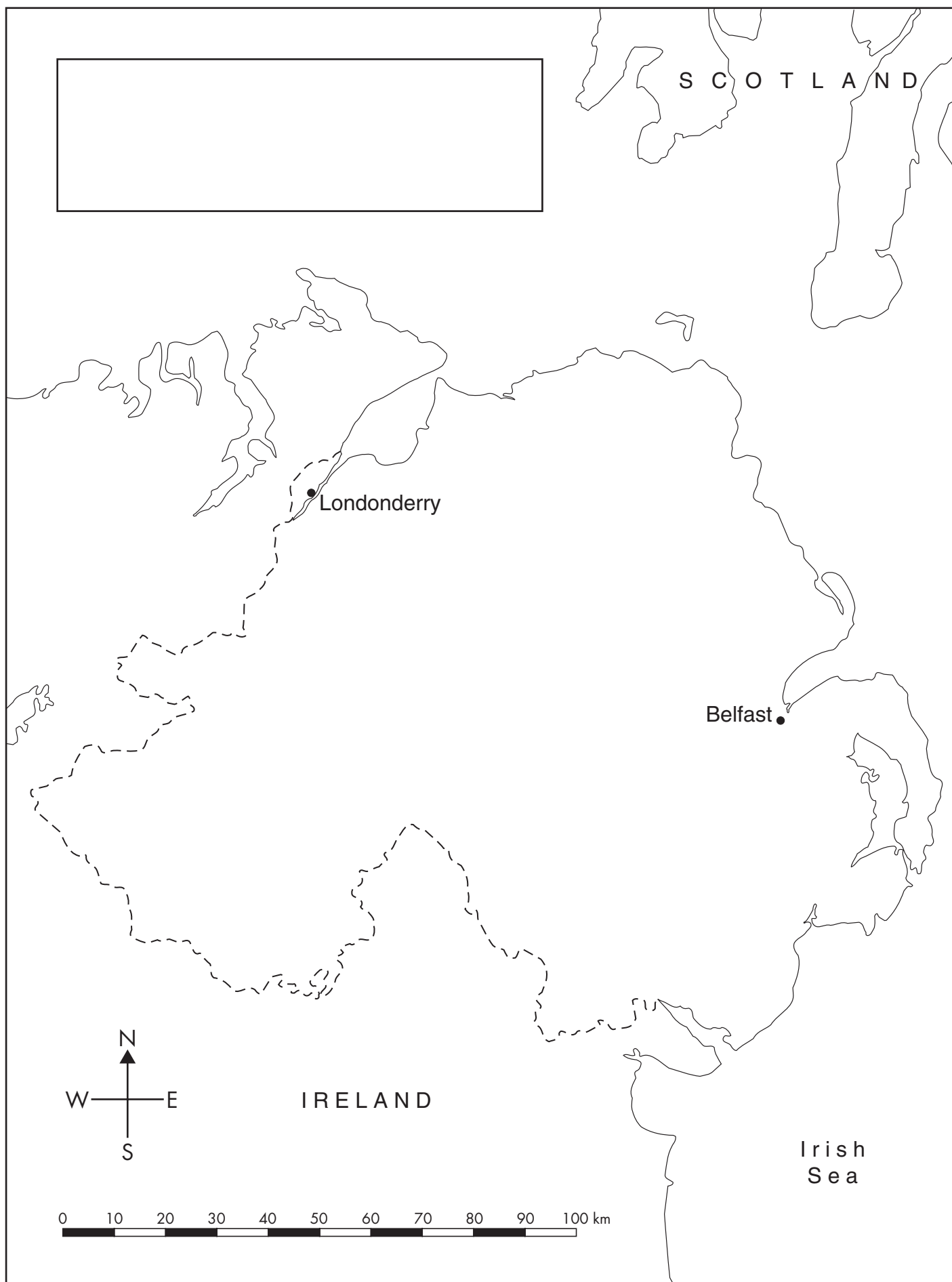
What information am I adding to this map?



13 Northern Ireland

Name

What information am I adding to this map?



14 Wales

Name

What information am I adding to this map?

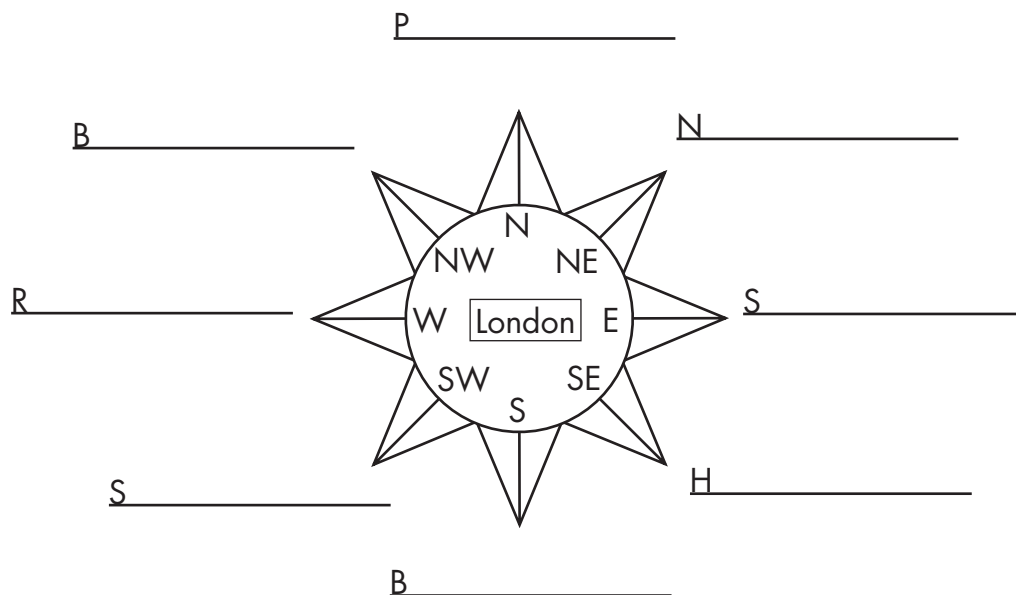


15 Compass directions

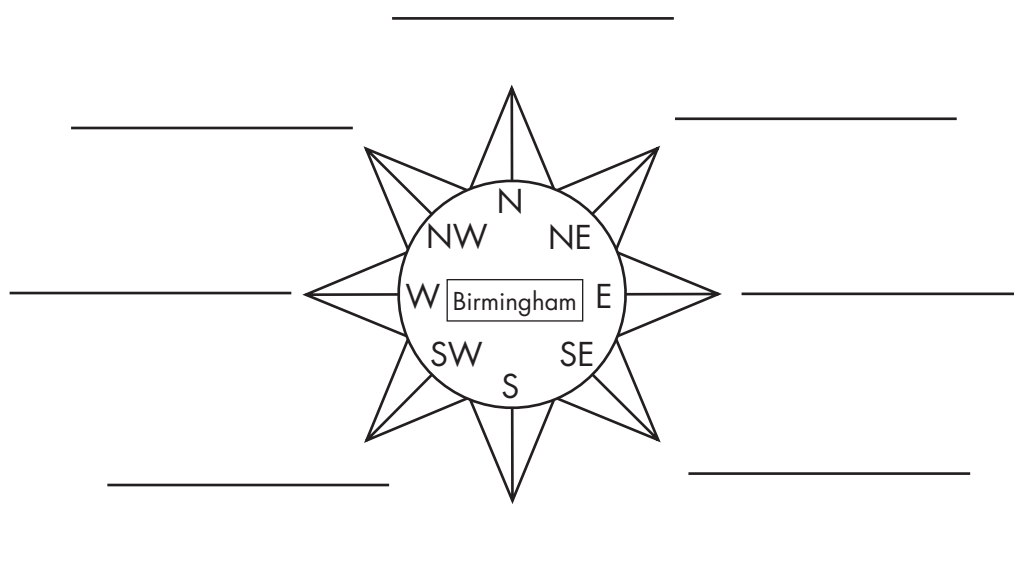
Name

How can compass directions be useful?

1. Name the towns in different compass directions from London.



2. Now name towns in different directions from Birmingham.

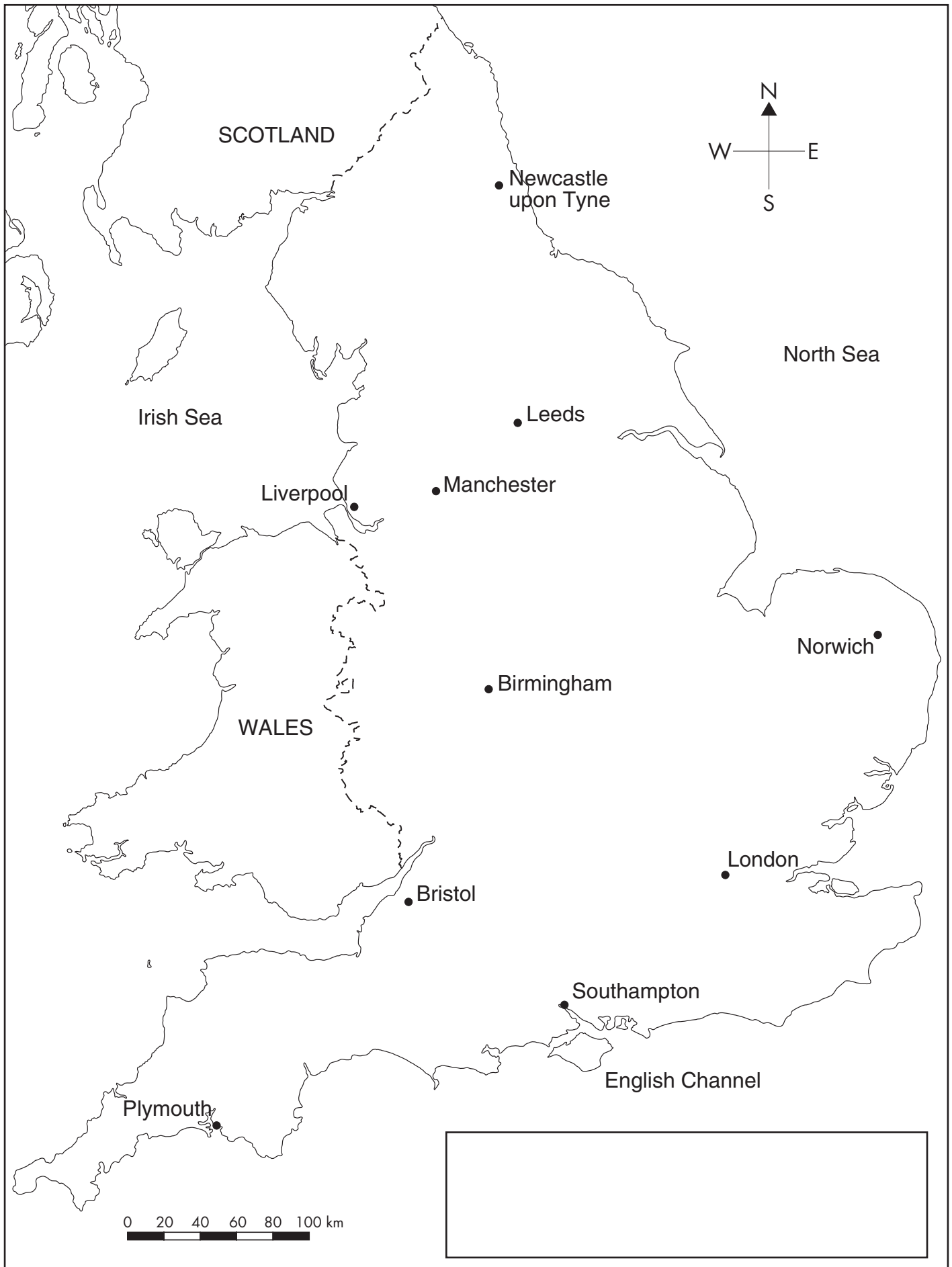


3. Make up a direction dial for your own locality.

16 England

Name

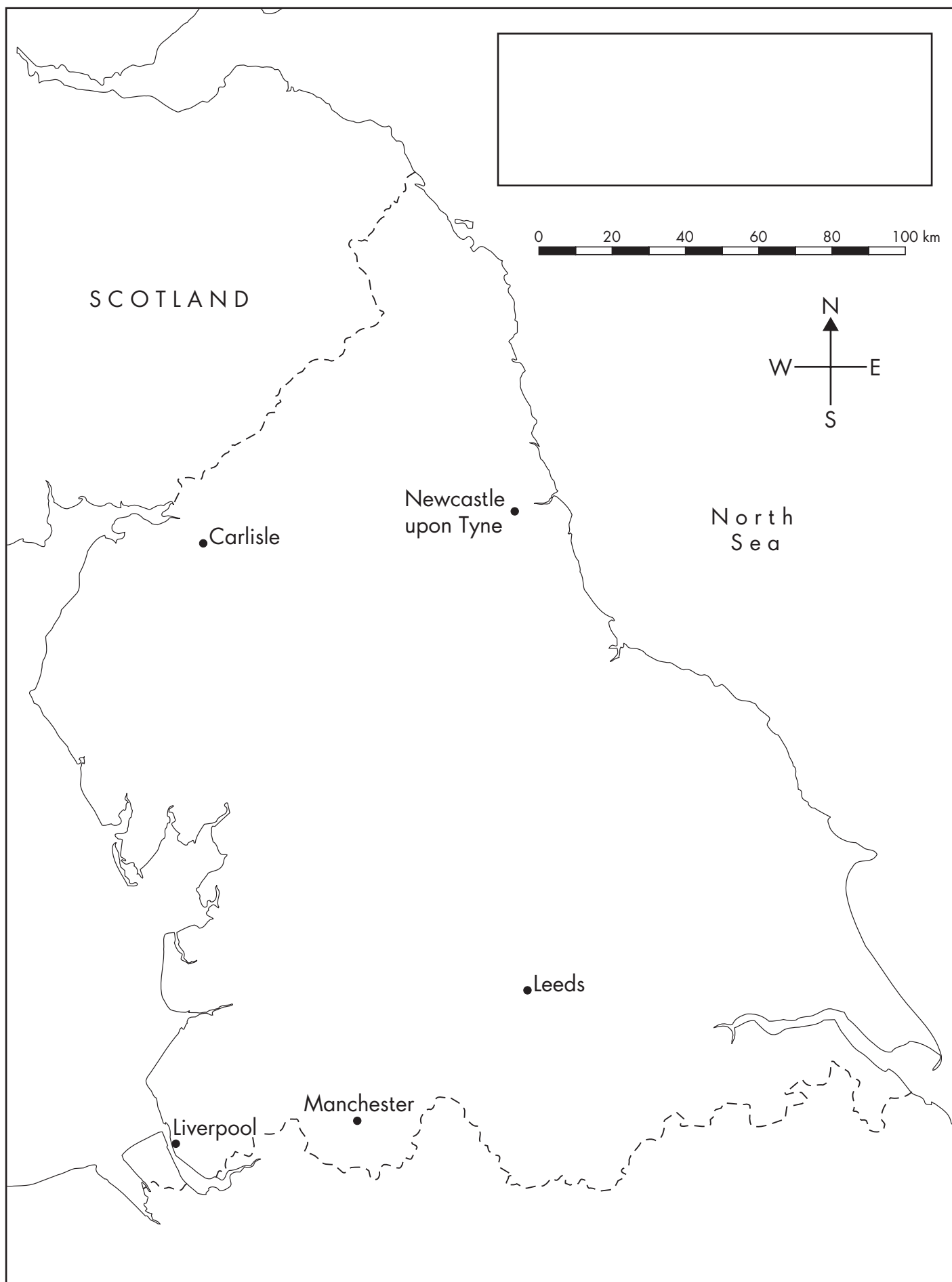
What information am I adding to this map?



17 Northern England

Name

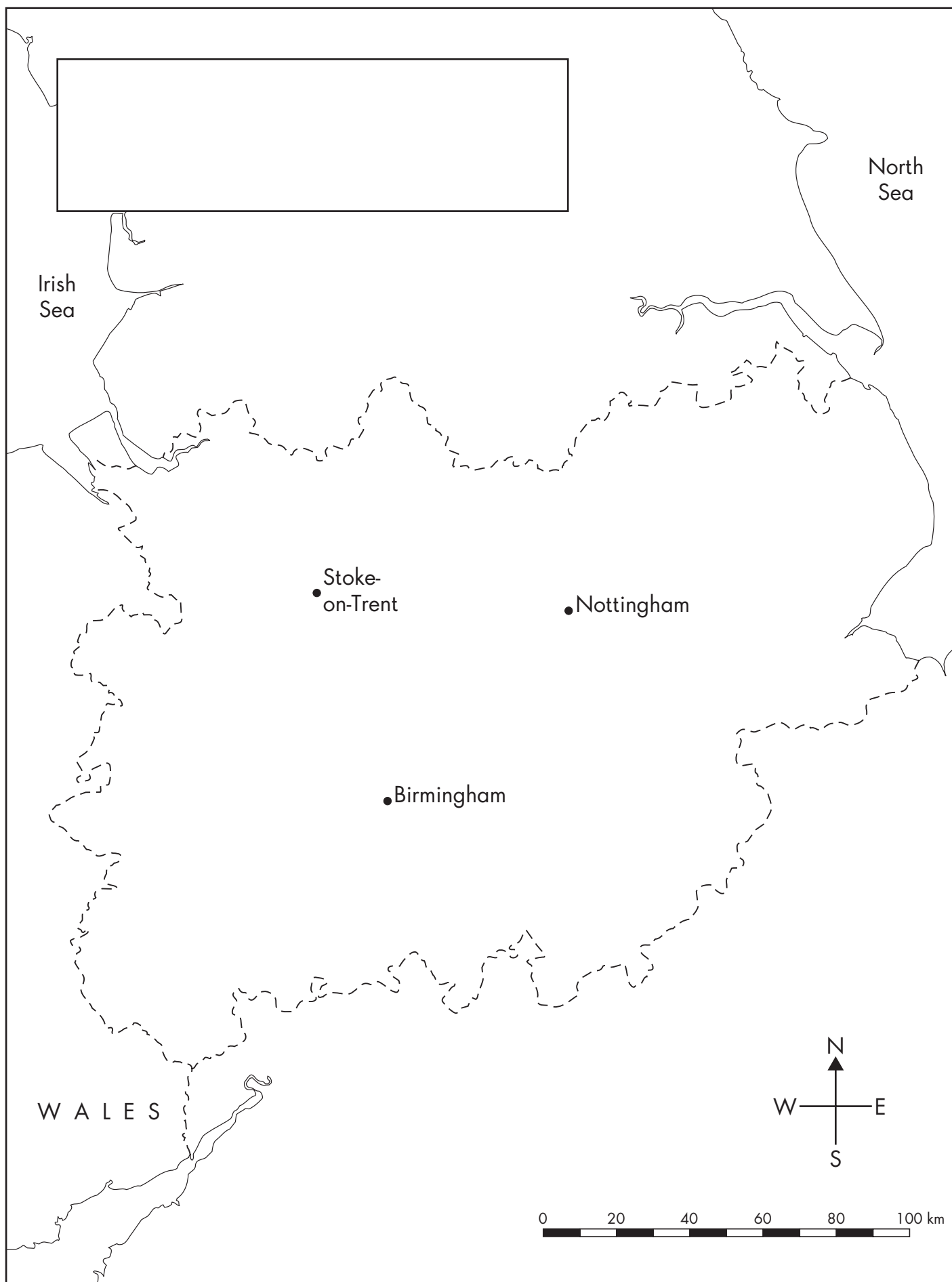
What information am I adding to this map?



18 Midlands

Name

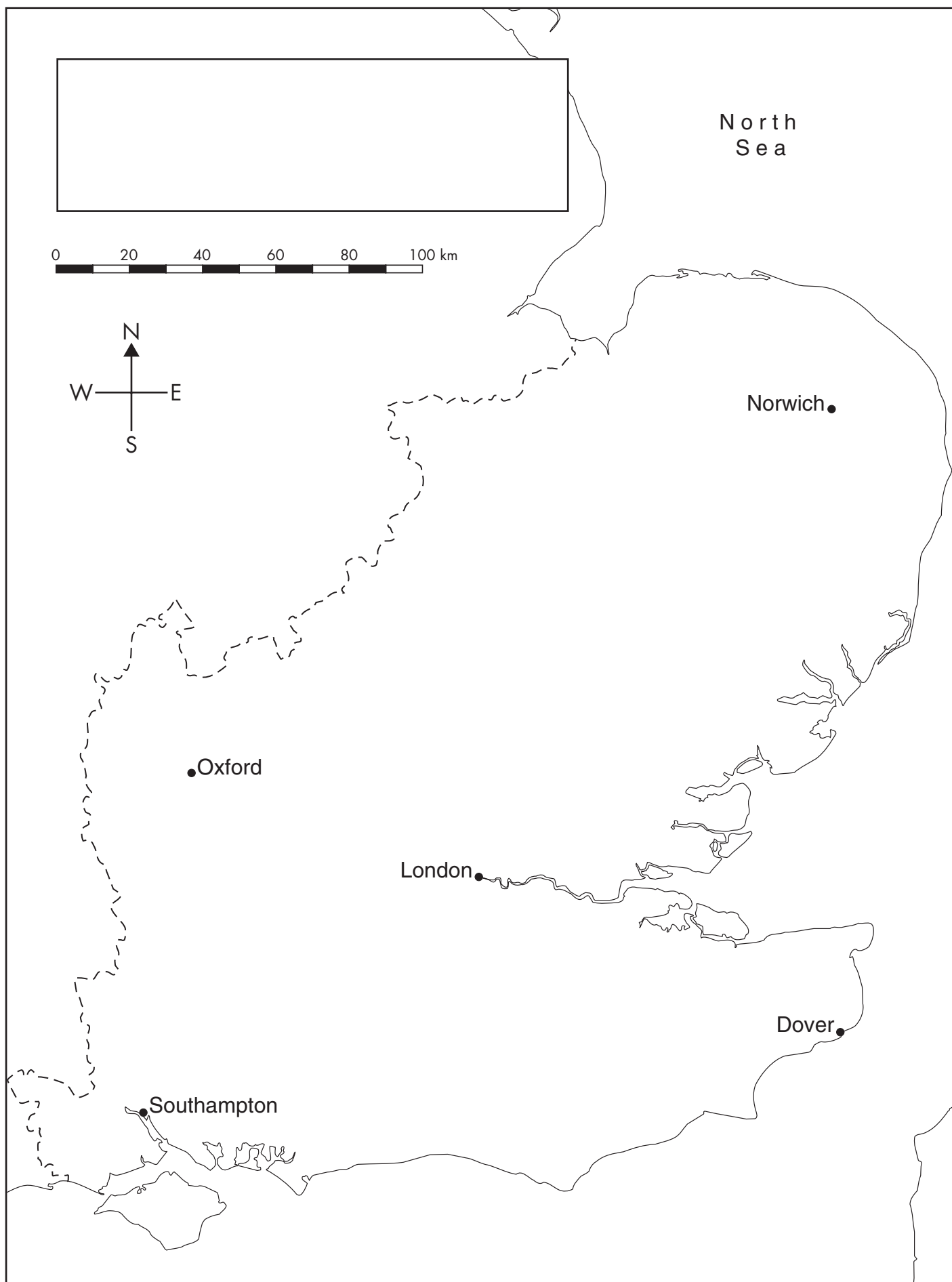
What information am I adding to this map?



19 South East England

Name

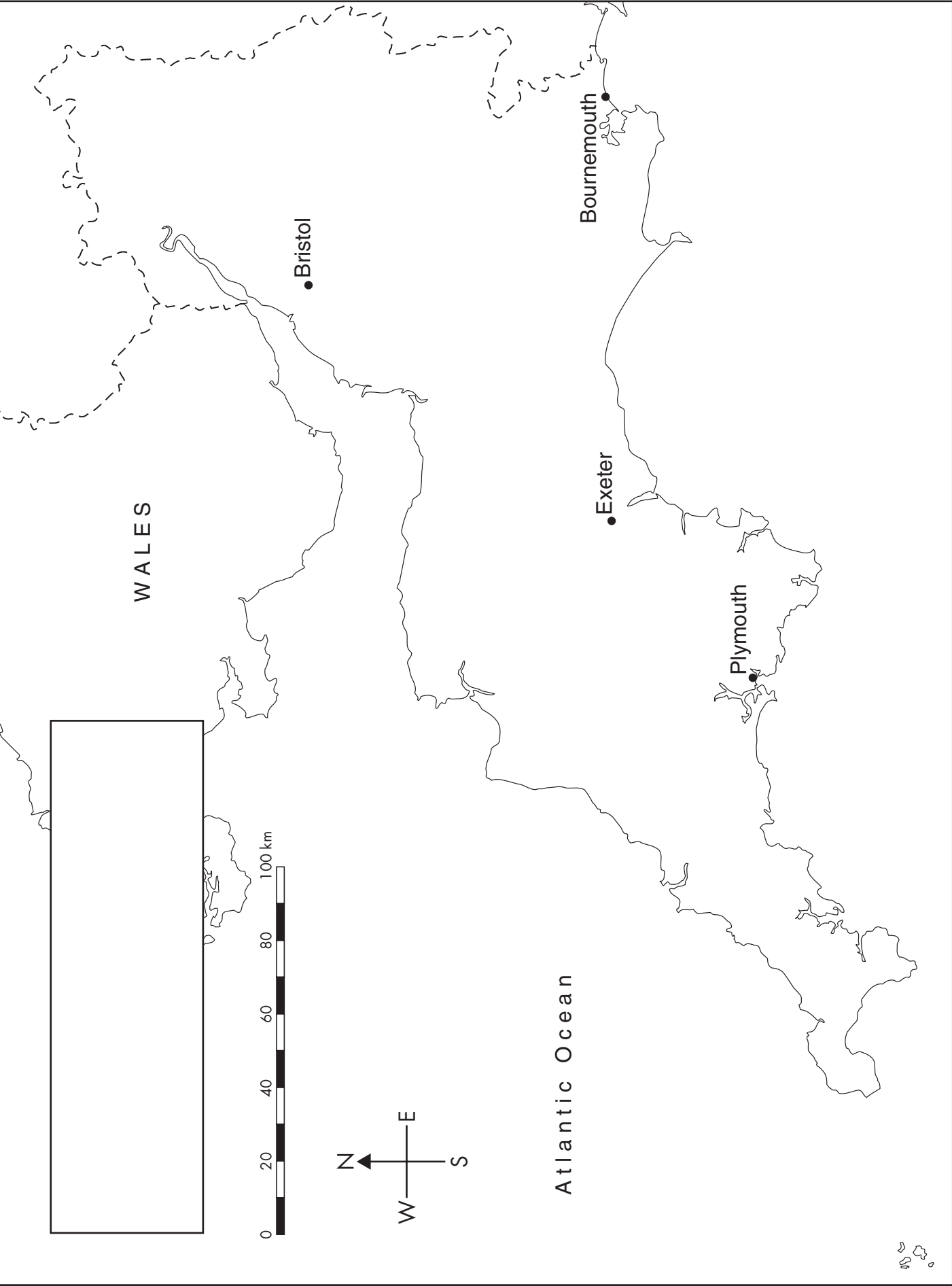
What information am I adding to this map?



20 South West England

Name

What information am I adding to this map?



21 Prehistoric Britain

Name

What were the key events in Prehistoric Britain?

1. Make drawings to show some key events in Prehistoric Britain?

2. Add a date to each drawing.

Trees start to cover the land.

Date

Farming begins.

Date

Britain becomes an island.

Date

Stone buildings and burial chambers.

Date

What are the main buildings that remain from the Iron Age?

1. Make a drawing of a broch and list the brochs shown on the map on page 15

2. Make a drawing of a hill fort and list the hill forts shown on the map.

2. Do you think that it would have been easier to build a hillfort or a broch?

.....

.....

.....

23 Family names

Name

What do names tell us?

The timeline shows when different groups of people arrived in Britain. In the data files below are family names which are clues to these different people.

CELTIC
MacGregor O'Brien Jones Owen Davies

ANGLO-SAXON
<i>(trades)</i> Smith Baker <i>(colours)</i> Green Brown <i>(trees)</i> Alder Birch

FRENCH
Lemar Disney Petit D'Villiers Beaumont

CHINESE
Tang Wong Ming Chow

INDIAN
Singh Khan Patel Kaur

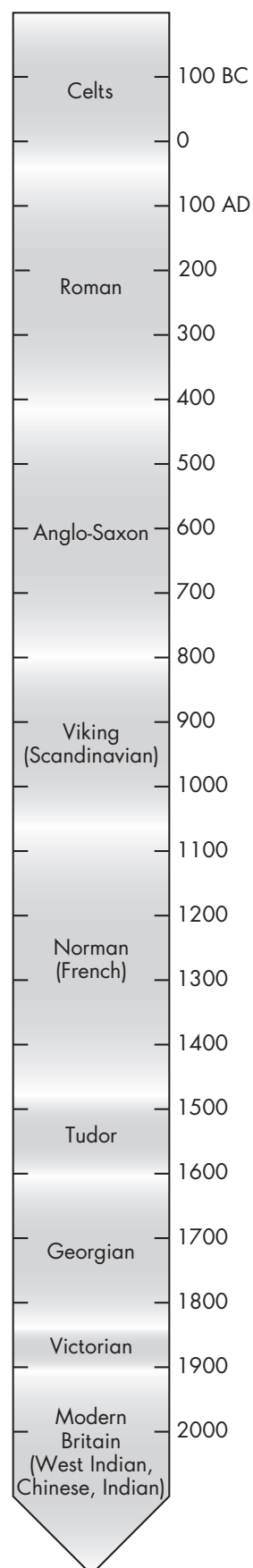
SCANDINAVIAN
Ericson Neilson Olsen

- Using the name clues and information on this page fill in the table to show which group of people the family name might have come from and when that group arrived in Britain.

FAMILY NAME	GROUP	POSSIBLE DATE
Miller		
Larsen		
Dahili		
Ash		
Macmillan		
Chang		
Murphy		

- Now investigate some of the family names in your class in the same way. Make a timeline for your class.

Timeline



24 Language links

Name

Where do words come from?

1. The table shows some common words from other languages which are now part of English. Write each one in the correct box below.

SCANDINAVIAN	FRENCH	CELTIC
sister fjord husband fellow	café garage crayon crown	crag loch coracle bog
LATIN	ITALIAN	ASIAN
circus street school sponge genius	pizza spaghetti volcano umbrella balloon	curry dinghy jungle shampoo bungalow

FOOD	PEOPLE	PLACES	OBJECTS

2. Collect some interesting sounding words from books, newspapers and the local area. Use a large dictionary to help you trace the languages they came from.

WORD	LANGUAGE	WORD	LANGUAGE

25 Historic towns and cities

Name

When did different towns begin?

1. Look for the towns listed in the table on the maps on pages 18-19. Say whether each one was important in Roman, Viking, Tudor or Victorian times. You can tick or colour all four boxes if you need to.

TOWN or CITY	ROMAN	VIKING	TUDOR	VICTORIAN
St Albans				
Chester				
Manchester				
Bristol				
Norwich				
Lincoln				
Leeds				
Exeter				
York				
Edinburgh				
Oxford				
London				

2. Now complete these sentences:

Most Roman towns developed from

The Vikings built towns on river

Many Tudor towns depend on trade

Victorian towns clustered together in

26 Streets and houses

Name

How have houses changed over time?

1. Look at the pictures, descriptions and plans of houses on page 21 of the atlas.
Fill in the table with a tick in the correct boxes.

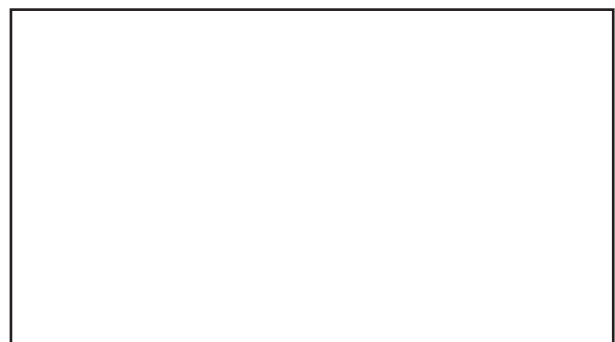
	Tudor	Georgian	Victorian	1930s	1960s	2000
Detached							
Semi-detached							
Terraced							
Back garden bigger than front garden							
Big windows							
Small windows							
Walls made of wooden beams and plaster							
Walls made of brick							
Walls made of concrete							

2. Draw a picture and a plan of a house in your local area.
Fill in the empty column in the table for that house.

PICTURE



PLAN

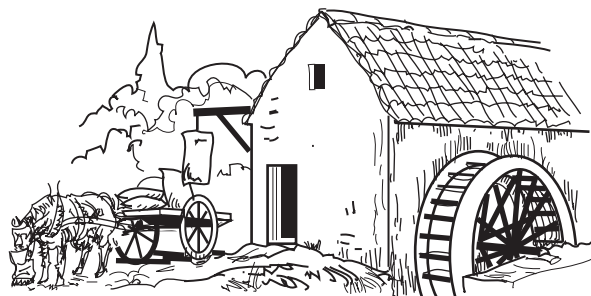
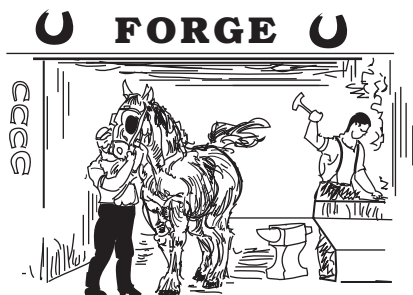
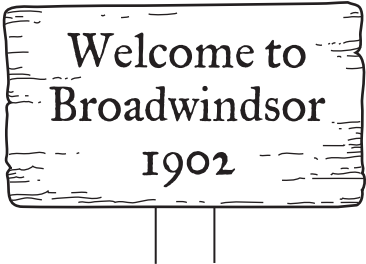
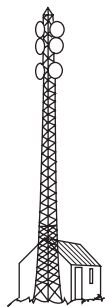


27 Changing villages

Name

How do villages change?

- 1. Colour the pictures.
- 2. Draw lines linking each picture to the correct welcome sign.



- 3. Write down the names of three villages you know.



VILLAGE NAMES
1.
2.
3.

- 4. List the two oldest and two newest features in your local area.

OLDEST	NEWEST

What buildings are essential to every settlement?

1. Here is a list of village buildings. What is each one used for?

BUILDING	WHAT IS IT USED FOR?	CODE
Post Office		
Village Hall		
Housing		
School		
Inn		
Shop		

2. Colour the code box red if the building is essential. Colour the box yellow if it is not so important.
3. Make a list of buildings in the village of Broadwindsor, using page 22 of the atlas, and fill in the table.

BUILDING	WHAT IS IT USED FOR?	CODE

4. Which buildings are essential in each place?
-
-

5. Write a sentence to say why this is.
-
-

29 Village life

Name

Is village life always the same?

1. Look at the village page in the atlas. Use the information to complete the table.

Name of village		
The village today		Main difference from 100 years ago
POPULATION	About how many people live here?	More or less people than today?
BUILDINGS	What are the important buildings?	
TRANSPORT	How do people travel?	

2. Now try the questions for your own area.

Name of settlement		
Your area today		Main difference from 100 years ago
POPULATION	About how many people live here?	More or less people than today?
BUILDINGS	What are the important buildings?	
TRANSPORT	How do people travel?	

3. Now tick the boxes to show how your local area has changed.

NOW	
town or city	
village	
estate or suburb	
farmland	

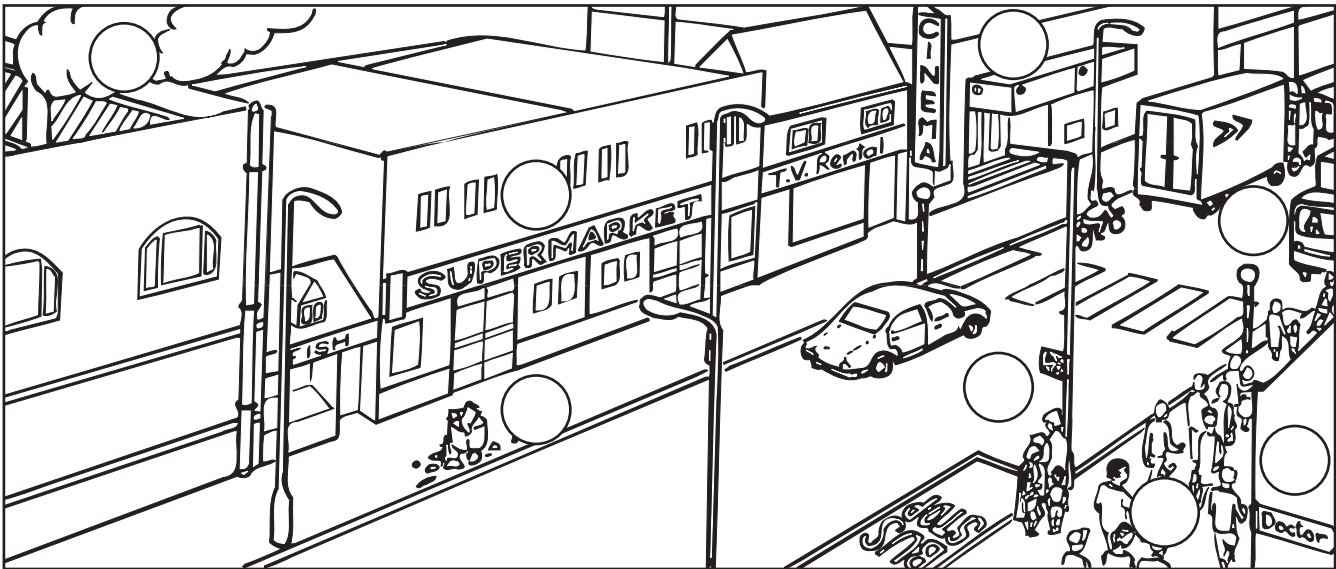
100 YEARS AGO	
town or city	
village	
estate or suburb	
farmland	

4. Imagine your local area in 100 years time. Draw or write down your ideas about changes in population, buildings and transport.

What are the advantages and disadvantages of living in a city?

- 1. Write the numbers from the table in the empty circles in the picture.
- 2. Put a tick against what you think are the two most important advantages and disadvantages of city life.
- 3. Now decide which two advantages and disadvantages would be most important for an old person, and tick the correct boxes in the same way.

ADVANTAGES	FOR ME	FOR OLD PERSON	DISADVANTAGES	FOR ME	FOR OLD PERSON
1. Good shopping			5. Traffic		
2. Good transport			6. Litter		
3. Health service			7. Crowds		
4. Entertainment			8. Fumes		



- 4. Make a list of advantages and disadvantages of living in your own area.

ADVANTAGES	DISADVANTAGES


- 5. Put a star against the things you think are most important.
- 6. Discuss your findings with the other children in your class. Produce a plan for improving a road, building or plot of land in your local area.

31 Empty or crowded?

Name

Is the UK a crowded country?

1. Colour the code boxes in the key.



DESCRIPTION	SYMBOL	CODE
Very crowded		red
Quite crowded		orange
Quite empty		yellow

2. Now colour the map of the United Kingdom using this colour code.

3. Write the names of the cities in the empty boxes, looking at page 18 of your atlas to help you.

E

L

M

B

L

4. Fill in these facts then make up a description of your local area.

Is your local area in the North, South, East or West of the UK?
Is it very crowded, quite crowded or quite empty?
Which is the nearest big city?

What are famous places in London?

1. Using pages 26-27 of the atlas make a list of five famous places that they might like to see in central London. Write a short description of each one.

FAMOUS PLACE	DESCRIPTION
1.	
2.	
3.	
4.	
5.	

2. Some famous places in London were built hundreds of years ago. Colour the places below that existed in Tudor times in red, and colour those that are more recent in green.

The Shard

Westminster Abbey

St Pancras International Railway Station

Olympic Park

Tower of London

Westminster Palace

St Paul's Cathedral

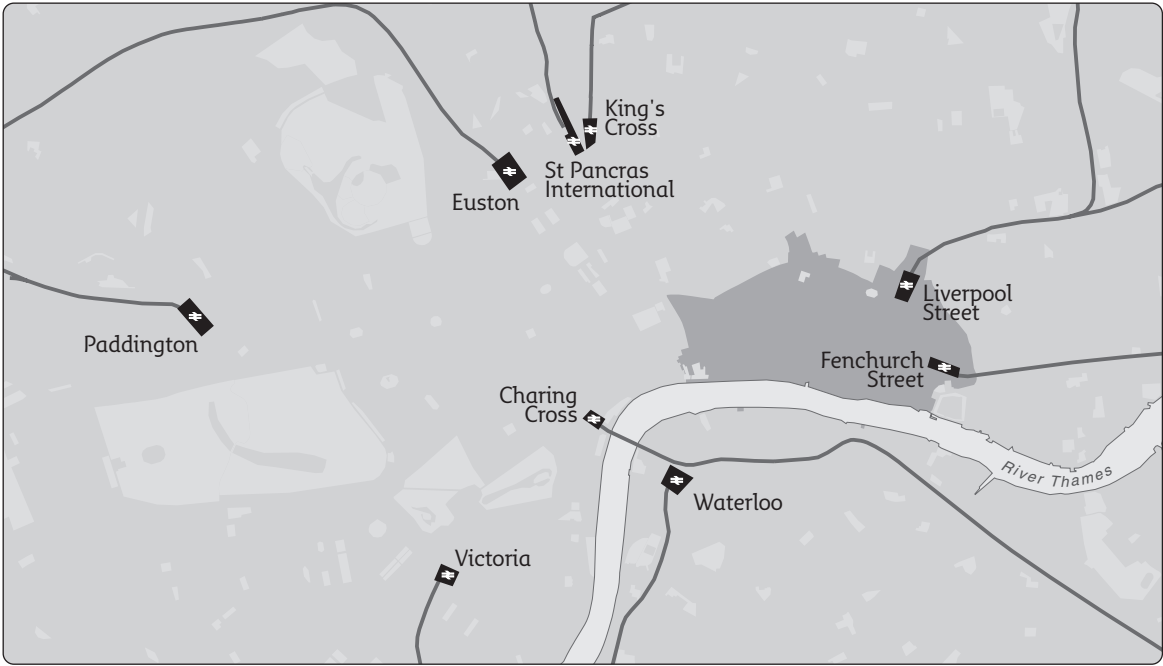
33 Travelling to London

Name

How and why do people visit London?

1. Using the map on page 32, write the names of the cities which are linked to different London stations.

Euston	Kings Cross	Liverpool Street
L _ _ _ _ _	E _ _ _ _ _	N _ _ _ _ _



Paddington	Victoria	Waterloo
B _ _ _ _ _	B _ _ _ _ _	P _ _ _ _ _

3. Write down two reasons why people might want to visit London.

- 1.....
- 2.....

34 DNA clusters

Name



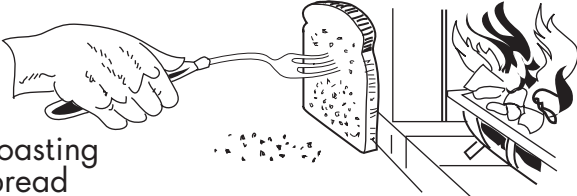
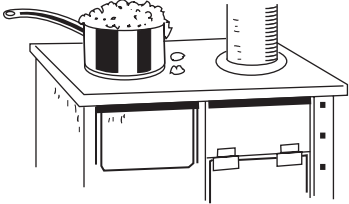
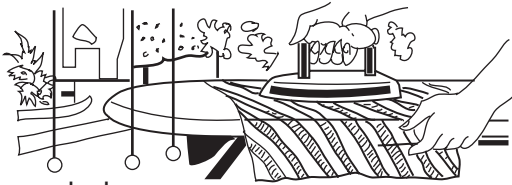
What are the different DNA clusters around the UK?

- 1. How many DNA clusters are shown on the map on page 28?
- 2. Make a list of the cities shown on the map on the table below.
- 3. Say which DNA cluster each city belongs to. Leave a blank space if a city is not part of any cluster at all.
- 4. Colour the code boxes in a way that matches the map.

CITY	DNA CLUSTER	CODE

What makes things work?

1. Here are the ways that energy was used in the home in Victorian times..
Make drawings with labels to show how the same job is done today.

IN VICTORIAN TIMES	NOWADAYS
<div>boiling water</div> 	
<div>heating rooms</div> 	
<div>toasting bread</div> 	
<div>cooking food</div> 	
<div>heating clothes irons</div> 	

2. Make a survey of your school. Put a tick for everything you discover that uses either oil, gas or electricity.

coal													
oil													
gas													
electricity													

3. Which energy source is most popular?.....

36 Nuclear power stations

Name

What are the nuclear power stations in the UK?

1. Working from page 30 of the atlas, make a list of nuclear power stations in the table below.
2. Tick or colour the boxes to show if the power station is in use now, planned for the future, or both.

NUCLEAR POWER STATION	In use now	Planned for the future

3. Write a sentence giving (a) reasons for nuclear power and (b) against nuclear power.

(a)

.....

.....

(b)

.....

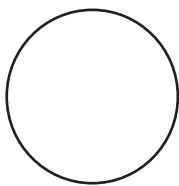
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37 Renewable energy

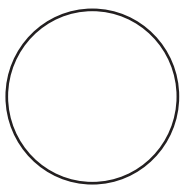
Name

What are the different types of renewable energy?

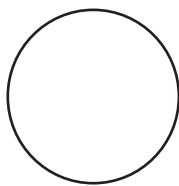
1. Make your own symbols for different types of renewable energy.



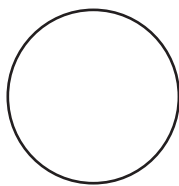
Solar



Wind



Tidal



Hydro

2. Working from page 31 of the atlas, fill in the gaps in the sentences.

Most solar farms are in southern

There are small wind farms in many parts of

There could be a tidal barrage on the River

All the UK hydro power stations are in Wales and

There are plans for new wind farms both on and off

3. Draw the correct symbol in the empty circles.

4. Write a few sentences for and against different types of renewable energy.

.....

.....

.....

.....

.....

.....

38 Road and rail

Name

How can you travel long distances?

1. Draw red lines for these motorways.

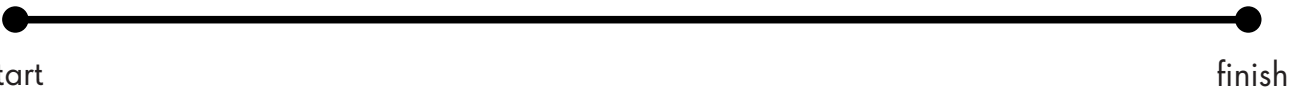
M1	London – Leeds
M20	London – Folkestone
M3	London – Southampton
M4	London – Swansea
M5	Birmingham – Exeter
M6	Birmingham – Carlisle
M11	London – Cambridge
M74	Carlisle – Glasgow

2. Draw green lines for these main railway lines.

London – Newcastle – Edinburgh – Aberdeen
London – Birmingham – Holyhead
London – Exeter – Penzance
London – Manchester – Glasgow
Glasgow – Edinburgh
London – Bristol
London – Brighton



3. Draw a diagram of the motorway or railway line nearest to your area.
Name the start and finish and main places along the way.



39 Local transport problems

Name

Which problems affect your area most?

Make a survey of the traffic problems in your local area.

1. Ask five children (include yourself) which six problems they think are most serious. Colour a square to show each of their answers.
2. Do the same for five adults.
3. Write the total of coloured squares for each problem.

TRAFFIC PROBLEM	CHILDREN					ADULTS					TOTAL
	1	2	3	4	5	1	2	3	4	5	
1. Frequent traffic jams											
2. Not enough parking											
3. Too far from a motorway											
4. Too many heavy lorries											
5. Railway station too far off											
6. Trains unreliable											
7. Buses too slow											
8. Fares too expensive											
9. Not enough crossing places											
10. Not enough safe footpaths											
11. Not enough cycle storage											
12. More bus or tram lanes needed											
13. Transport information difficult to find											

4. Using the totals, which are the three biggest problems in your local area?

1. 2.
3.

5. Make a report for the rest of the class listing ways of improving the problems. Use maps, diagrams and pictures to help others to understand your ideas.

Does transport matter?

Here are some ways people make journeys.

1. For each method of transport tick the advantages.

	speedy	convenient goes where you want to go	saves fuel	healthy	doesn't spoil environment
bus					
walking					
tram					
car					
cycling					
train					

2. How often do you use different ways of travelling? Tick the boxes.

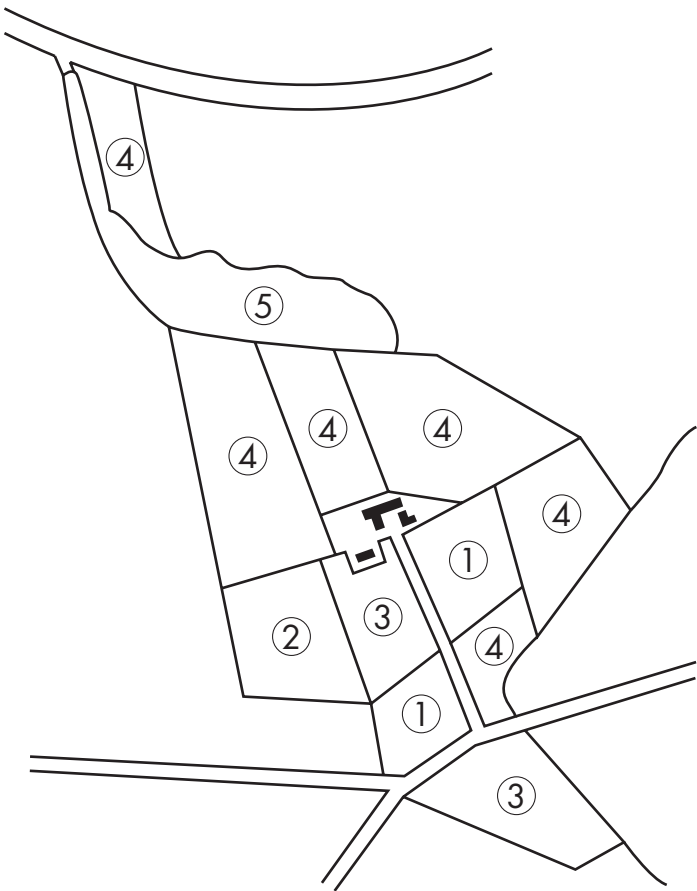
	DAILY	WEEKLY	SOMETIMES	NEVER
bus				
walking				
tram				
car				
cycling				
train				

3. How would you describe your travel pattern?

I have to go where I'm taken	
I use several different ways of travelling each week	
I just want to go places as quickly as possible	
I like playing and being outside	

4. How could you improve your travel pattern?

How is land used?



- 1. Working from page 37 find out what crops are grown in the fields numbered on the plans above, and write your answers in the table.
- 2. Find out what other land use there is on the farm and write your answers in the table.
- 3. Colour the code boxes in the table.
- 4. Colour the plan of the farm using this code.
- 5. Say why the farmer might change the pattern of crops next year.

CROPS	CODE
①	orange
②	red
③	green

OTHER LAND USE	CODE
④	brown
⑤	yellow

.....
.....

What is the best way to grow crops?

1. Colour these drawings of the things which might help to grow prize cauliflowers.



selected seeds



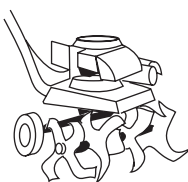
weed killer



fertilizer



insecticide

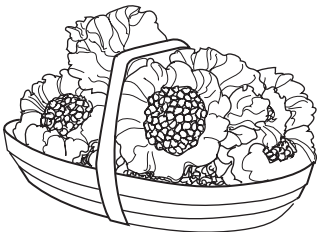
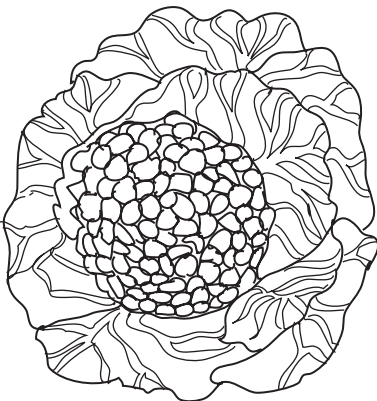


rotavator

2. Use the pictures to help you fill in the list of things to grow prize cauliflowers

LIST

.....→
.....→
.....→
.....→
.....→



prize cauliflowers

3. Look again at the drawings at the top of the page. Write each thing next to the sentence that describes it best.

..... Kills bugs, but kills all other insects as well.
..... Controls weeds but can leave behind dangerous chemicals.
..... Increases the size of plants but can poison soil.
..... Saves a lot of hard work but expensive and noisy to use.
..... Produces good plants but may increase the risk of disease.

4. Some people are worried that we use too many chemicals on our crops.
Write a sentence or two of your own explaining the dangers.

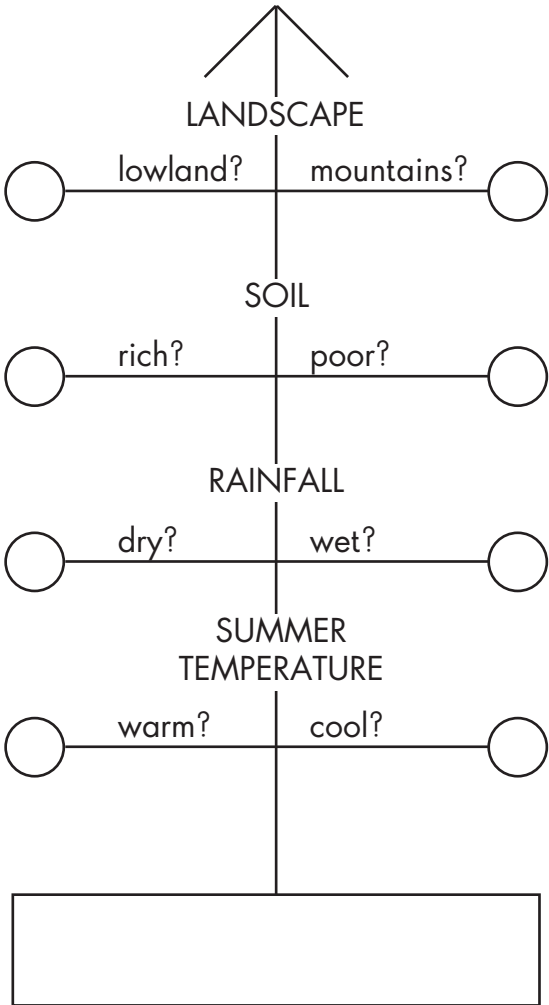
.....
.....
.....

What affects the character of farms?

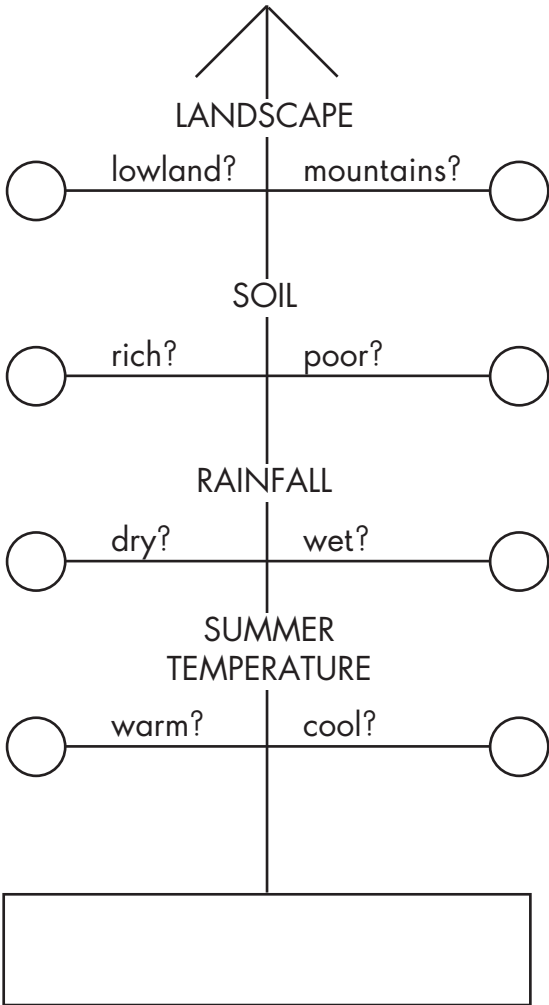
1. Read the descriptions of the two different farms.
2. Complete the "decision tree" diagrams by colouring one of the circles on each branch.
3. Working from page 36 of the atlas, list the crops or animals at each farm in the space underneath.

CROP FARM	Halfway Farm is in flat country with rich soil. It has a dry climate with warm summers.
HILL FARM	Cwm Farm is in the mountains of Wales. The soil is thin. It rains a lot and the summers are cool.

HALFWAY FARM



CWM FARM



How do farming issues affect me?

This questionnaire is about farming issues.

- 1. Read the statements. If you agree colour the box green. If you disagree put a cross.
- 2. Now ask five other people for their views. Colour or cross in the same way.

FARMING ISSUES	MY ANSWER
It worries me that supermarket food travels hundreds of miles to reach the shelves.	
I don't like the idea of pesticides and fertilizers getting into the soil and my food.	
I should always try to buy food from local or UK farmers.	
Hedges don't really matter.	
I like to eat meat quite often even if animals have to be kept in crowded conditions to keep up the supply.	

5 OTHER PEOPLE				
1	2	3	4	5

- 3. On which issue do most people DISAGREE with you?

.....

- 4. Write three reasons to try and change their minds.

- 1.
.....
- 2.
.....
- 3.
.....
.....

Which foods are farmed in the UK?

1. Find out which of the following foods are grown or produced in the UK. Pages 36-37 of your atlas will help for most of them. Colour circles using green for foods that can be produced in the UK and red for foods that cannot.

CEREALS

Wheat	<input type="radio"/>
Oats	<input type="radio"/>
Barley	<input type="radio"/>
Rice	<input type="radio"/>

FRUIT

Apples	<input type="radio"/>
Pears	<input type="radio"/>
Bananas	<input type="radio"/>
Oranges	<input type="radio"/>

DAIRY

Milk	<input type="radio"/>
Butter	<input type="radio"/>
Cheese	<input type="radio"/>
Yoghurt	<input type="radio"/>

MEAT

Beef	<input type="radio"/>
Lamb	<input type="radio"/>
Pork	<input type="radio"/>
Chicken	<input type="radio"/>

VEGETABLES

Potatoes	<input type="radio"/>
Carrots	<input type="radio"/>
Cabbage	<input type="radio"/>
Peas	<input type="radio"/>

SWEET FOODS

Sugar cane	<input type="radio"/>
Sugar beet	<input type="radio"/>
Honey	<input type="radio"/>
Cocoa beans	<input type="radio"/>

2. Why do you think that not all crops can be grown in the UK?

.....

.....

3. Draw and label a picture of your favourite meal. Can all, most, or none of it be grown or farmed in the UK?

What types of leisure are there?

1. Using page 38 of your atlas find examples of three different types of tourist attraction.

HISTORIC	COAST AND COUNTRYSIDE	SPORT AND ENTERTAINMENT

2. Here is a list of tourist attractions and leisure places.
Write them in the best circle set below.

castle

swimming pool

lake

cinema

cathedral

race track

theme park

pier

abbey

museum

country park

beach

historic

coast and countryside

sport and entertainment

3. Now list tourist attractions and leisure places in your own area.
Don't forget places that are free to go in like parks and museums.

HISTORIC	COAST AND COUNTRYSIDE	SPORT AND ENTERTAINMENT

4. Make a map of your local area showing a visitor where leisure places are.
What improvements could you add?

Where do we like to go on holiday?

1. Using the information on pages 38-39 of your atlas colour the countries on the map which are popular with UK tourists.



2. Make a list of the advantages of travelling abroad for your holidays compared to holidays in the UK.

	ADVANTAGES OF HAVING HOLIDAYS IN THE UK	ADVANTAGES OF TRAVELLING TO OTHER COUNTRIES FOR YOUR HOLIDAYS
Cost		
Time spent travelling		
Places to visit		
Weather		
Language		
Food		

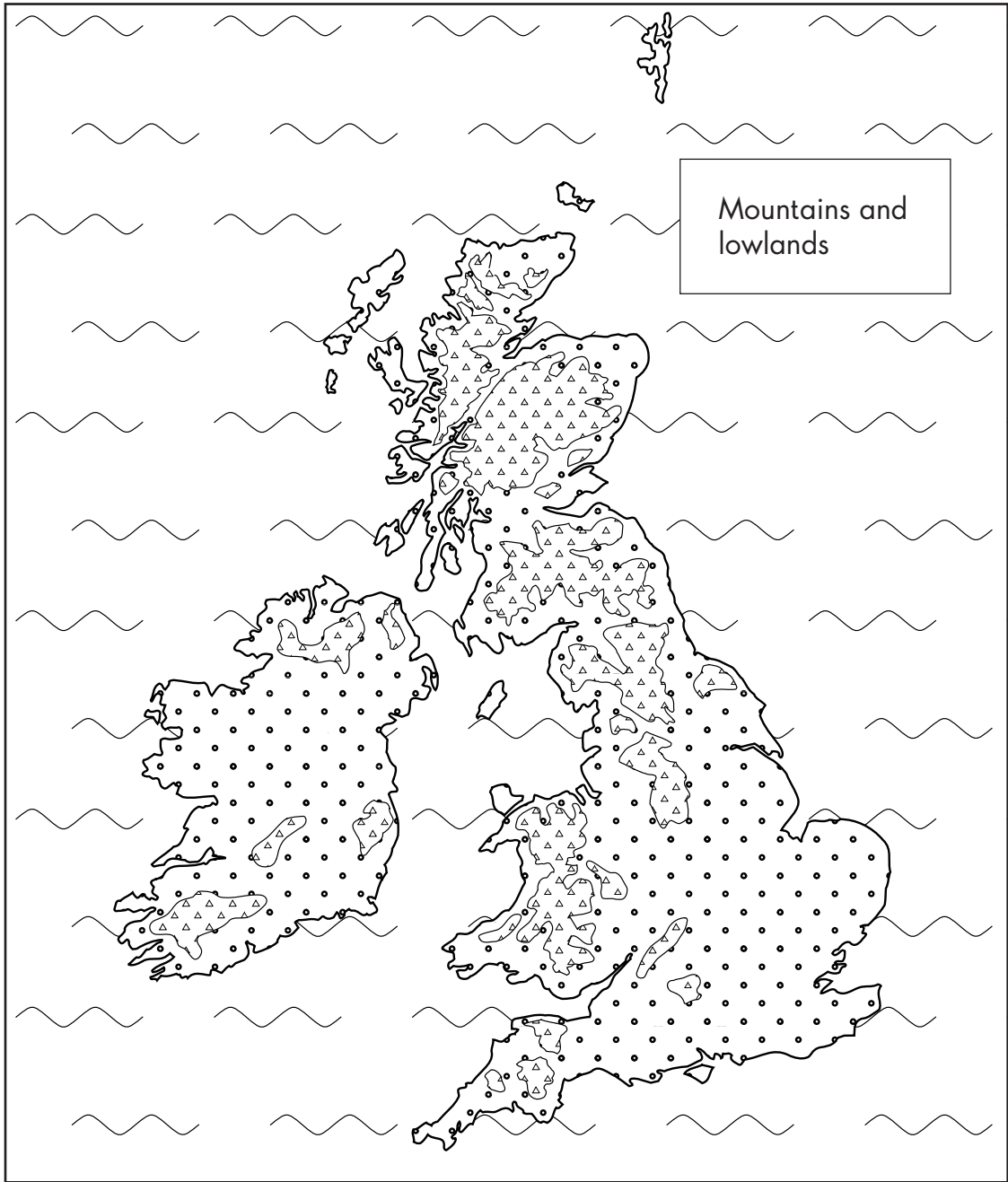
48 Mountains and lowlands

Name

How can you show mountains and lowlands on maps?

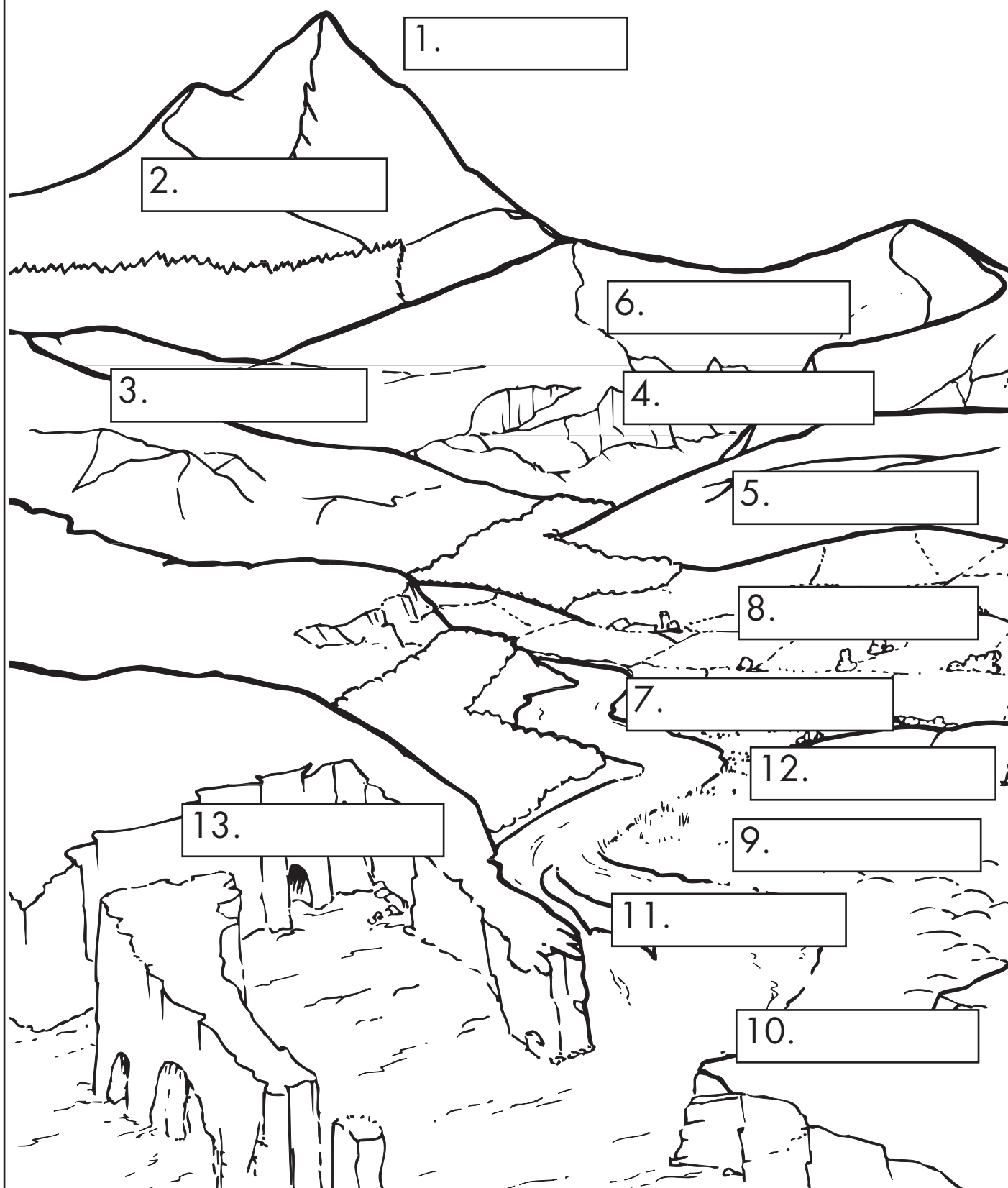
- 1. Colour the code boxes in the key opposite.
- 2. Using these codes colour the map of the United Kingdom and Ireland.

Mountains (over 200 metres)		brown
Lowlands (under 200 metres)		green
Sea		blue



What is a landscape?

1. Working from page 41 of the atlas, label the landscape features shown on the picture.



2. Make a list of the highland and lowland features on a separate piece of paper.

50 Landscape features




Name

Can you describe your local landscape?

1. Using page 41 of the atlas, look at these landscape features. Write C next to coastal features and M next to mountain features.

		C	M			C	M
1	Peak			9	Sand dunes		
2	Mountains			10	Beach		
3	Upland and moors			11	Delta		
4	Rock outcrop and crags			12	Marshland		
5	Hills and downs			13	Cliffs		
6	Steep slope			14	Caves		
7	River			15	Arch		
8	Lowlands			16	Stack		

2. Choose three of your local landscape features. Draw them and write their local name. Put a tick if they appear on local maps.

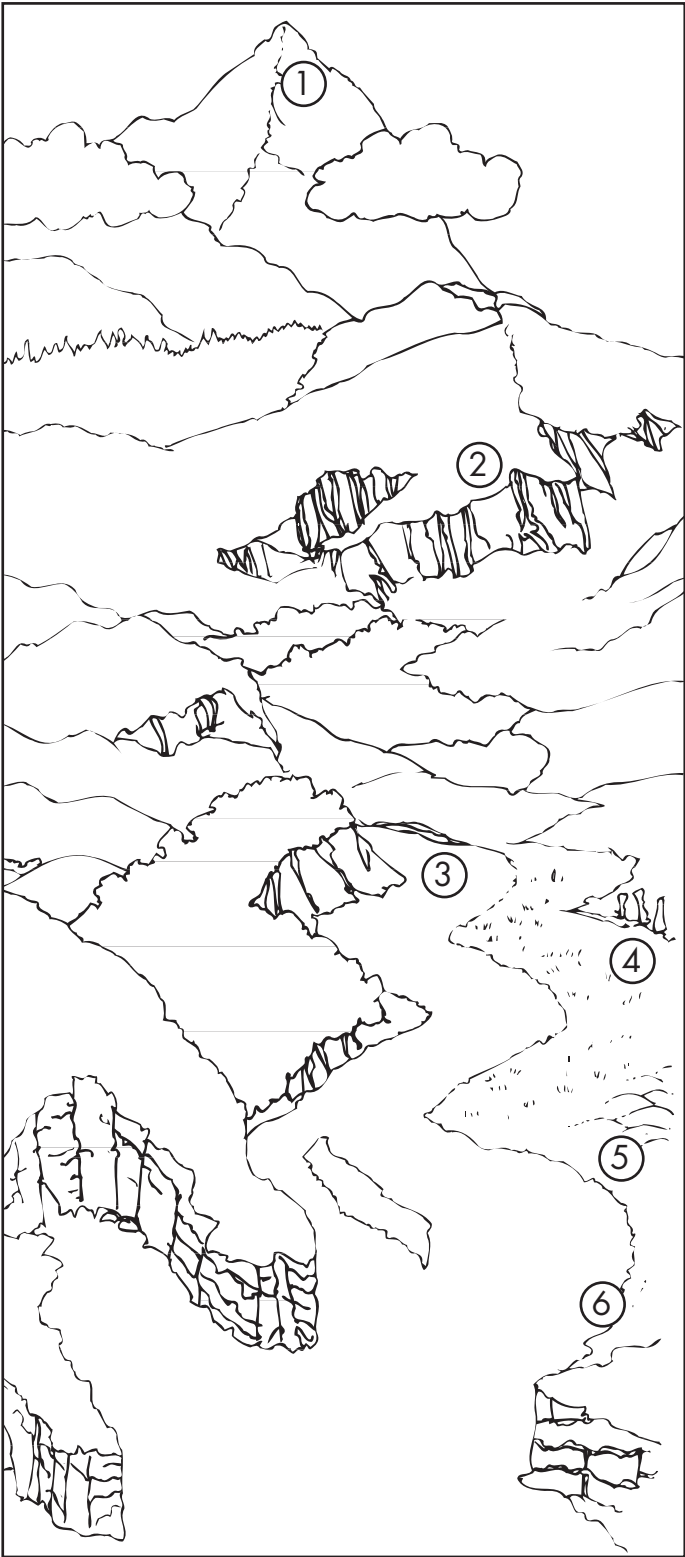
1.		2.							
Name		Name							
3.		3. Put a tick to describe your local area.							
Name		<table border="1"> <tr> <td>on the coast</td> <td></td> </tr> <tr> <td>near the coast</td> <td></td> </tr> <tr> <td>inland</td> <td></td> </tr> </table>		on the coast		near the coast		inland	
on the coast									
near the coast									
inland									
		4. Write a sentence to describe your local landscape to visitors.							

51 Using the landscape

Name

How do people use the Mountain and Lowland landscapes?

- 1. Working from page 41 of the atlas, say why the activities listed in the table might happen at the place marked on the picture.
- 2. Colour the picture.



1. MOUNTAINEERING

2. HANG GLIDING

3. CANOEING

4. BIRD WATCHING

5. PICNICKING

6. SWIMMING

How are rocks used?



1. This is a picture of Cromer, a seaside town in Norfolk. Use the numbers on the table to see how rocks have been made into building materials. Use the picture to help you to fill in the empty boxes.

ROCK	HOW USED	WHAT IS IT USED FOR?	COLOUR CODE	
1. Ragstone	Cut into blocks		yellow	
2. Slate	Split into thin tiles		blue	
3. Clay	Baked to make bricks and tiles		red	
4. Granite	Mixed with tarmac to make a hard surface		black	
5. Limestone	Ground into powder for plaster		green	
6. Sand and limestone	Mixed together to make concrete		brown	

2. Fill in the colour code boxes. Then colour the picture at the top of the page using the code.

3. Make a picture to show rocks in the streets near your school.

53 Ways of eroding

Name

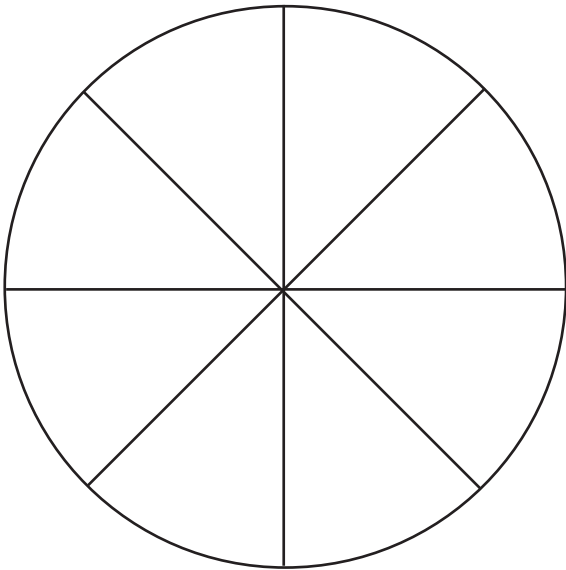
How does erosion affect the environment?

- 1. Our surroundings are changed by the action of water, wind and temperature changes caused by sunshine or frost.
- 2. Look around the school site for evidence of change and erosion.
Write down where you saw the evidence.
- 3. For each type of erosion show how it was caused by colouring the box.

WATER Blue	TEMPERATURE Green	WIND Yellow
---------------	----------------------	----------------

EROSION CLUES	WHERE?	COLOUR
1. Where puddles happen		
2. Broken parts of the roof		
3. Cracks in walls		
4. Blistered paint		
5. Marks down walls		
6. Cracks in the ground		
7. Something faded		
8. A CLUE OF YOUR OWN		

- 4. For each colour box colour a part of the pie chart.
- 5. Which sort of erosion is most affecting your school?
.....
.....
- 6. Draw a picture or write a description of your school in the future if nothing is done about erosion.



What is a river?

1. Working from page 42 of the atlas, draw these rivers on the map and label them.

- Severn
- Wye
- Thames
- Tay
- Trent
- Spey
- Great Ouse
- Clyde



2. Decide if each river flows into the Atlantic Ocean or North Sea and write them in the correct column in the table.

Atlantic Ocean	
North Sea	

Atlantic Ocean

English Channel

3. Use a local map to make a list of rivers in your area.

55 The journey of a river

Name

What are the features of a river?

1. Write the words from the list in the correct boxes on the picture.

- 1. Stream
- 2. Valley
- 3. Waterfall
- 4. Gorge
- 5. Tributaries
- 6. Meanders
- 7. Estuary
- 8. Sea

2. Use these words to help you write a few sentences about the journey of the river.

.....

.....

.....

.....

.....

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.....

.....

.....

.....

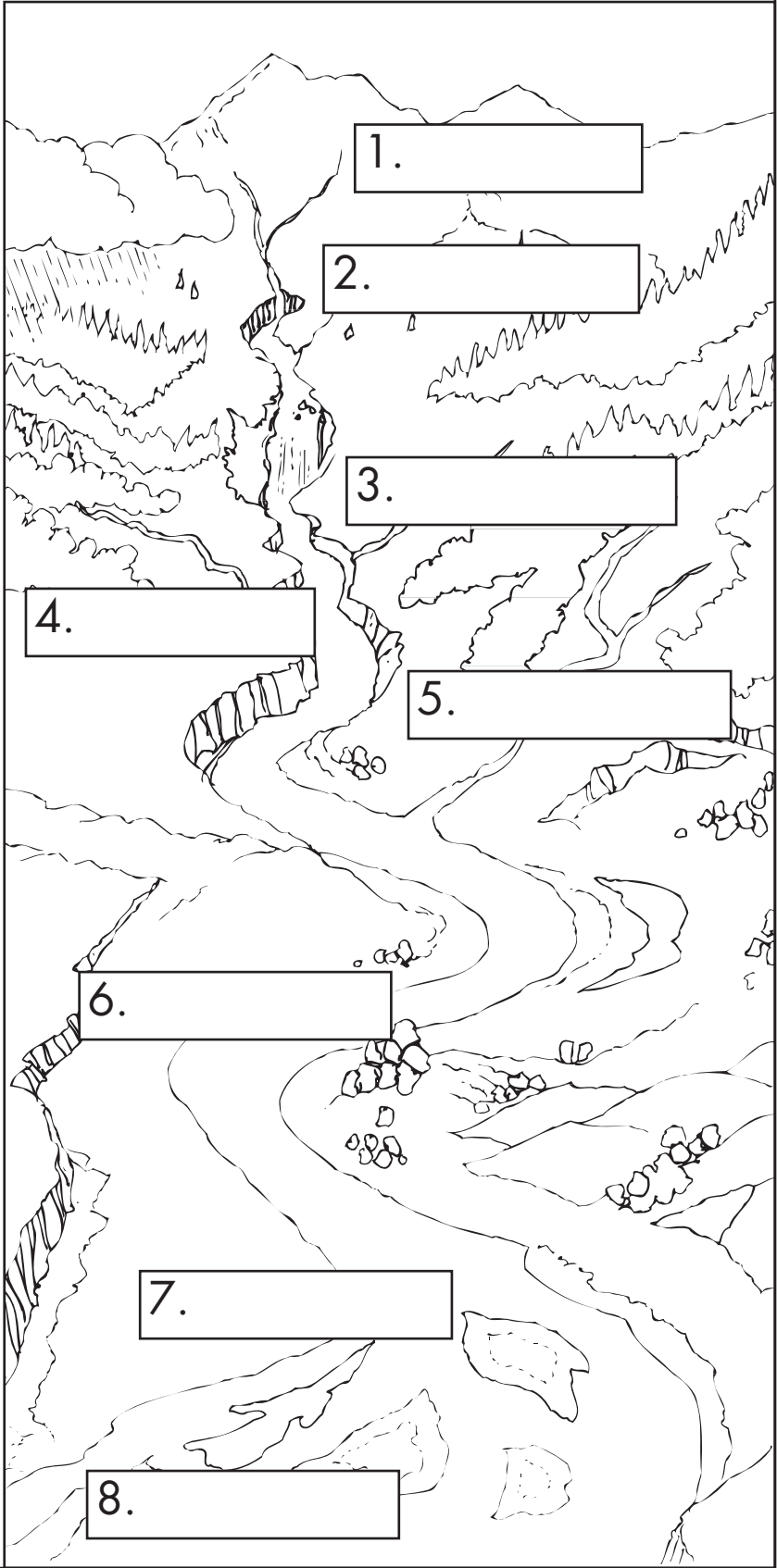
.....

.....

.....

.....

.....



What is the difference between a headland, bay and island?

- 1. Draw simple maps of a headland, bay (firth) and island in the boxes below.
- 2. Using the maps on page 45 and pages 8–13, name some examples to go with your maps.

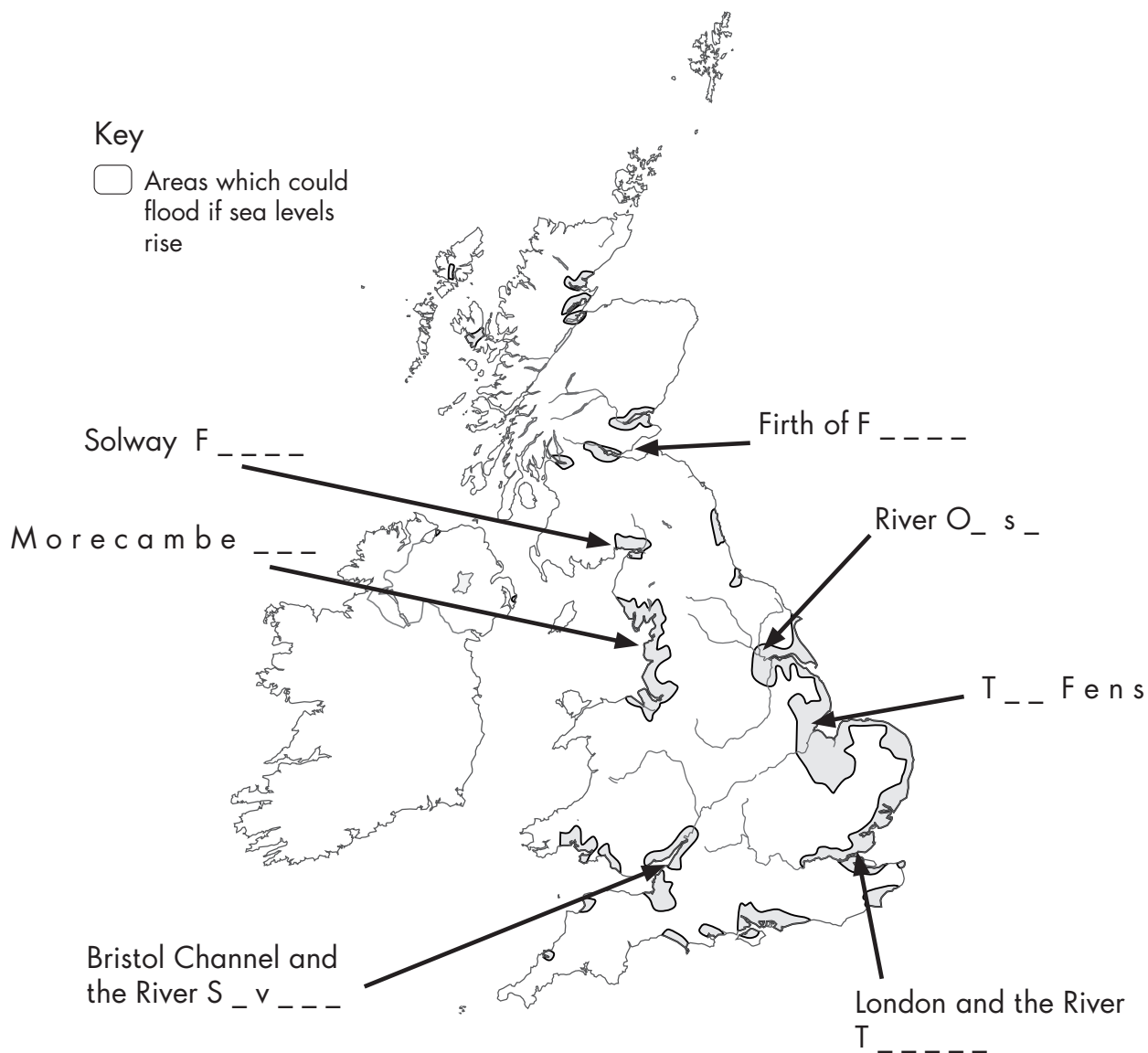
HEADLAND	

BAY	

ISLAND	

Which places might flood if sea levels rise?

1. Colour the map and key to show places that could flood if global warming causes sea levels to rise.



2. Using page 42 of your atlas complete the place names on the map above.

3. Say how you think the flood risk could be reduced.

.....

.....

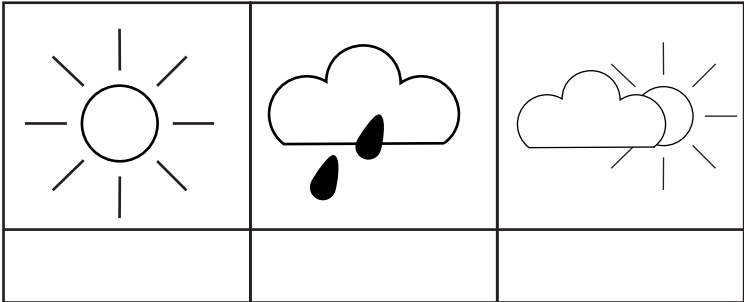
.....

.....

What should we wear on holiday?

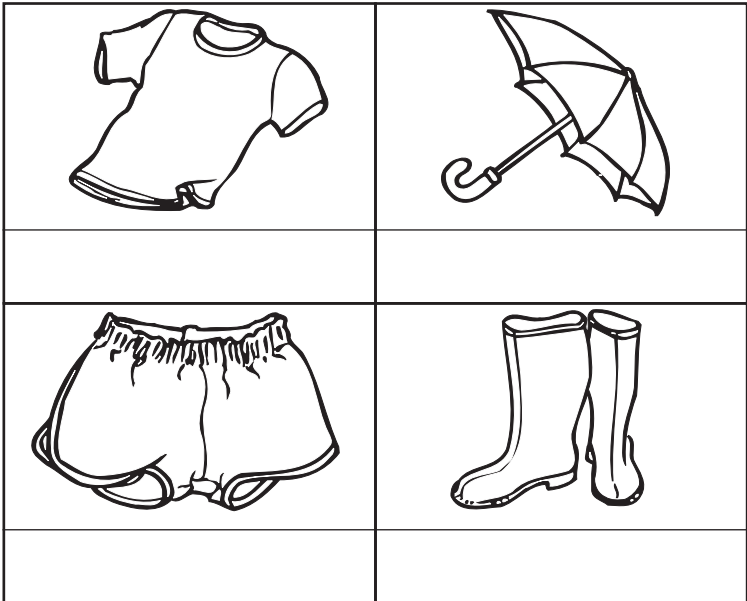
1. Colour the weather symbols and label them using these words.

sunny rainy sun and cloud

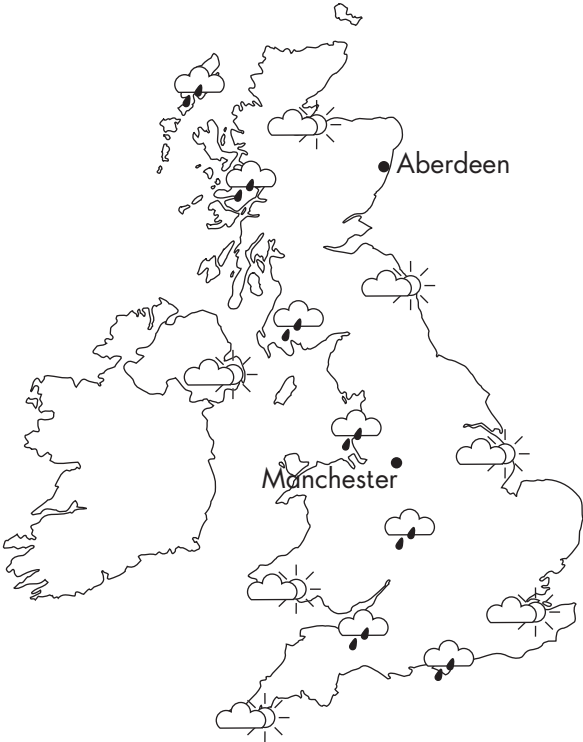


2. Now colour the clothes and label them using the words from the list.

T shirt
Umbrella
Shorts
Boots



3. Using the map, decide on the weather and the clothes needed in Aberdeen and Manchester.



PLACE	Aberdeen
WEATHER	
CLOTHES NEEDED	

PLACE	Manchester
WEATHER	
CLOTHES NEEDED	

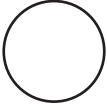




59 Recording the weather

Name





How can we record changes in the weather?

1. Label the cloud cover symbols using these words.

clear sky, sky covered, mostly cloudy, half cloud, some cloud

				
--	--	--	---	--

2. Make drawings of different wind conditions.
You might use flags, smoke, waves or leaves.

CALM	GENTLE BREEZE	STRONG WIND	GALE
			

3. Add the correct number from the key opposite to show the wind speed in kilometres per hour.

KEY

0 →	10 →	30 →	70 →
-----	------	------	------

4. Make a survey of cloud cover and wind speed at different times at your school during the day.

TIME	CLOUD COVER	WIND SPEED

Does the weather affect the way people live?

1. Read about weather and life in Chembakolli in India in the table below.
Now write the details for your own area.

DISTANT PLACE

ADDRESS OF PLACE	
Name	Chembakolli
Nearest city	Kozhikode (Calicut)
Country	India
Continent	Asia
WEATHER	
Rain	Two seasons, one very wet, one very dry
Sun	Usually quite hot with overhead sun
Wind	Not much wind but occasional storms
DAILY LIFE	
Clothes	Light and cool
Water	In the dry season water is precious
Buildings	Single storey, small windows, shady courtyards

YOUR LOCAL AREA

ADDRESS OF PLACE	
Name	
Nearest city	
Country	
Continent	
WEATHER	
Rain	
Sun	
Wind	
DAILY LIFE	
Clothes	
Water	
Buildings	

2. What is the main way the weather in your area differs from the place in India?

.....

3. Record the weather today. How warm?

Sunny? Rainy? Windy?

4. How will the weather affect what you wear or do today?

.....

.....

What happens when we get extreme weather in the UK?

1. Look at the newspaper headlines below. Using a map of the UK, arrow in each headline to the affected part of the UK.

FLOODS!
2009 - Heavy rain and strong winds swept across the country, with the worst flooding in Cumbria and the Lake District.

HAILSTORM!
1843 - One of the country's worst ever hailstorms left piles of hailstones up to 1.5 metres deep in East Anglia.



FLOODS!
2015 - Heavy rain caused the River Ouse to rise 5 metres above normal, flooding low lying parts of York.

HEATWAVE!
1976 - Parts of southwest England went for 45 days without rain in July and August as the UK experienced the hottest summer since records began.

HURRICANE!
1987 - About 15 million trees were blown over when a great storm hit southern England.

ICY!
1683 - The winter was so cold the River Thames froze over and people were able to walk across the ice.

2. What can people in the UK do to be prepared for extreme weather such as flooding or strong winds?

.....

.....

.....

62 Threatened wildlife

Name

Which UK endangered and threatened animals have you seen?

1. The list below shows some of the endangered and threatened animal species in the UK. Complete the wordsearch, marking the species that you have seen in the wild in the UK in green, and the species that you have never seen in red.

K	W	J	E	Z	U	D	Y	I	P	U	M	H	Z	P	M	R	T	I
O	I	Y	U	Q	F	T	U	P	C	V	B	O	I	M	W	A	U	T
C	U	C	K	O	O	M	P	P	U	S	L	K	Z	T	D	E	R	S
J	H	E	F	E	R	I	T	E	M	I	S	F	E	H	C	Y	T	I
R	E	D	B	A	C	K	E	D	S	H	R	I	K	E	J	G	L	I
D	O	R	M	O	U	S	E	R	L	R	H	O	A	F	E	N	E	V
A	H	C	E	G	W	A	T	E	R	V	O	L	E	L	T	I	D	C
I	O	F	O	T	O	R	V	H	S	L	O	W	W	O	R	M	O	O
F	O	N	A	U	R	Q	G	R	A	S	S	S	N	A	K	E	V	D
R	K	T	N	A	T	T	E	R	J	A	C	K	T	O	A	D	E	C
M	A	R	S	H	F	R	I	T	I	L	L	A	R	Y	C	K	Y	U
B	R	O	W	N	H	A	R	E	I	U	Y	O	H	D	E	O	C	N
U	S	E	N	E	E	M	W	V	O	K	P	O	R	P	O	I	S	E
S	A	N	D	L	I	Z	A	R	D	G	U	Q	E	U	Z	K	R	I
S	O	N	G	T	H	R	U	S	H	H	E	D	G	E	H	O	G	I
O	T	T	E	R	I	C	A	X	D	V	K	F	F	N	S	P	M	M
E	E	S	K	Y	L	A	R	K	W	I	T	A	U	O	G	O	P	C
R	U	E	D	G	P	I	Y	U	T	T	S	Q	X	N	F	T	O	T
R	E	D	S	Q	U	I	R	R	E	L	J	F	X	F	F	P	P	N

Brown hare
Cod
Cuckoo
Dormouse
Hedgehog
Grass snake

Marsh Fritillary
Natterjack toad
Otter
Porpoise
Red-backed shrike
Red squirrel

Sand Lizard
Slow worm
Skylark
Song thrush
Turtle Dove
Water vole

2. List the species that you have seen and compare it to other children's lists in your class. Why are you more likely to see some species of animals than others?

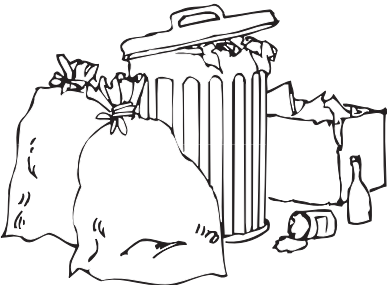
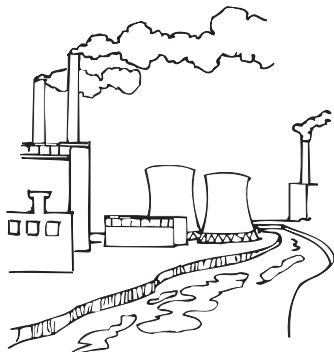
63 Types of pollution

Name

What is pollution?

1. Label the pollution drawings below.

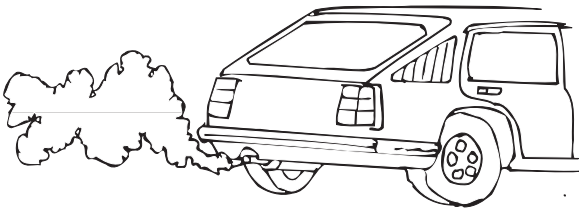
car fumes rubbish vandalism factory waste derelict buildings noise



.....

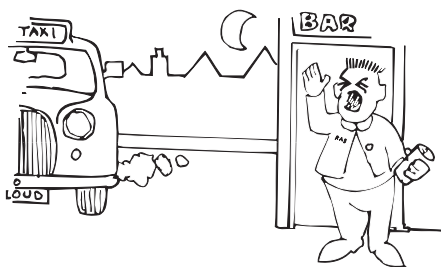
.....

.....



.....

.....



.....

2. List the different examples in the table opposite and some more of your own.
3. Add one of the letters from the code below to show if the pollution affects land, air or sea.

Land pollution L
Air pollution A
Water pollution W

POLLUTION	TYPE

What environmental problems affect habitats in the UK?

1. Using pages 48 and 49 of the atlas, make files on the environmental problems using your own words. The first one has been done for you.

PROBLEM Too many car journeys
RESULT Car fumes pollute the air
WHAT CAN YOU DO TO HELP? Walk short journeys instead of travelling by car

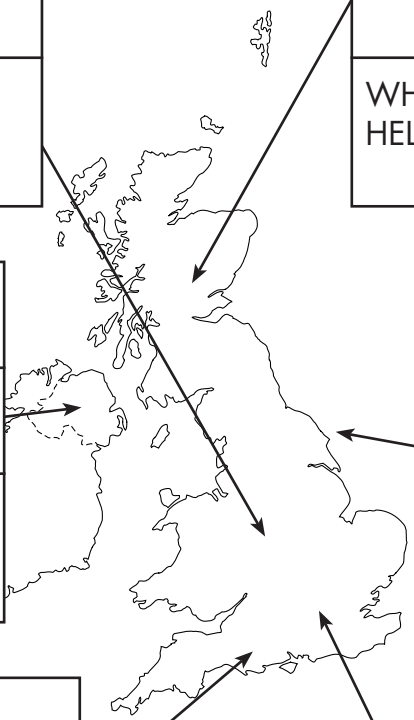
PROBLEM Increasing use of pesticides
RESULT
WHAT CAN YOU DO TO HELP?

PROBLEM Garden compost is made from peat
RESULT
WHAT CAN YOU DO TO HELP?

PROBLEM Over fishing
RESULT
WHAT CAN YOU DO TO HELP?

PROBLEM New housing developments are built on farmland
RESULT
WHAT CAN YOU DO TO HELP?

PROBLEM More people flying abroad for holidays
RESULT
WHAT CAN YOU DO TO HELP?



2. What other problems are shown on the map on page 48 of the atlas?
.....

3. List some of the problems that affect your area.
.....
.....

65 Local problems

Name

What environmental problems affect my area?

- 1. Plan a walk around your neighbourhood that links six places together.
- 2. Record any environmental problems in the table below.

PLACE	ENVIRONMENTAL PROBLEM
1.
2.
3.
4.
5.
6.

- 3. Select one of these problems. Say what could be done to deal with it.

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

66 Serious problems

Name

Are some environmental problems more serious than others?

1. Working from pages 48 and 49 of the atlas, list eight different environmental problems on the table below.

2. Think about each problem in turn. Decide how it affects living things and how long it is likely to last. Circle the number in the correct column to show your answer.

3. Add up the totals.

POLLUTION PROBLEM	EFFECT ON LIVING THINGS			TIME IT WILL LAST			TOTAL SCORE
	Only affects plants and animals	Only affects people	Affects all types of life	Lasts up to a month	Lasts up to a year	Lasts many years	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	
	1	2	3	1	2	3	

4. Which problems seem most serious?

What makes them serious?

.....

© Collins Bartholomew Ltd 2019 UK in Maps Activities

Threatened Habitats Pages 48-49

67 National parks

Name

What is special about national parks?

1. Complete this sentence from your atlas.

"The idea of setting up parks to protect

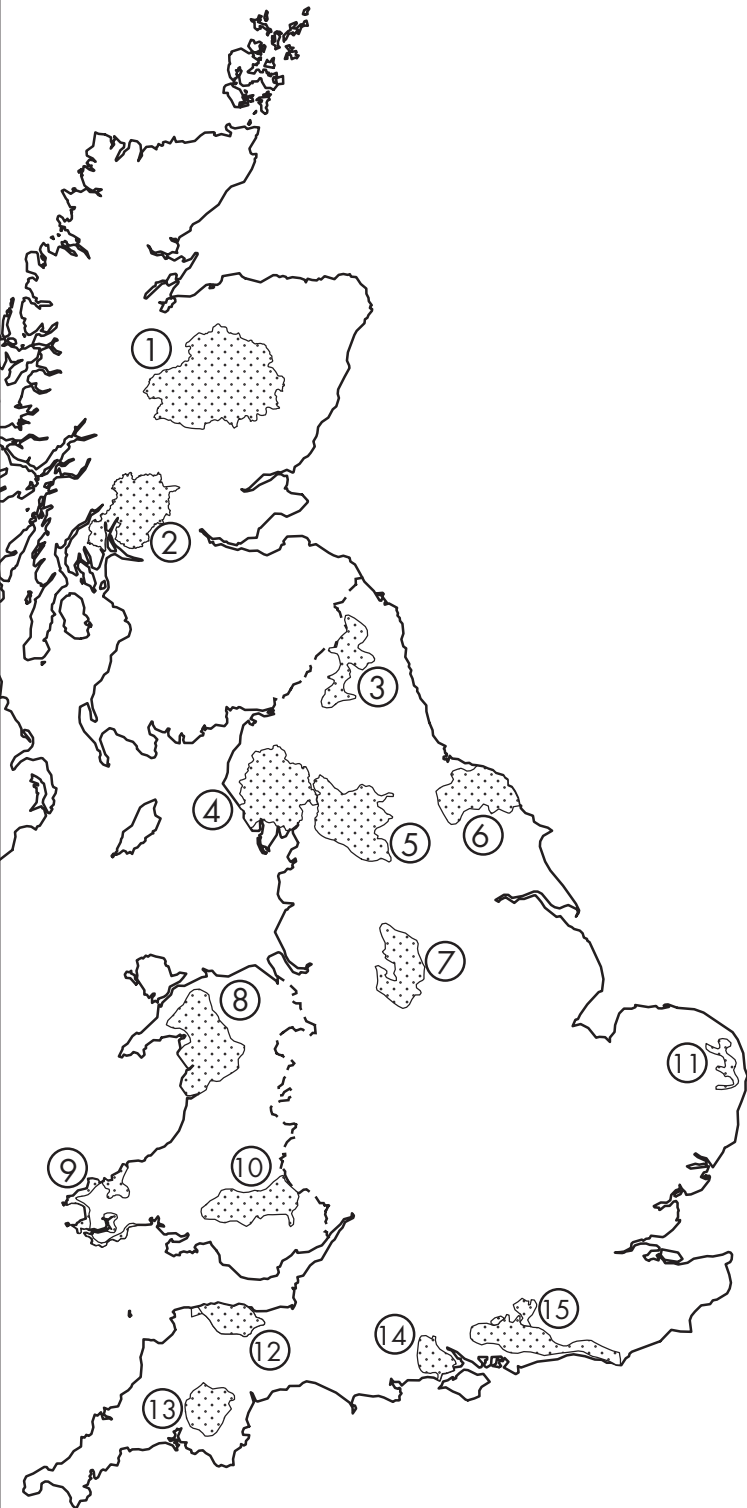
.....

....."

2. Colour the national parks on the map below.

3. Looking at page 50 of your atlas, find out what they are called and write their names in the table.

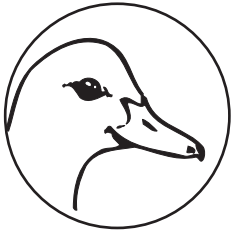
①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩
⑪
⑫
⑬
⑭
⑮




4. Find out how many children in your class have visited a national park.


What is a conservation project?

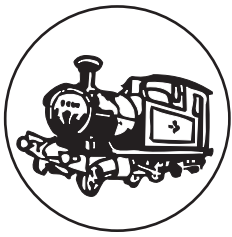
1. Colour the signs for the different conservation projects.
2. Complete the boxes by adding examples of places that you have visited.

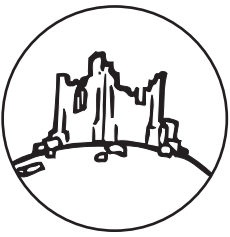
<div style="border: 1px solid black; padding: 5px; display: inline-block;">Nature Reserve</div>	
1.	
2.	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Lake</div>	
1.	
2.	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Forest</div>	
1.	
2.	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Museum</div>	
1.	
2.	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Railway</div>	
1.	
2.	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Ruins</div>	
1.	
2.	

4. Discuss why you think these places have been conserved.

69 New quarry scheme

Name

Are conservation projects always popular?

- 1. Read the description of a scheme for a new quarry.
- 2. Working with a partner, read the statements in the table below.
- 3. Colour the circle green for any statement which is "in favour" of the scheme. Colour the triangle red for any statement which is "against" the scheme.
- 4. Add your views in the empty spaces for School children.

THE SCHEME A local company is running short of chalk for its cement works and wants to open a new quarry. Although this will affect a peaceful valley, the company says it will work tidily, put back the soil and plant new trees. However some people are worried about the noise, traffic and threat to wildlife.

PEOPLE	STATEMENT	IN FAVOUR	AGAINST
Factory managers	Our factory has to make a profit.	<input type="radio"/>	<input type="radio"/>
	The factory will close if we don't find a new quarry.	<input type="radio"/>	<input type="radio"/>
Conservationists	The quarry will destroy a beautiful valley.	<input type="radio"/>	<input type="radio"/>
	The footpaths will be closed.	<input type="radio"/>	<input type="radio"/>
Local residents	It will bring a lot of noise.	<input type="radio"/>	<input type="radio"/>
	We won't notice the work behind the trees.	<input type="radio"/>	<input type="radio"/>
Visitors	We like picnicking in the countryside.	<input type="radio"/>	<input type="radio"/>
	Quarries are exciting places.	<input type="radio"/>	<input type="radio"/>
Lorry drivers	The scheme will create new jobs.	<input type="radio"/>	<input type="radio"/>
	The country needs new building cement.	<input type="radio"/>	<input type="radio"/>
Farmers	We shall have to sell some land.	<input type="radio"/>	<input type="radio"/>
	The land will be restored when the quarry is finished.	<input type="radio"/>	<input type="radio"/>
Local councillors	The company has promised to be very careful.	<input type="radio"/>	<input type="radio"/>
	A lot of people are very worried.	<input type="radio"/>	<input type="radio"/>
School children		<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>
TOTAL			

- 5. Add up the totals.
- 6. Consider each pair of statements and list the people in the correct box below.

FOR	BOTH FOR AND AGAINST	AGAINST

What kind of places have been chosen as World Heritage sites?

1. Using page 51 of the atlas, name one example of each type of site. How many can you find altogether?

	EXAMPLE	NUMBER OF SITES
Ancient monument		
Cathedral or church		
Castle or palace		
Coastline		
City		
Gardens or park		
Industrial or mining landscape		
Islands		
Others		

2. Complete the following sentences, using the word box for help.

Cultural World Heritage sites protect buildings, sites and which are outstanding from the point of view of, or

Natural World Heritage sites protect places that are particularly or have habitats that are important for and

WORD BOX

history	wildlife	science	art
beautiful	science	monuments	

3. Colour the rows of the table yellow for cultural sites and green for natural sites.

Which goods does the UK buy and sell?

1. Draw pictures of some of the different goods that the UK trades with other countries.

IMPORTS

(goods bought by the UK)

Computers and electronics

Cars and other vehicles

Clothes and shoes

EXPORTS

(goods sold by the UK)

Chemicals

Medicines

Machinery



2. What are the advantages of trading these goods with neighbouring European countries like France and Germany?

.....

.....

3. What are the advantages of trading with a large country like the USA?

.....

.....

What do the Olympic Games mean for the UK?

1. Using page 53 of the atlas, mark the cities that have hosted the Olympic Games since 2000.



2. The Olympic Games bring many benefits to the countries that host them. Colour in the benefits to countries that you think will last long after the Games finish.

Publicity all
around the
world for the
country

New
transport
routes

It is
exciting for
people to have
the Games in
their country

Big new
sports
stadiums and
other sports
facilities

Best
athletes
have a chance
to compete
against each
other

Money
available to
build houses for
poor people

Lots of
people will
want to visit
the country

3. What challenges do you think countries have to face by holding the Olympic Games?

.....

.....

.....

How do we want to live?

1. Look through the pages in the atlas and think about what would make the UK a better place to live.

Read the boxes below and number the circles 1 to 10, with 1 for the box you think is most important and 10 for the one that is least important.

Colour the circles red if you think these things will need people to make wise choices.

cleaner air



fast travel
to countries
all around
the world



fast roads
between places



cheaper food



more houses
that people
can afford



protected
wildlife



cheap
electricity



more jobs



more parks and
countryside for
people to enjoy



clean
beaches
and sea
water



2. Draw a picture
of how you
think your local
area could look
in the future if
people do not
make wise
choices now.



What kinds of words are in the glossary?

1. Look at the glossary and fill in the gaps to give the meaning of the following words. Look through the atlas to find an example of each of the features described. The first one has been done for you.

SETTLEMENTS, PEOPLE AND PLACES

GLOSSARY WORD	DESCRIPTION	EXAMPLE OF THE FEATURE IN THE ATLAS
Capital City	The city where a country's laws and decisions are made.	London
Country	A t _ _ _ _ _ with its own flag, l _ _ _ and capital city.	
Community	A group of p _ _ _ _ who share the same ideas and beliefs.	
Crops	The p _ _ _ _ that people grow to e _ _.	
Network	The links or connections between p _ _ _ _ or p _ _ _ _.	

PHYSICAL FEATURES, LANDSCAPES AND THE ENVIRONMENT

GLOSSARY WORD	DESCRIPTION	EXAMPLE OF THE FEATURE IN THE ATLAS
Bay	A sheltered part of the coast where beaches form	Cardigan Bay
Estuary	The lowest part of a r _ _ _ _ where it opens out to the s _ _.	
Headland	A piece of l _ _ _ that juts out into the s _ _.	
National Park	An area of beautiful c _ _ _ _ _ where people can enjoy being out of doors and which is protected by l _ _.	
Ocean	Immense mass of s _ _ _ _ _.	

How can I find places on a map?

1. Working from the atlas index, find the page which shows each place listed on the files below. Use the grid codes to help you find each place on the map and complete the empty boxes.

MOUNTAIN	Page	Mountain Range
Ben Macdui		
Snowdon		
Ben Nevis		
Slieve Donard		

RIVER	Page	Sea or bay it flows into
Severn		
Thames		
Humber		
Great Ouse		
Clyde		

ISLAND	Page	Country
Arran		
Anglesey		
Skye		
Isle of Wight		
Mull		
Isles of Scilly		

CITY	Page	Country
Edinburgh		
Cardiff		
Belfast		
Bristol		
Glasgow		
Nottingham		
Norwich		
Southampton		
Liverpool		
Swansea		
Leeds		

LAKE	Page	Nearest town
Loch Ness		
Windermere		
Lough Neagh		
Bala Lake		
Rutland Water		
Loch Tay		