

**Collins**

**WORLD  
in  
MAPS**

**ACTIVITIES**

Editorial advisor Dr. Stephen Scoffham

# Collins

## World in Maps

### ACTIVITIES

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. In particular the World Atlas introduces:

- descriptions of distant places
- the way places around the world are linked
- how the world is changing,
- the interdependence of people and communities
- issues of global citizenship
- the scale of global environmental problems,
- historical perspectives and understanding.

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.

Published by Collins  
An imprint of HarperCollins Publishers  
Westerhill Road  
Bishopbriggs  
Glasgow G64 2QT  
[www.harpercollins.co.uk](http://www.harpercollins.co.uk)

© HarperCollins Publishers 2019

Maps © Collins Bartholomew Ltd 2019

Previously published as Collins World in Maps Copymasters/Activities

**Acknowledgement**

Additional original input by Colin Bridge and Terry Jewson  
This edition, additional input by Dr Stephen Scoffham

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Version 1.0

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# 1 The Planets

Name .....

Are all the planets the same?

1. Complete these sentences.

Mercury is ..... to the sun.

The largest planet is .....

Saturn is another large planet with ..... around it.

..... is furthest away from the sun.

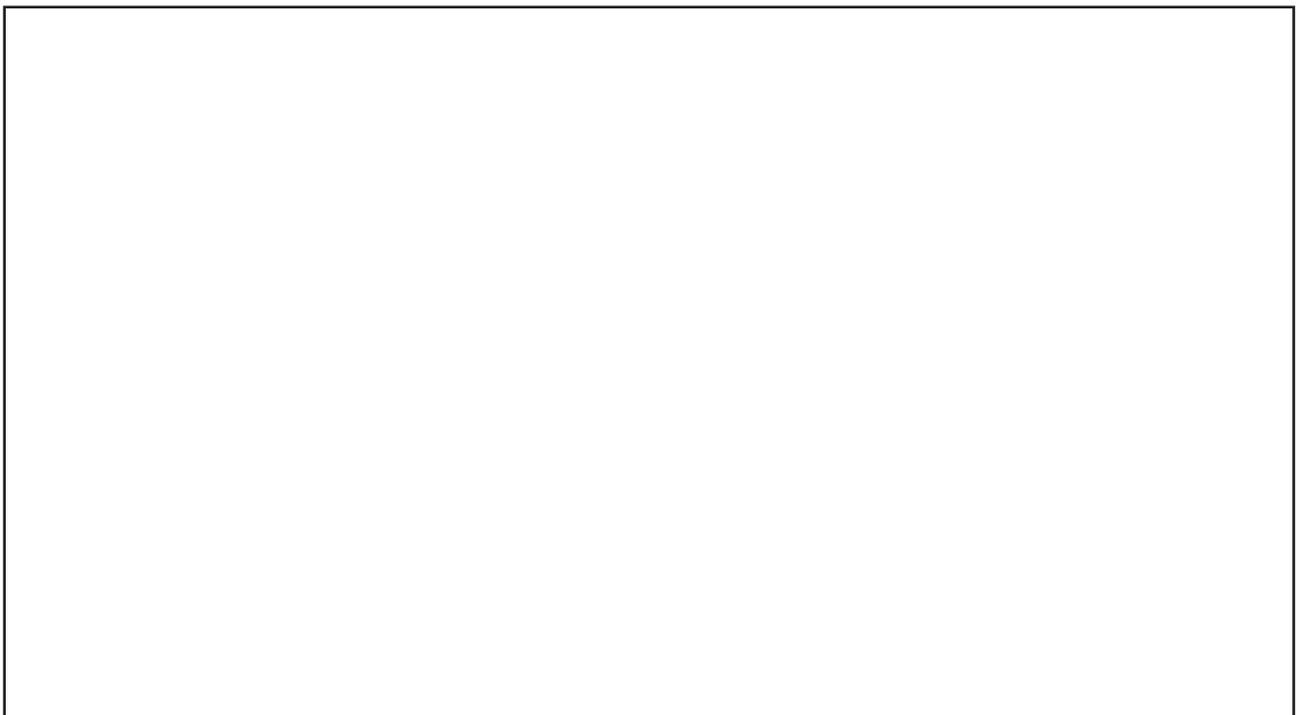
..... and ..... are hotter than the Earth.

..... and ..... are made up of frozen gas.

The Earth ..... as it travels through space.

The Earth is .....million kilometres from the sun.

2. Make your own drawing of the sun and planets.



## 2 Life on Earth

Name .....

What is special about Earth?

1. Working from page 3 of your atlas, enter into the table the facts about the Earth and Moon.

There is air and water	EARTH	MOON
It is still and lifeless		
Animals and plants can grow		
The air and water are always moving		
No plants or animals can survive		

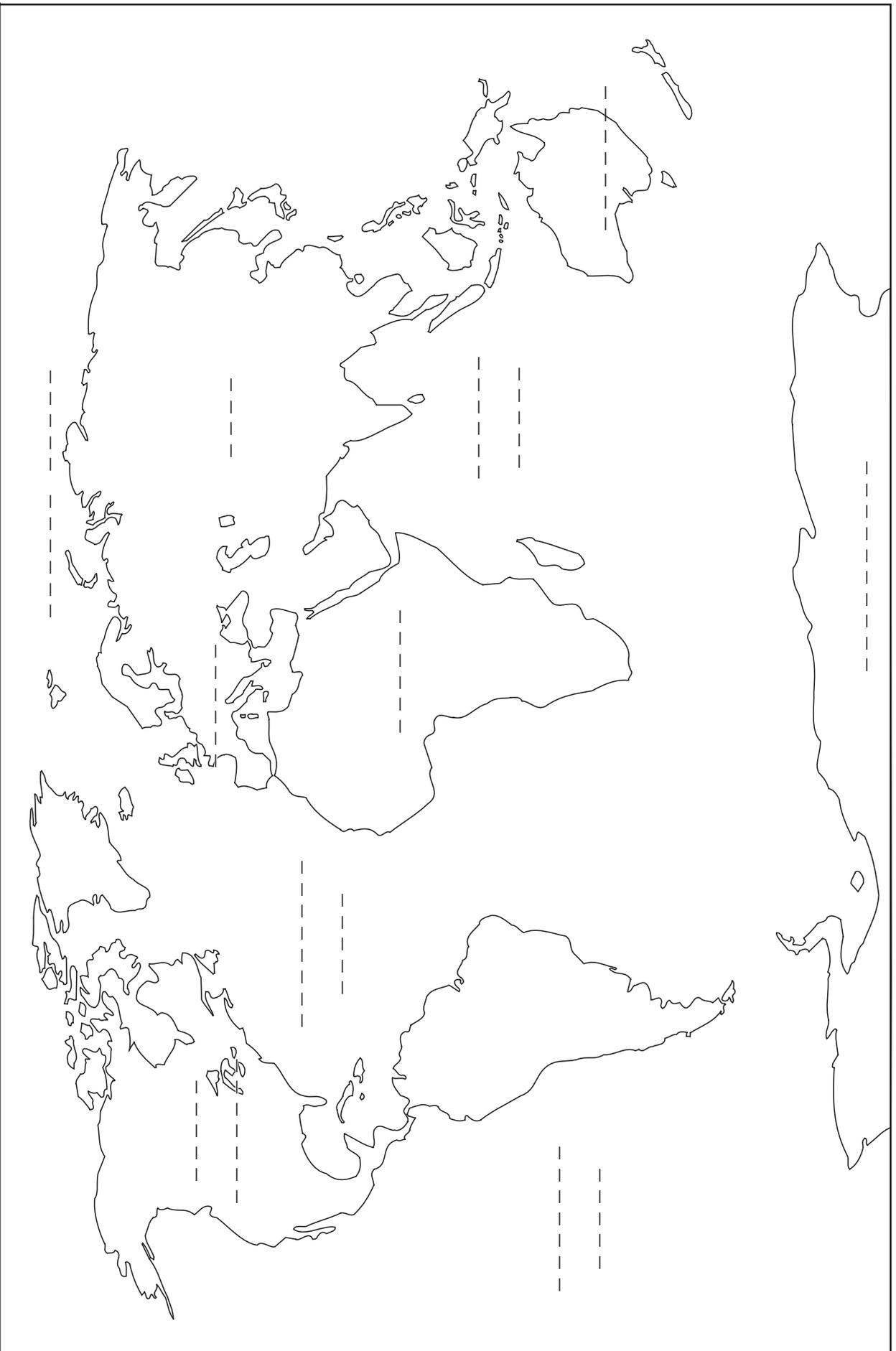
2. Say what happened at each of these dates.

MILLION YEARS AGO	EVENT
550	
440	
340	
280	
205	
150	
145	
55	
35	
4	

# 3 The Earth's surface

Name .....

How does the Earth's surface vary?

<p>1. Write the names of the continents and oceans in the correct places on the map.</p> <p>2. Colour the map using blue for the sea and green for the land.</p>	 <p>The map shows the outlines of the seven continents: North America, South America, Africa, Europe, Asia, Australia, and Antarctica. The oceans are also outlined. Dashed lines are placed in the following locations for labeling: the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, the Arctic Ocean, the Southern Ocean, the Mediterranean Sea, the Red Sea, the Black Sea, the Caspian Sea, the North Sea, the Baltic Sea, the North Atlantic Ocean, the South Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean.</p>
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# 4 Continent game

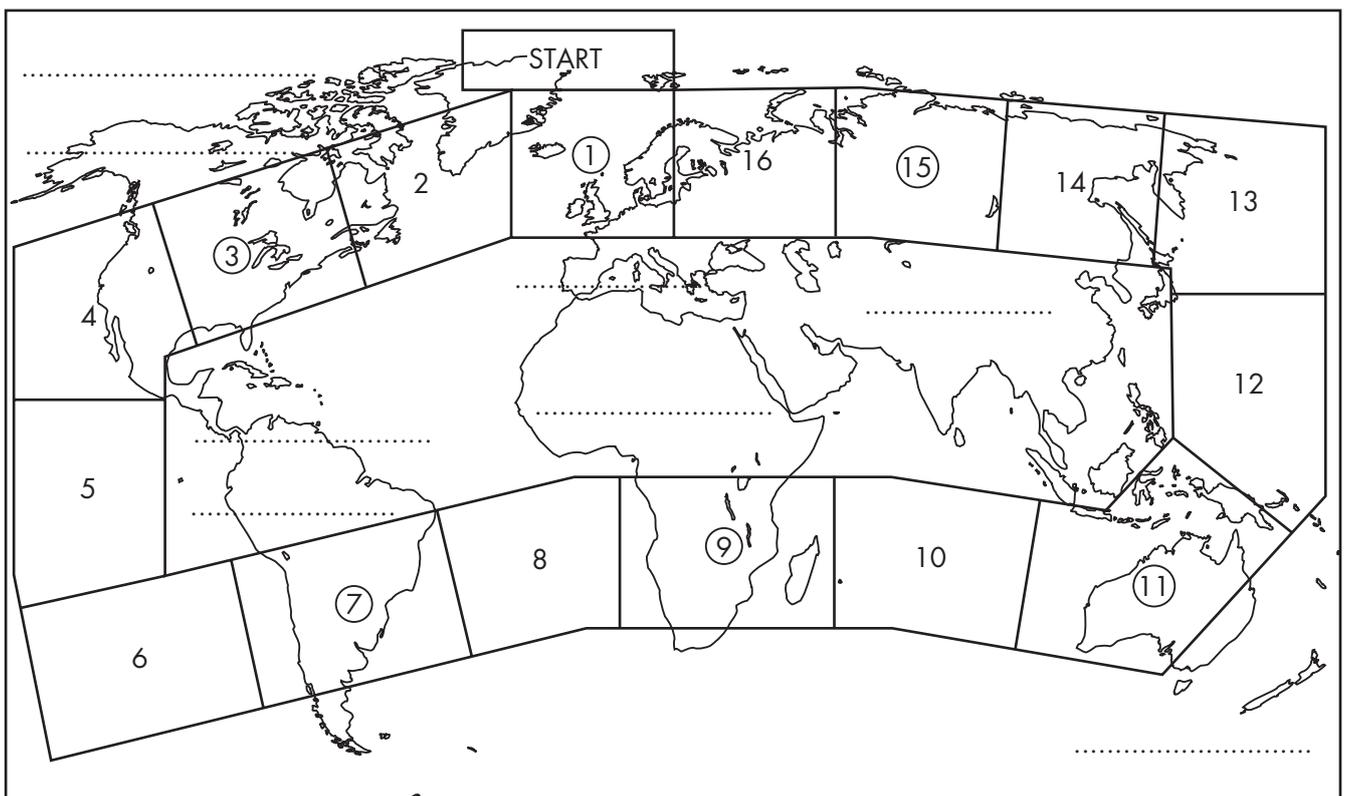
Name .....

Can I recognise continent shapes?

1. Find a partner to play this game. You will need a normal dice and two counters.
2. Write the names of the continents on the game board before you start.
3. Fill in your passport details. Help each other to draw the pictures.
4. To play the game the first player rolls the dice and moves that number of squares. The second player does the same. When you land on a continent number in a circle cross that number off your score list on your passport. Keep going round the world until one player wins by crossing off all the continent numbers.

PASSPORT 1		PICTURE					
Name							
Age							
Height							
Male/female							
Colour of eyes							
Town							
SCORE	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 7 <input type="checkbox"/> 9 <input type="checkbox"/> 11 <input type="checkbox"/> 15						

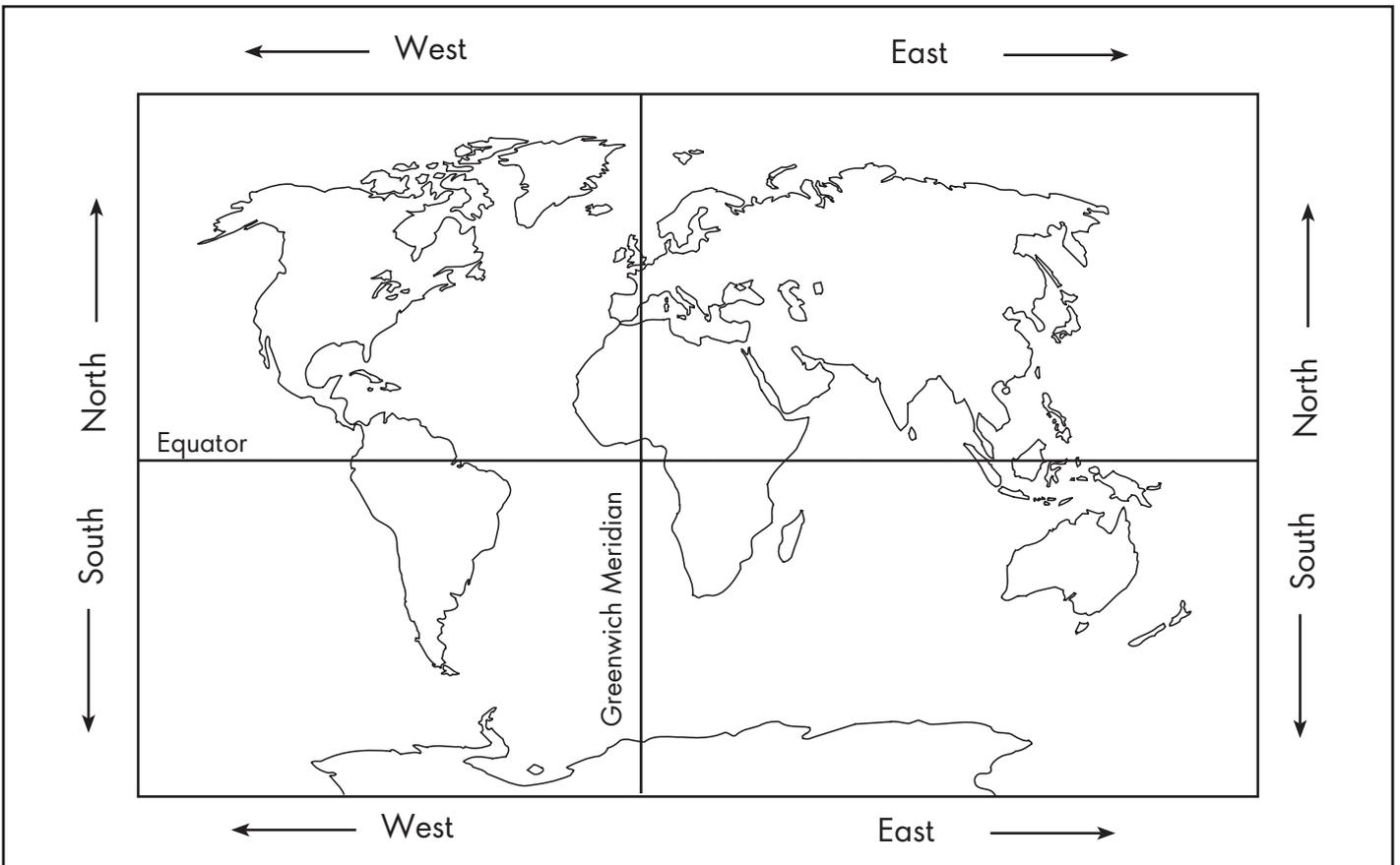
PASSPORT 2		PICTURE					
Name							
Age							
Height							
Male/female							
Colour of eyes							
Town							
SCORE	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 7 <input type="checkbox"/> 9 <input type="checkbox"/> 11 <input type="checkbox"/> 15						



# 5 The Equator

Name .....

How do the Equator and Greenwich Meridian divide the world?



1. Find the British Isles on the map and colour them blue.

What imaginary line passes through them? .....

2. Look at pages 4-5 of the atlas. Say which two continents are west of the Greenwich Meridian.

a) ..... b) .....

Colour them purple.

3. Mark the Equator using a red line.

4. Which continent is almost equally balanced either side of the Equator?.....

Colour this continent yellow.

5. Which continents are south of the Equator?

a) ..... b) .....

Colour these continents orange.

# 6 Latitude and longitude

Name .....

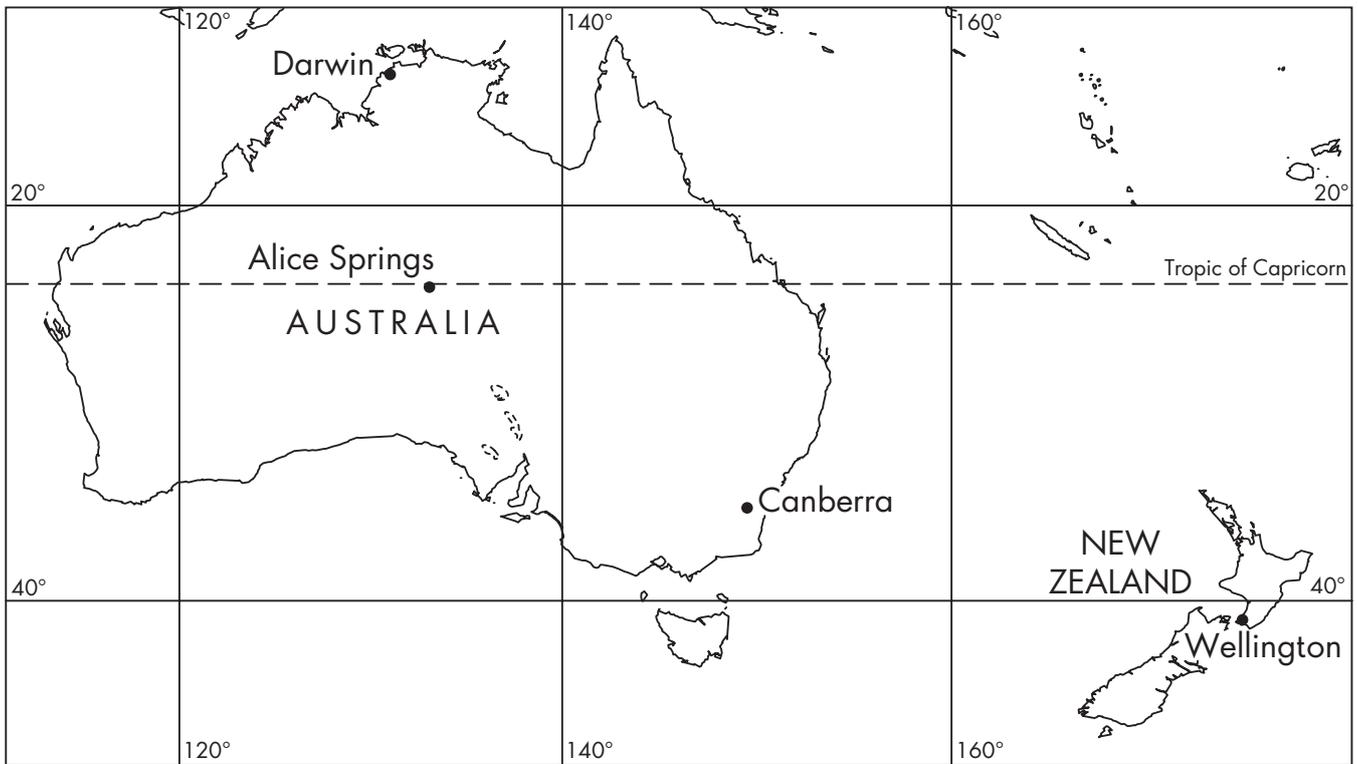
What are the lines of latitude and longitude?

1. Lines of latitude and longitude show where places are on the Earth's surface. Using pages 4 and 5 of your atlas complete these sentences.

Lines of latitude are .....

Lines of longitude are .....

2. Answer these questions about Oceania.



Which lines of latitude cross Oceania? .....

Which lines of longitude go down Australia? .....

Which city in New Zealand is close to latitude 40°? .....

Which is the nearest latitude to the city of Canberra? .....

Which town is on the Tropic of Capricorn? .....

Using the map on pages 6 and 7 of your atlas name three countries on the Tropic of Capricorn.

.....

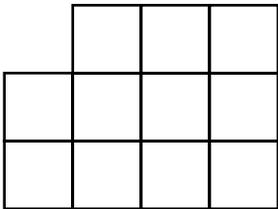
# 7 Continents

Name .....

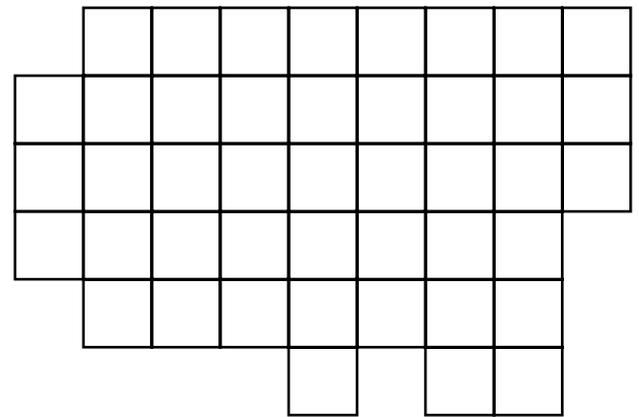
How can you use figures to compare continents?

1. Look at the table opposite. It tells you the area of the continents in square kilometres (km<sup>2</sup>).
2. Now look at the continent diagrams below. Each square represents an area of 1 million km<sup>2</sup>.
3. Colour the shapes.
4. Working from the table and pages 4 and 5 of your atlas write the correct name underneath.

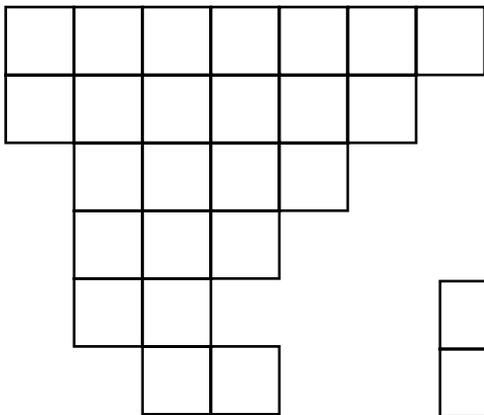
CONTINENT	AREA
1. Europe	11 million km <sup>2</sup>
2. North America	24 million km <sup>2</sup>
3. South America	18 million km <sup>2</sup>
4. Africa	30 million km <sup>2</sup>
5. Asia	44 million km <sup>2</sup>
6. Antarctica	14 million km <sup>2</sup>
7. Oceania	9 million km <sup>2</sup>



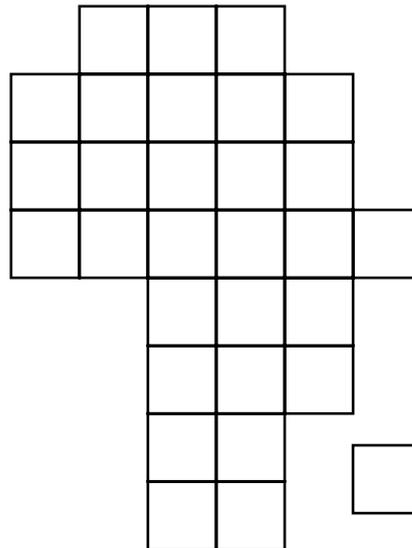
1 .....



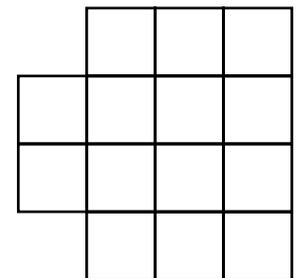
5 .....



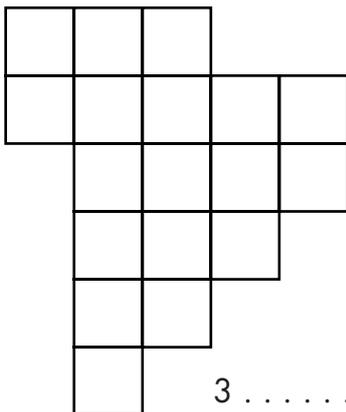
2 .....



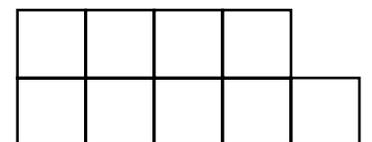
4 .....



6 .....



3 .....



7 .....

# 8 World countries

Name .....

Can you find different countries on a world map?

**WORLD MAP**



1. Write the number of each country in the correct place on the map and colour the country shapes.

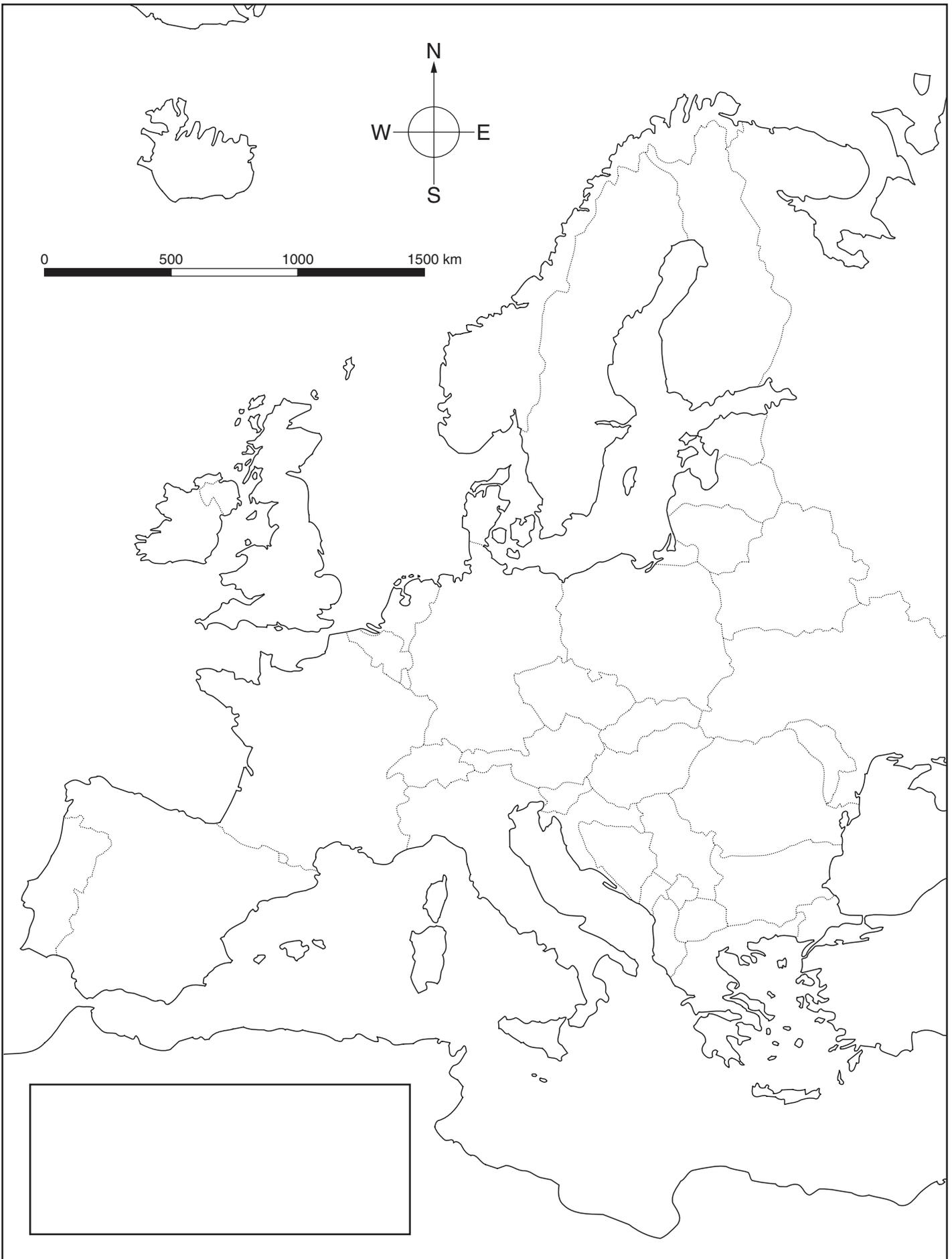
① CANADA    ② UNITED STATES    ③ BRAZIL    ④ SOUTH AFRICA    ⑤ KENYA  
⑥ SUDAN    ⑦ NIGERIA    ⑧ SPAIN    ⑨ RUSSIA  
⑩ INDIA    ⑪ CHINA    ⑫ JAPAN    ⑬ UNITED KINGDOM    ⑭ AUSTRALIA



# 10 Europe

Name .....

What are the places and environments in Europe?



# 11 Europe quiz

Name .....

What can you find out about Europe?

1. Using the maps on pages 8 and 9, fill in the missing information.

MOUNTAIN RANGE	Name a mountain in the range
Alps	
Caucasus	

RIVER	Ocean or sea it flows into
Danube	
Rhine	
Volga	

ISLAND	Part of which country?
Balearic Islands	
Crete	
Faroe Islands	
Sardinia	
Sicily	

CAPITAL CITY	Capital of which country?
Dublin	
Kiev	
Paris	
Rome	
Stockholm	



# 13 Ancient Greece

Name .....

What do we know about ancient Greece?

1. Complete the factfile below.

DESCRIPTION	NAME	SYMBOL
A mountain in Greece Home of the Gods in ancient Greece		
	Marathon	
A famous temple built by the Greeks Its ruins can still be seen in Athens		
	Minotaur	
Built by the Greeks to help them capture Troy		

2. Complete the names of these Ancient Greek cities.

D \_ \_ \_ \_ \_ I

S \_ \_ \_ \_ T \_

\_ O \_ \_ \_ T \_

A \_ \_ \_ \_ N \_

\_ A \_ A \_ \_ \_ N

\_ L \_ \_ P \_ \_

3. On the map, colour in the area of Ancient Greek civilisation.





# 15 Changes in the European Union

Name .....

How has the European Union grown and changed?

1. Complete the following sentences. Use the word/number box for help.

The ..... was founded to improve ..... after the .....  
World War. In ..... there were only ..... members but today there are .....  
countries in the European Union.

The total population is around .....

WORD/NUMBER BOX

500	million	28	living	standards
Second	1957	European	Union	6

2. List the six founder members of the European Union.

Founder members
1.
2.
3.
4.
5.
6.

3. Answer these questions.

In which year did the UK join the European Union? .....

How many countries joined in 1995? .....

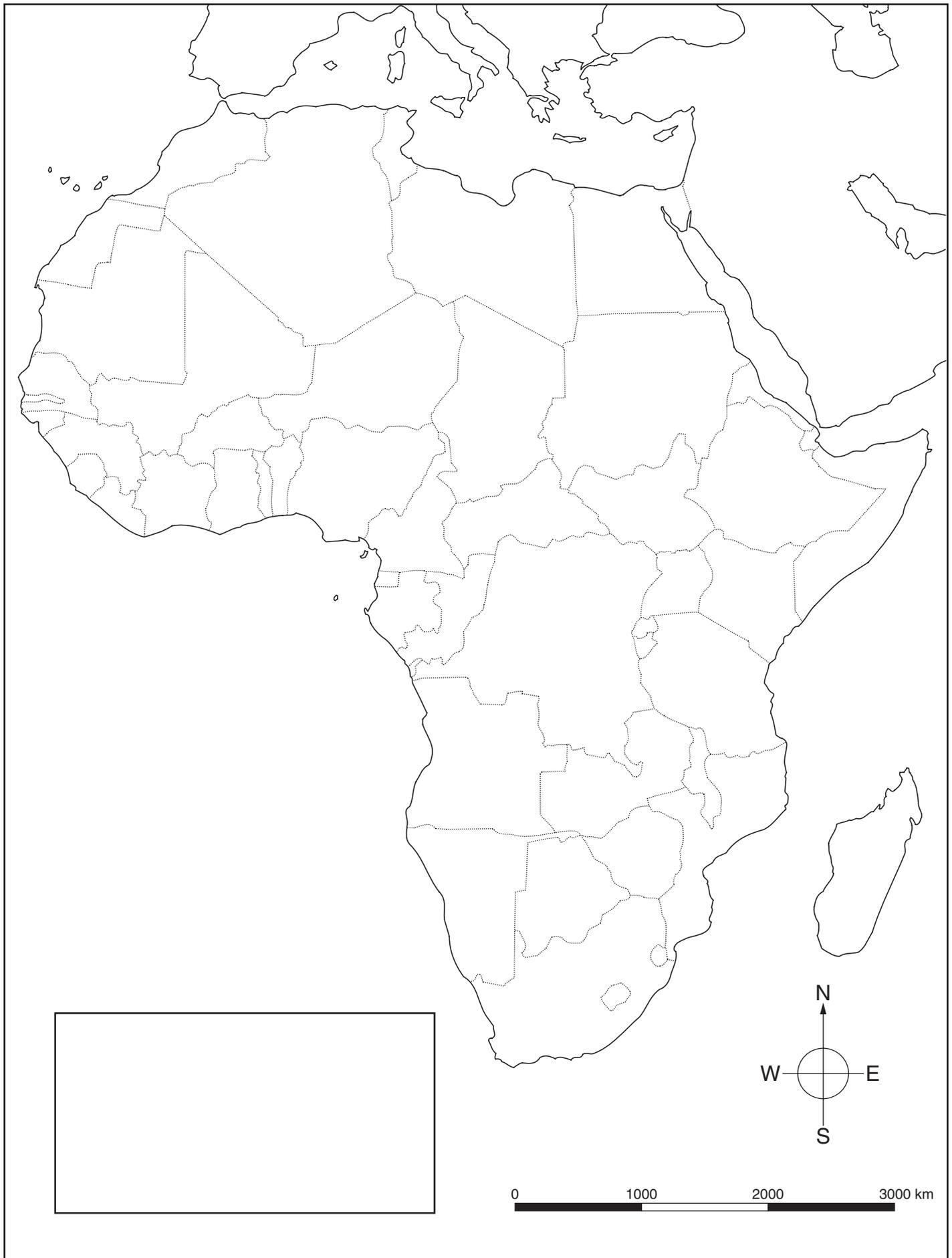
Which year saw the greatest increase in membership? .....

Name a European country which is not a member. ....

# 16 Africa

Name .....

What are the places and environments in Africa?



# 17 Colonial powers

Name .....

Who ruled Africa in the past?

1. In Victorian times many African countries were ruled by Europeans.  
Add the names of some African colonies to the table.

EUROPEAN COUNTRY	AFRICAN COLONY
Belgium	.....
France	..... ..... ..... .....
Germany	..... .....
United Kingdom	..... ..... ..... .....
Italy	.....
Portugal	..... .....
Spain	.....

2. Which European countries had the biggest empires?

# 18 Ancient Egypt

Name .....

What was ancient Egypt like?

1. Using the atlas to help you, draw a map of ancient Egypt. Add labels and colour the key.

KEY

Sea	
Irrigated land	
Desert	
Temples	
Pyramids	

2. Write a few sentences about ancient Egypt.

.....

.....

.....

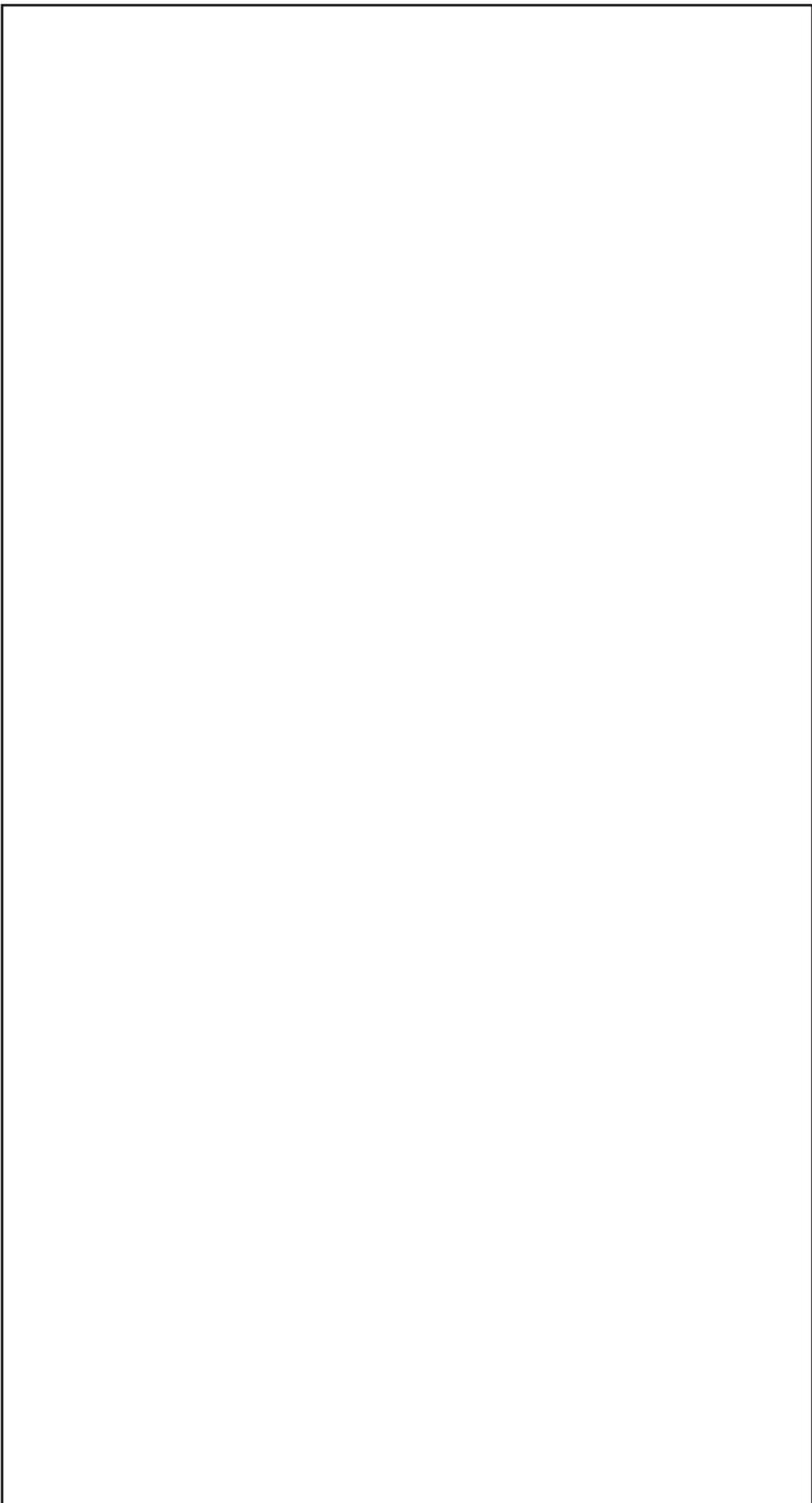
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.....

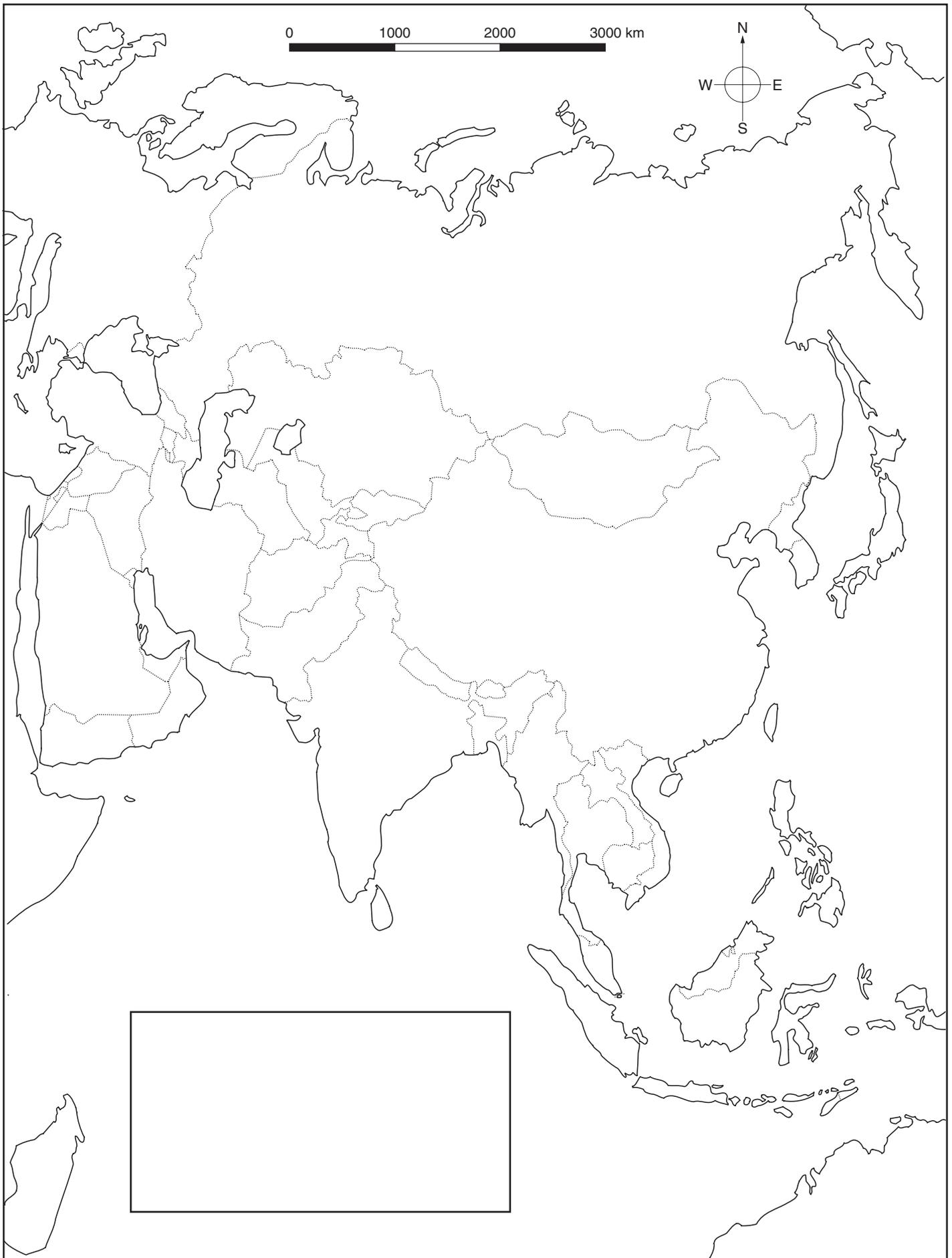
.....



# 19 Asia

Name .....

What are the places and environments in Asia?



What environments do we find in Asia?

1. Design your own map to show the various environments in Asia.  
Mark two rivers, two mountain ranges and two deserts.



2. Now colour your map to show different environments.
3. Finish by adding labels and a key.

# 21 Asian civilisations

Name .....

What were the ancient civilisations of Asia?

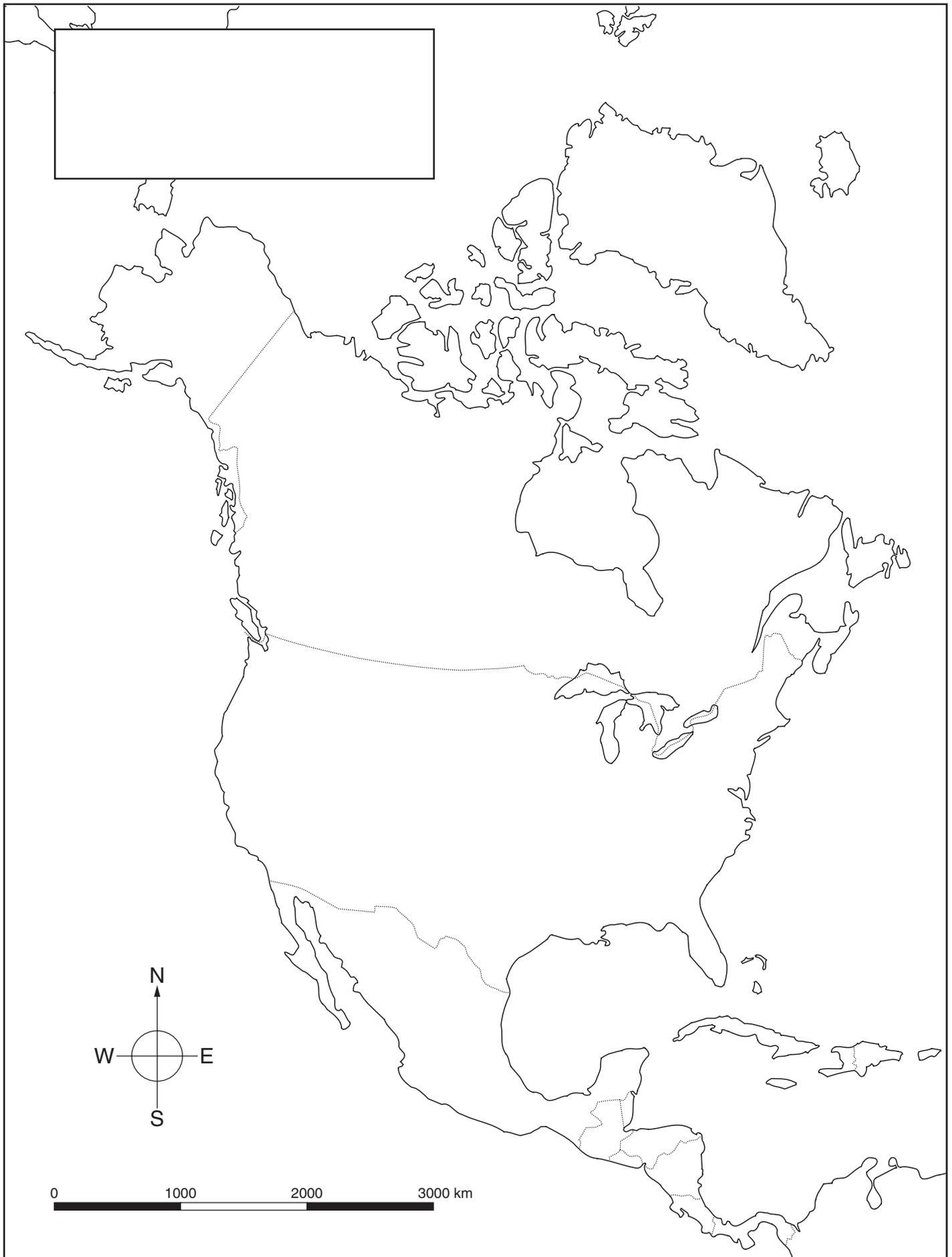
1. Draw a map of the ancient Asian empires shown in the atlas.
2. Write a few sentences saying what they achieved.

Sumer	..... ..... ..... ..... ..... .....
Indus Valley	..... ..... ..... ..... ..... .....
Ancient China	..... ..... ..... ..... ..... .....

# 22 North America

Name .....

What are the places and environments in North America?



# 23 North America quiz

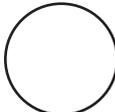
Name .....

How much do you know about North America?

1. Read the information on pages 16 and 17 of your atlas and then try this quiz.  
Write T (TRUE) or F (FALSE) for each sentence.

ATLAS QUIZ	TRUE	FALSE	(✓)
1. New York is the capital of the United States.			
2. 400 years ago thousand of slaves were brought from Africa to North America.			
3. The Mississippi river flows into the Pacific Ocean.			
4. Slaves worked mainly in the large cities.			
5. The American Indians and Inuit have recently migrated to North America.			
6. Slaves were transported to North America by aeroplane.			
7. Many people from Europe have settled in North America.			
8. In 1620 the Pilgrim Fathers left America to settle in England.			
9. When the Vikings were invading Britain the Mayan Empire was growing in Central America.			
10. The Maya and Aztec Empires controlled parts of the country we now know as Mexico.			
TOTAL OF TICKS			

2. Ask your teacher for the answers and tick those which are right. Add up the ticks and write the total in the circle. Find out how well you did from the key.

My score 

KEY	RESULT
0 - 3	switched off!
4 - 7	good knowledge
8 - 10	outstanding

# 24 South America

Name .....

What are the places and environments in South America?



# 25 Inca quiz

Name .....

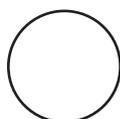
How much do you know about the Inca Empire?

1. Read the information on page 19 of your atlas and then try this quiz.  
Write T (TRUE) or F (FALSE) for each sentence.

ATLAS QUIZ	TRUE	FALSE	(✓)
1. The Inca Empire was located on the east coast of South America.			
2. In Tudor times the Inca Empire stretched along the Andes.			
3. The Inca were conquered by the British.			
4. The Empire was linked to the coast by railways.			
5. The Empire had a dense network of roads.			
6. The Inca had no guns or armour.			
7. The Empire extended north and south from Cuzco and Machu Picchu.			
8. It took thousands of Spanish soldiers to conquer the Inca.			
9. After the fall of the Inca Empire many settlers arrived from Europe.			
10. South America's largest lake is located in the centre of the area once belonging to the Inca.			
TOTAL OF TICKS			

2. Ask your teacher for the answers and tick those which are right. Add up the ticks and write the total in the circle. Find out how well you did from the key.

My score



KEY	RESULT
0 - 3	switched off!
4 - 7	good knowledge
8 - 10	outstanding

# 26 Oceania and Pacific Islands Name .....

What is Oceania like?

1. Use page 20 of the atlas to find information about Oceania.

2. Correctly position and name the following on the map.

AUSTRALIA

New Guinea

Fiji

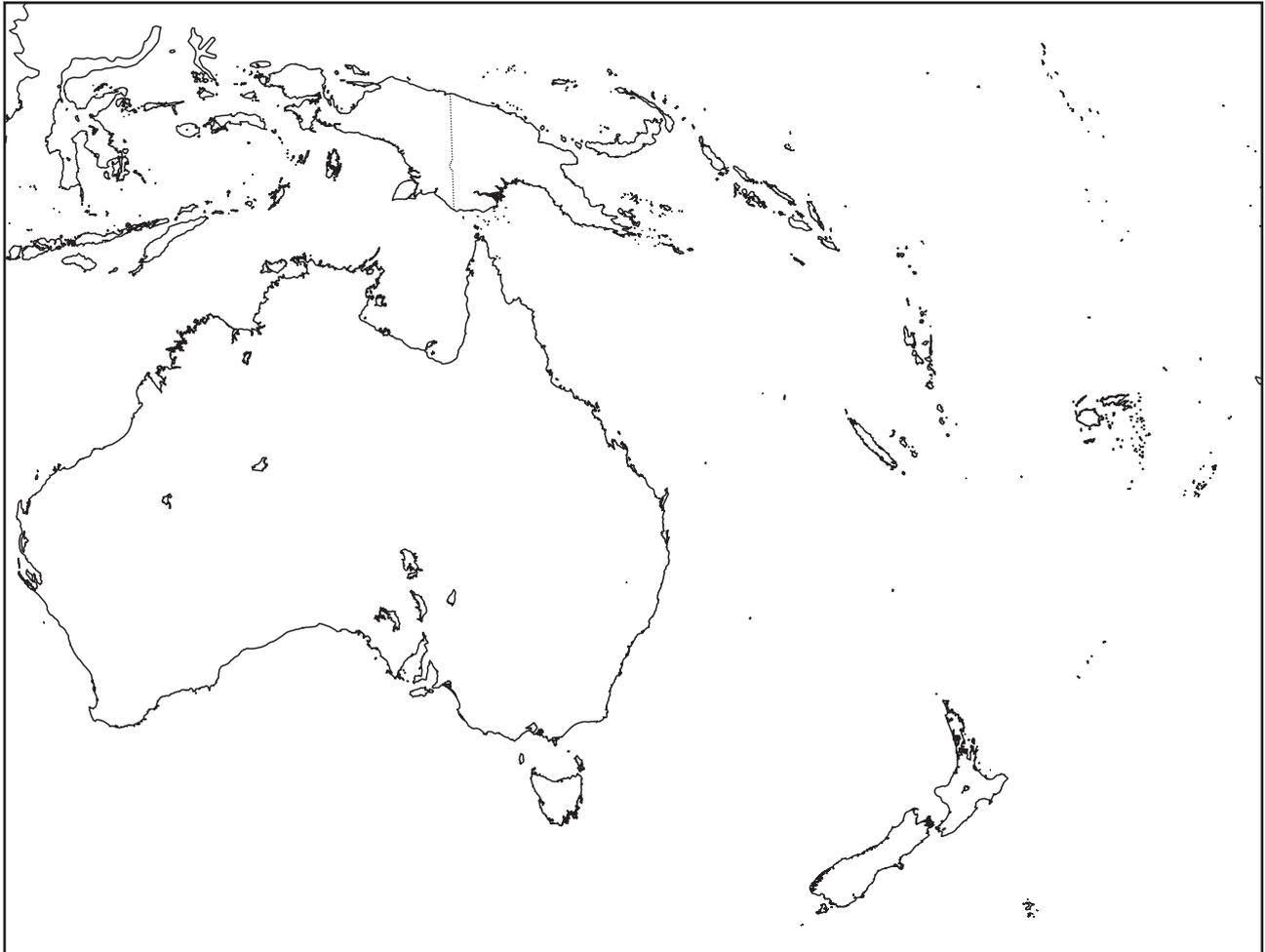
Great Sandy Desert

PACIFIC OCEAN

Tasmania

Uluru

Canberra



3. In the boxes below are names of features which may appear on a map of Oceania. Which two countries do you think each box belongs to?

Canberra Lake Eyre Darwin  
 Uluru Tasmania Melbourne Perth  
 Sydney Great Dividing Range  
 Great Sandy Desert River Darling  
 Alice Springs

North Island Wellington  
 Christchurch Mount Cook  
 Dunedin  
 Auckland Aoraki South Island

This country is .....

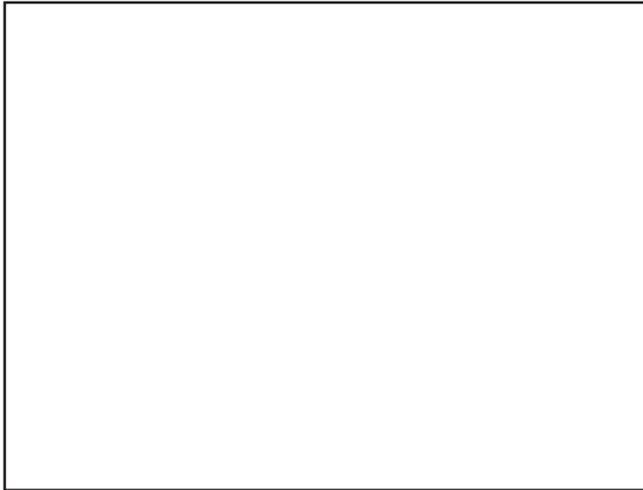
This country is .....

What kind of islands can be found in the Pacific Ocean?

1. Working from page 21 of your atlas, draw two different kinds of islands that can be found in the Pacific Ocean.

2. Fill in the missing words to describe the different kinds of islands.

### VOLCANIC ISLANDS

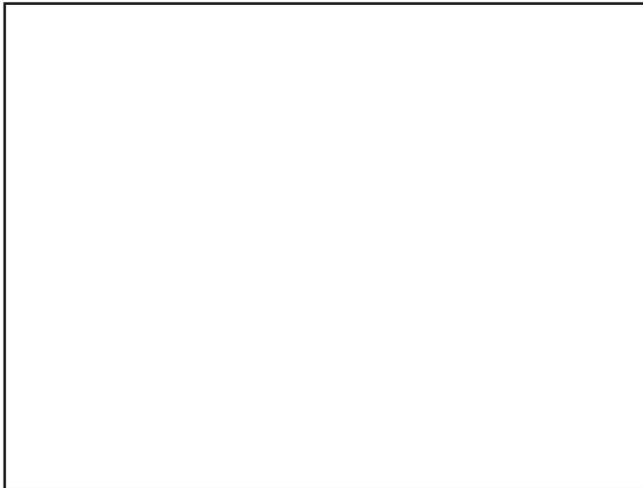


Made from old .....  
that have worn away.

Mountain peaks can be over  
..... metres high.

..... is an example of  
this kind of island.

### CORAL ISLANDS



Made from low coral  
.....

Threatened by rising  
.....

..... is an example of  
this kind of island.

3. Now write a few sentences about how islands around the United Kingdom compare to islands in the Pacific Ocean.

.....

.....

.....

.....

What is the Arctic Ocean like?

1. Complete the following sentences. Use the word box for help.

The ..... is the ..... ocean in the .....

In ..... it is very ..... and the sea is covered in .....

In summer, when the ice melts, ....., ..... and other creatures come here looking for ..... The people who live in the Arctic region are known as the .....

WORD BOX					
smallest	Arctic	winter	world	ice	Inuit
Ocean	cold	whales	seals	food	

2. List five countries with a coastline on the Arctic Ocean.

Countries on the fringe of the Arctic Ocean
1.
2.
3.
4.
5.

3. Name five islands found in the waters surrounding the Arctic Ocean.

Islands on the fringe of the Arctic Ocean
1.
2.
3.
4.
5.

What is the Antarctica like?

1. Complete the following sentences. Use the word box for help.

..... is the ....., ..... and ..... continent.

It is covered by a sheet of .....

The ..... is thicker than the ..... of any ..... in the UK.

Few plants and ..... survive here.

WORD BOX

animals	coldest	Antarctica	mountain
driest	height	ice	windiest
			ice

2. About thirty countries have bases in Antarctica where scientific research is carried out. Using the map on page 23 complete the table below.

Antarctic Base	Operating country
Palmer	
Arturo Prat	
Syowa	
Amundsen-Scott	
Rothera	
Mawson	
Davis	
Dumont d'Urville	
Artigas	
Great Wall	
SANAE IV	
King Sejong	

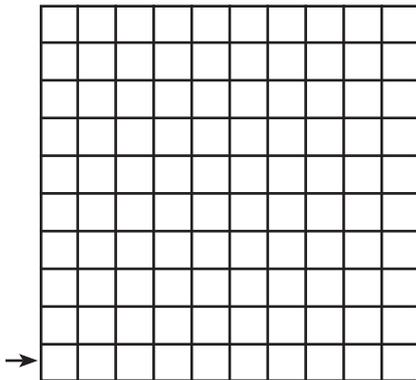
# 30 People

Name .....

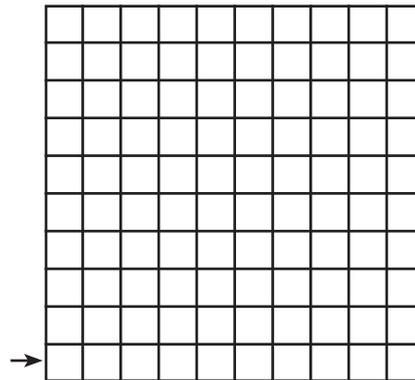
How different are the populations of each continent?

1. Look at the table opposite.  
 Out of every 100 people in the world today it shows how many live in each continent.  
 Now show this information on the 'population cubes' below.  
 There are 100 squares in each cube. Colour the correct number of squares for each continent. Start at the arrows and work along the rows.

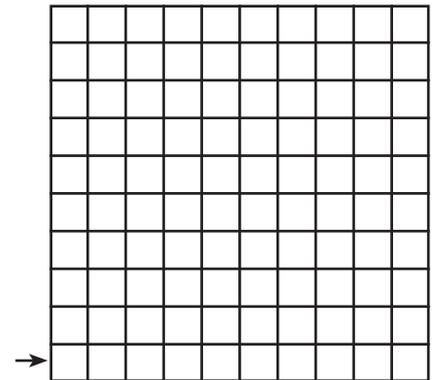
NAME OF CONTINENT	NUMBER OF PEOPLE (out of 100)
Europe	10
North America	5
South America	8
Africa	16
Asia	60
Oceania	1



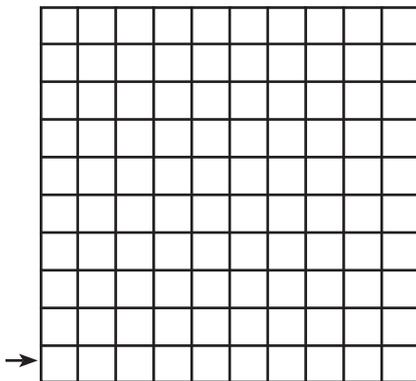
Europe



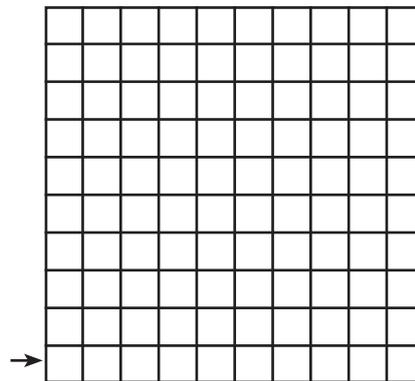
North America



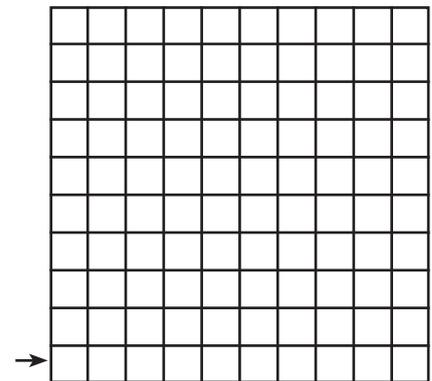
South America



Africa



Asia



Oceania

- Three quarters of the world's population lives in two continents: Africa and .....
- Which continent has the least people? .....

# 31 Population quiz

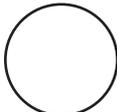
Name .....

How does the world population change?

1. Read the information on pages 24 and 25 of your atlas and then try this quiz.  
Write T (TRUE) or F (FALSE) for each sentence.

ATLAS QUIZ	TRUE	FALSE	(✓)
1. In North America many people live in big cities.			
2. In 2018 there were fifteen cities with more than 15 million people.			
3. London is getting bigger and bigger.			
4. Moscow is a much bigger city than Tokyo.			
5. China has a larger population than the U.S.A.			
6. Traffic fumes can be a problem in the city.			
7. In the past more people have lived in towns than the country.			
8. People move to cities because there are more jobs.			
9. Europe is quite empty.			
10. Australia is quite crowded.			
TOTAL OF TICKS			

2. Ask your teacher for the answers and tick those which are right. Add up the ticks and write the total in the circle. Find out how well you did from the key.

My score 

KEY	RESULT
0 - 3	switched off!
4 - 7	good knowledge
8 - 10	outstanding

3. Which fact about people and the world population do you think will most affect you as you grow up? Give a reason. ....  
.....

# 32 Growing cities

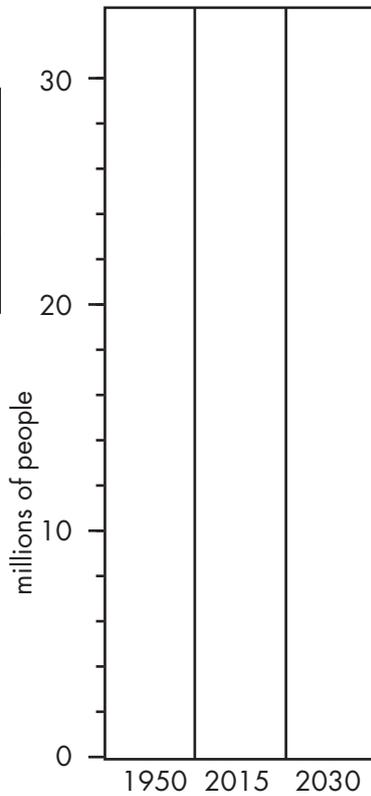
Name .....

How are cities changing in size?

- Using the figures in the tables below, draw block graphs to show how each city is changing in size.
- Colour the columns using a different colour for each year.

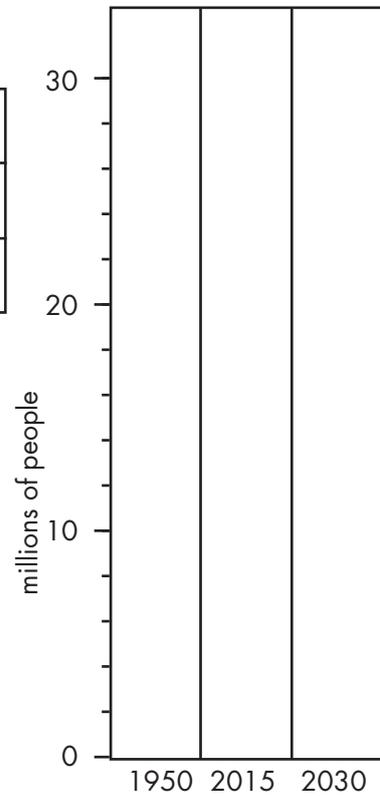
Mexico City

1950	2.5 million
2015	21 million
2030	24 million



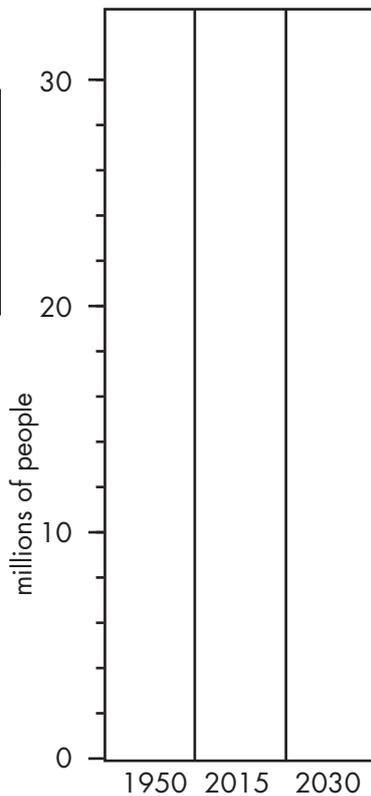
Moscow

1950	5.25 million
2015	12 million
2030	12 million



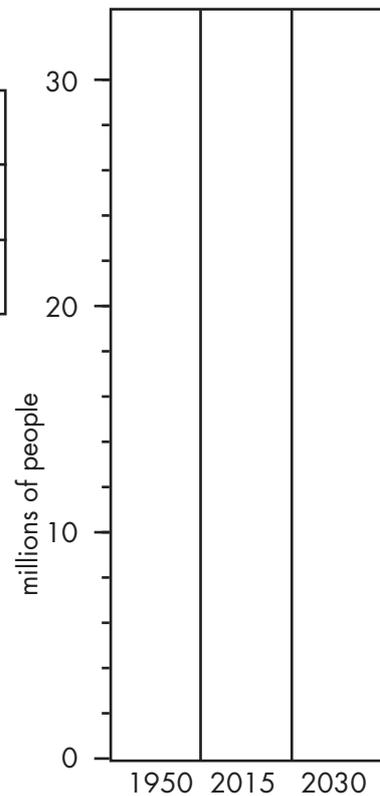
São Paulo

1950	2 million
2015	20.5 million
2030	23 million



London

1950	8 million
2015	9.75 million
2030	12 million



3. Which cities are growing larger? .....

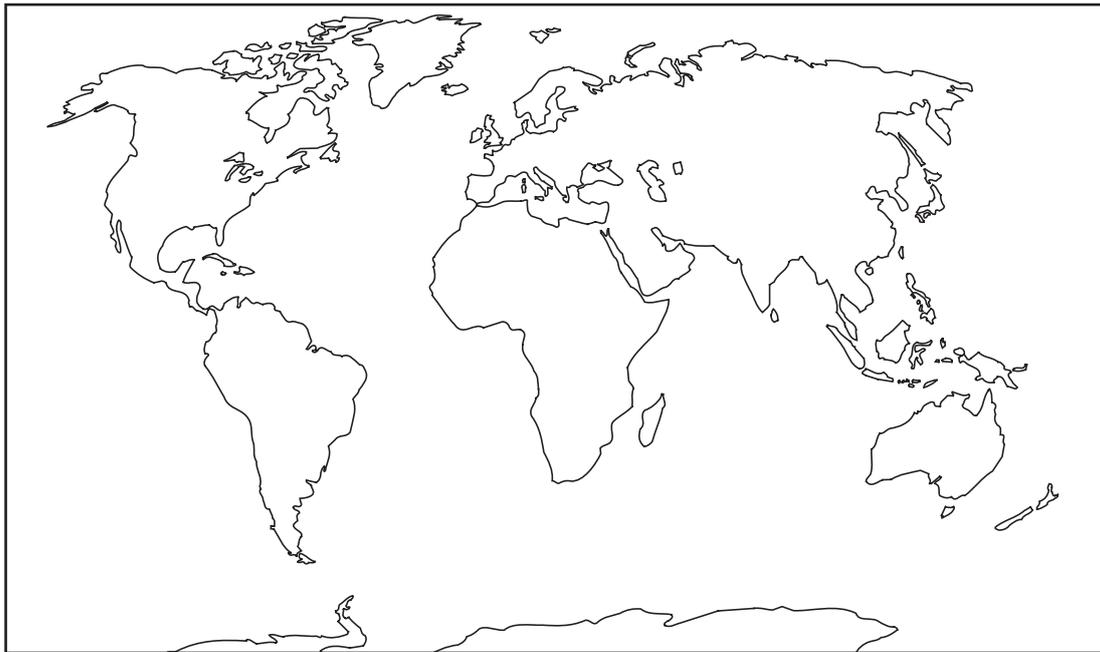
# 33 Where people live

Name .....

Why are some places quite empty?

1. Draw arrows from the places in the boxes to their locations on the map.

Amazon rainforest (see page 19)	Greenland (see page 17)	Sahara Desert (see page 13)	Himalaya (see page 15)



2. In the boxes under the names write whether these places are EMPTY or CROWDED.

3. Here are some reasons why people cannot easily live in a place. Draw lines across to the places and find another example of a similar place.

too cold

too hot and wet

too dry

too high

Amazon rainforest
Greenland
Sahara Desert
Himalaya

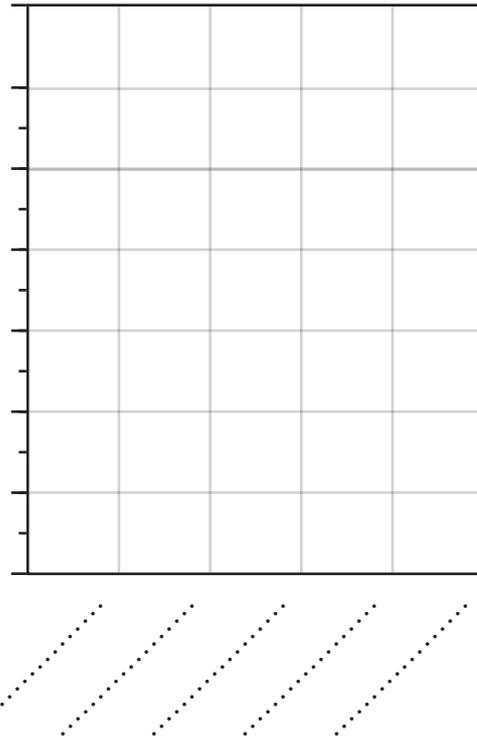
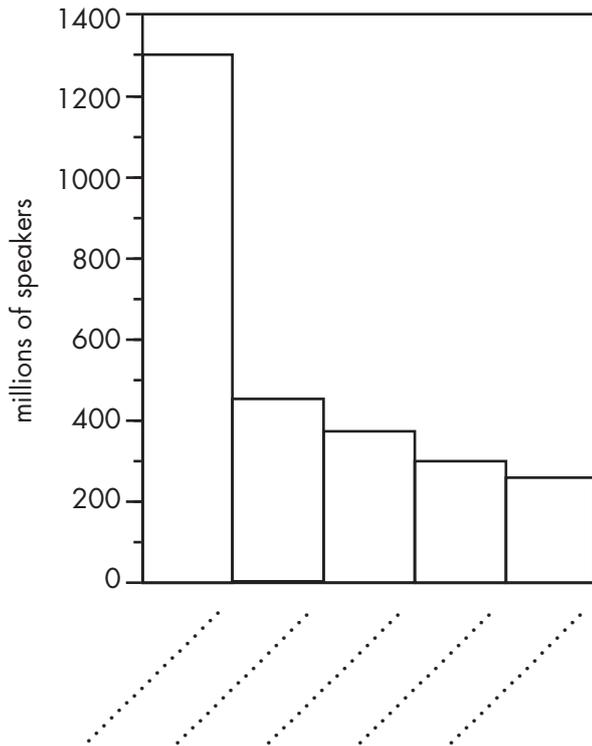
4. Use a red colour to mark crosses on the crowded parts of the world map. Pages 24 and 25 of the atlas will help you. Write a short report about why some places are more crowded than others.

# 34 Languages

Name .....

What are the different languages of the world?

1. How many languages are spoken in the world today? .....
2. Which language is spoken by more people than any other? .....
3. On the graph below, colour and label each bar with the correct language.
4. Conduct a survey in your school of languages spoken and plot the results on a graph.

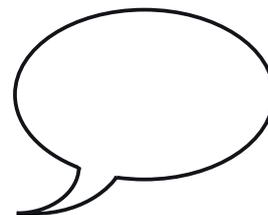


5. All the words in the speech bubbles below mean "Good Morning". Name the correct language below each diagram.



.....

6. Try to find out how to say 'Good Morning' in another language and add to the speech bubble on the right.



.....



# 36 World foods

Name .....

Where does our food come from?

1. Ask ten people in your class if they like the food listed in the table. Put a tick (YES) or a cross (NO) to show their answers.

2. Add up the total number of ticks for each food.

Which food is most popular?

.....

FOOD	PEOPLE QUESTIONED										TOTAL
	1	2	3	4	5	6	7	8	9	10	
potatoes											
rice											
bananas											
tea											
sugar											

3. Look at the map on pages 28 and 29 of the atlas. Draw an arrow from each label to the area where each food was first discovered.

potatoes

rice

bananas

tea

sugar



4. Colour the main farmland areas in each continent.

## Where did crops begin?

1. Look at the map on pages 28 and 29 of the atlas. It shows where some important crops were first discovered.
2. Complete the files by naming the continent where each food was first discovered.

FRUIT	
apples	
bananas	
grapes	
oranges	
pineapples	
strawberries	

VEGETABLES	
onions	
tomatoes	
lettuce	

CASH CROPS		Crops which are grown to sell to another country
cacao beans		
coffee		
sugar		
tea		

FOOD CROPS		Crops are the main food for people in many parts of the world
soybeans		
maize		
oats		
potatoes		
rice		
wheat		

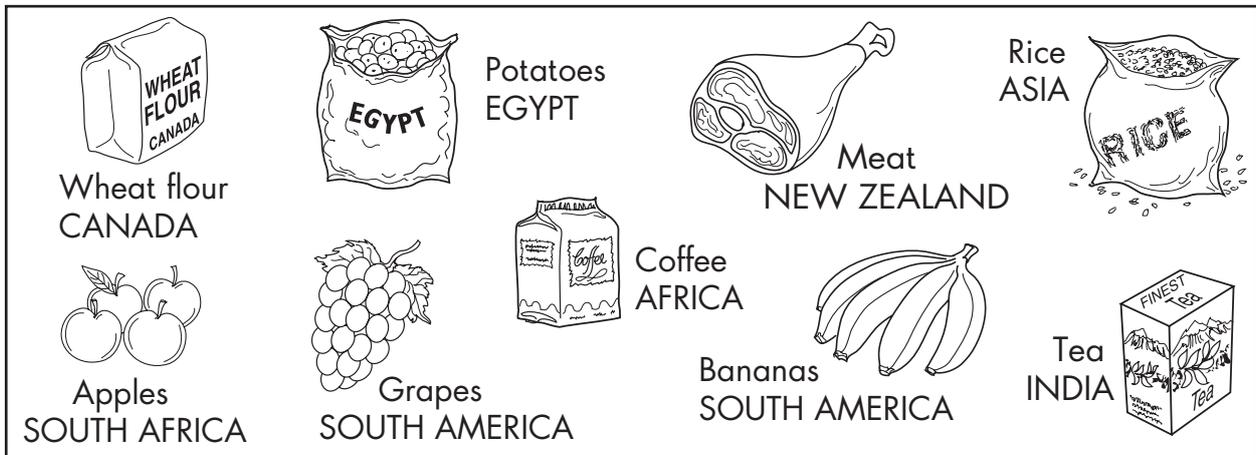
3. Put a star next to the foods that you like.
4. Draw your favourites in this space.

# 38 Food miles

Name .....

Does food need to travel so far?

Here is a selection of common foods found in supermarkets.



1. On the chart below fill in the details of each food in the drawings. Tick the last column if this food could also be produced in the UK. The first line is done for you.

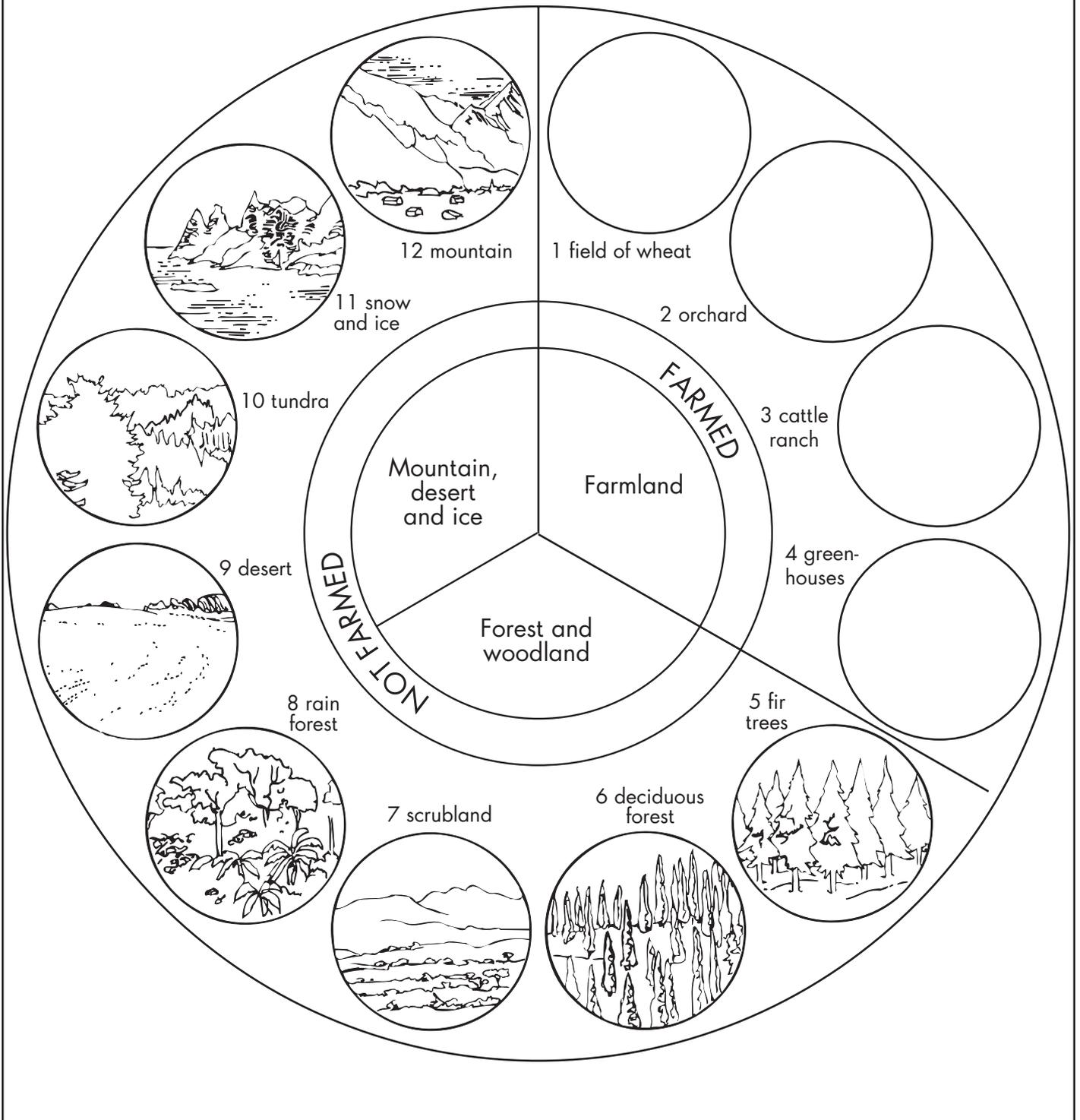
NAME OF FOOD	WHERE FROM	ALSO PRODUCED IN UK?
Wheat flour	Canada	✓

2. Draw two meals, one of food eaten by a family in northern Africa, the other using food eaten by a family in North America. Label your drawings. Page 28 of the atlas will help.

<p>NORTH AFRICAN MEAL</p>	<p>NORTH AMERICAN MEAL</p>
---------------------------	----------------------------

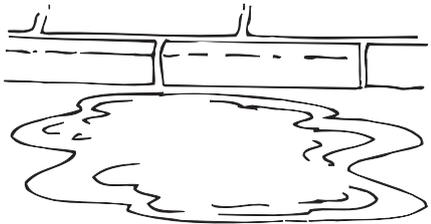
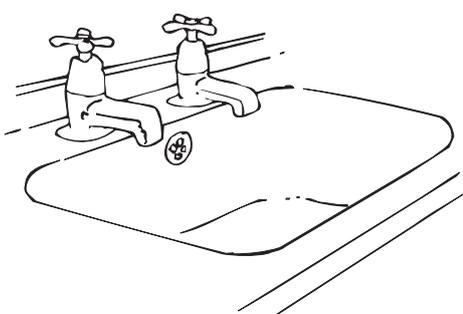
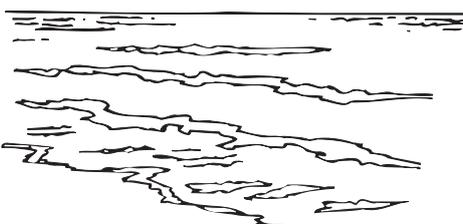
How much of the Earth's surface is farmed?

1. Colour the pie chart in the middle of the page to match the pie chart on page 28 of your atlas.
2. Make drawings of the different types of farm in circles 1-4 round the edge.
3. Colour circles 5-12 to show what the land is like in the rest of the world.



Why do we need clean water?

1. Colour the pictures.
2. Put a tick to show if you think the water is clean or dirty.

PUDDLE		RIVER	
clean		clean	
dirty		dirty	
TAP WATER		SEA WATER	
clean		clean	
dirty		dirty	

3. Complete the chart below.  
Answer each question with a tick for yes or a cross for no.

	Tastes nice?	Free from germs?	Good for washing?	Good for cooking?	Fun to play with?	Safe to drink?	TOTAL
PUDDLE							
RIVER							
TAP WATER							
SEA WATER							

4. Add up the totals.
5. Write a few sentences about what you have discovered.

.....

.....

.....

# 41 Water supplies

Name .....

Some people have to work hard to get water.

1. Work out what each picture shows using the list below to help you.

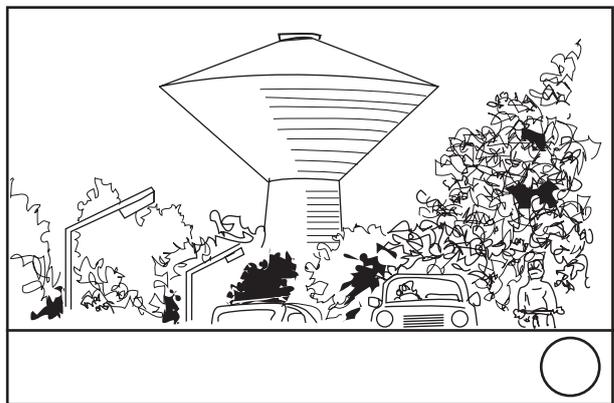
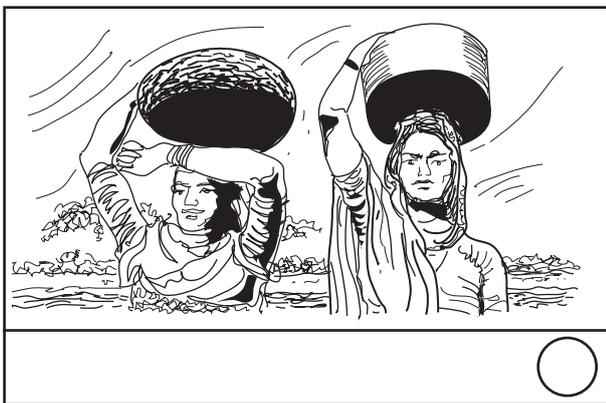
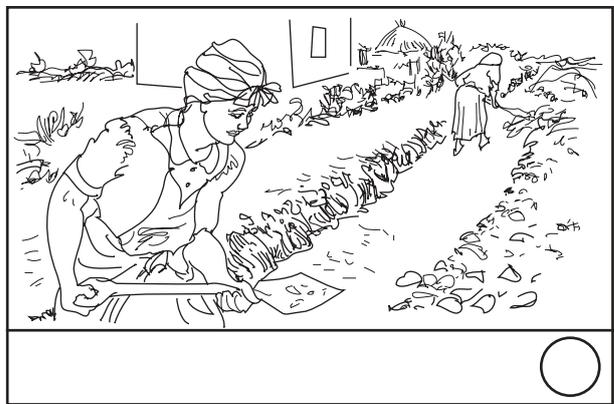
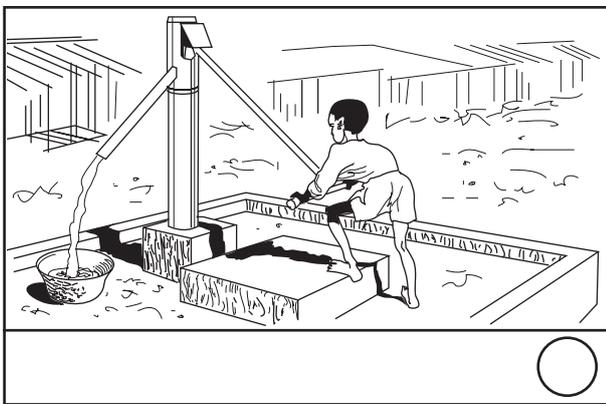
water pump  
 laying water pipes  
 carrying water  
 water storage tanks

2. Colour the key below.

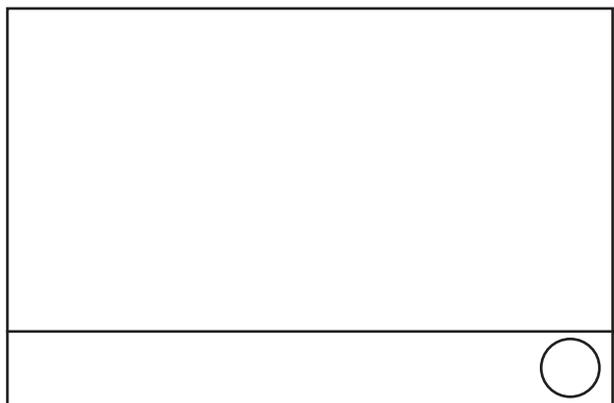
KEY

People collect their own water	red
Water is brought to the home	green

3. Working from the key, colour the circle under each picture.



4. Now make a drawing of how you get water. Say what it shows and colour the circle in the same way as before.



Why is water so important?

1. Look at each pair of activities. Decide which of the two you are most likely to do. Circle the amount of water you would use.

ACTIVITY	Litres
making a glass of orange squash	1
making a pot of tea	2

ACTIVITY	Litres
washing vegetables in a bowl	2
washing vegetables under a tap	6

ACTIVITY	Litres
Cleaning dishes by hand	8
Cleaning dishes in a machine	30

ACTIVITY	Litres
washing clothes by hand	20
washing clothes in a machine	50

ACTIVITY	Litres
taking a shower	30
taking a bath	70

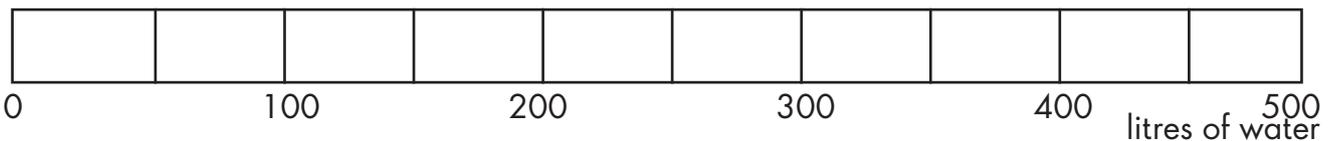
ACTIVITY	Litres
flushing the toilet three times a day	30
flushing the toilet six times a day	60

ACTIVITY	Litres
watering the garden by watering can	25
watering the garden by hose	150

ACTIVITY	Litres
washing the car using a bucket	35
washing the car in a car wash	100

2. Add up the total amount of water you would need. ....

3. Show this total on the bar graph below.



4. If you only had 20 litres of water a day how would you use it?

ACTIVITY	Litres
drinking	

ACTIVITY	Litres
washing food	

ACTIVITY	Litres
cleaning clothes	

ACTIVITY	Litres
washing yourself	

5. Why is it important to have enough water?

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



# 44 Saving resources

Name .....

What can we all do to help save resources?

1. Using page 31 of your atlas fill in the missing words in this list of three things we can do to save resources. Give an example of how you could do each one.

..... the amount we use	
..... things when they wear out	
..... materials to make something new	

Which of these do you think is most important, and why?

.....

.....

.....

2. Look at the list of household things in the table below. They could all be thrown out as rubbish. Find out which of them could be recycled instead. Which of them could you also use again, or give to someone else to use? Write your ideas in the table.

Household item	Can it be recycled? (✓)	Could it be used again? (✓)
Cardboard box		
Aluminium drinks can		
Newspapers		
Glass jam jar		
Clothes that are too small		
Vegetable peelings		
Plastic bottle		
Old toys		

# 45 Trading scheme

Name .....

## Why do people trade?

Children at Kirkton village school set up a trading scheme. When a child does something they earn a KU (a KIRKTON UNIT). With these KUs children can buy things from other children or from the Tuck Shop.

TUCK SHOP	
APPLE	3KU
ORANGE JUICE	2KU
BISCUIT	1KU

1. This table shows some of the things children do and what each activity earns for them.

NAME	ACTIVITY	UNITS EARNED
Sophie	sharpens 10 pencils	1 KU
John	run class library for a day	2 KU
Andrew	football coaching (20 minutes)	3 KU
Victoria	help with music and recorder playing (20 minutes)	3 KU
Christina	make pencil holders from cardboard tubes	4 KU

- Why are some activities worth more than others? .....
- How many pencils must Sophie sharpen to buy an apple? .....
- What happens to Christina if no one wants pencil holders? .....
- John says he is going to change to football coaching but only charge 1KU. Is this fair? What can Andrew do? .....
- Think up some trading activities for your own class scheme. Decide what each activity should earn.

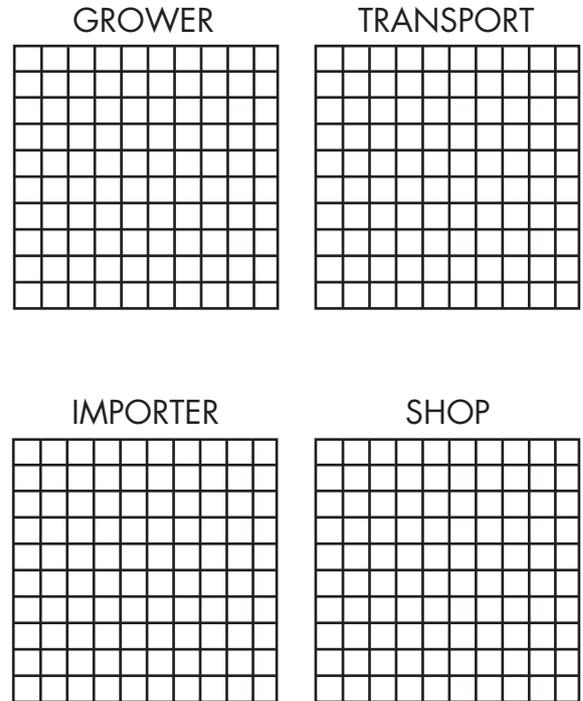

# 46 The cost of goods

Name .....

Where does the money for bananas go?

1. This table shows how every £1 spent on bananas is split up. Put this information onto the hundred squares by colouring a little box for each 1p.

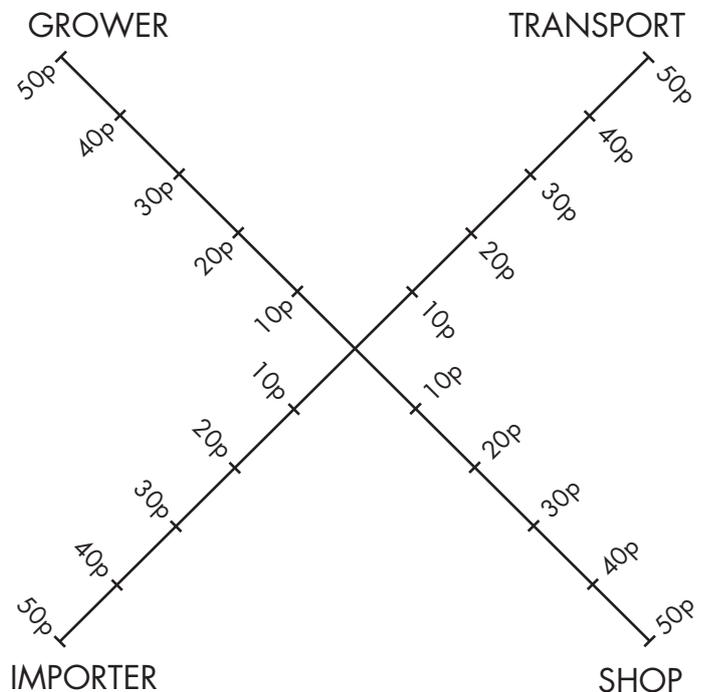
GROWER	10p for growing them
IMPORTER	30p to pack and ship them to Britain
TRANSPORT	20p for refrigerating and sending them to shops
SHOP	The shop gets 40p for selling them



2. Now plot the same information on this cross diagram. Put a dot on each arm of the cross at the correct place.

3. Join the dots you have made and colour the shape in the middle.

4. Make a cross diagram of your own that would give a fair amount of money to each part of the banana trade.



5. Why should the shop get so much more than the farmer? .....

.....

.....

Does what we buy affect other people?

1. Read the details of these two farmers in Uganda.

Nakimera grows tea.

I take my tea crop to Tea Direct. It is a fair trade company. They give me a good price. I can save a little money and even buy other things.

James Musiele grows coffee beans.

I take my coffee beans to the factory. Since 1989 the price of coffee has gone up and down. Now it is very low. I never know what I will earn. My life is in crisis. I am lucky if I have enough food.



2. Use the information in these stories to complete lifelines for Nakimera and James. Join the circles with arrows. Use green for Nakimera and another colour for James.

Activity 2: Matching statements to farmers. The statements are in circles:

- I grow tea on a small farm in Uganda
- I grow coffee beans on a plantation in Uganda
- I take my crop to a factory
- I get a fair trade price for my tea
- I never know how much money I will get
- I have money to save
- I never have any spare money
- I buy a share in the factory
- I improve my farm
- I buy things for my family
- I can send my children to school

3. Colour a box for each thing James and Nakimera can do.

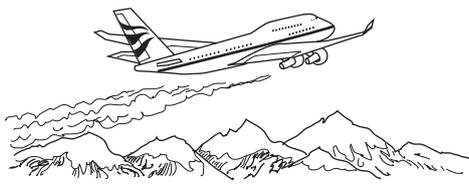
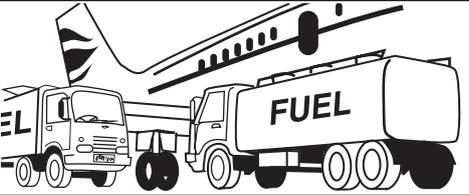
JAMES MUSIELE										
NAKIMERA										

4. How would you persuade your family to pay a little more for fair trade goods?

Is flying the best way to travel?

1. Here are some of the advantages and disadvantages of air travel. Draw pictures or write a description to complete the boxes. The first one is done for you.

2. Give each picture a score by circling a number.

ADVANTAGES	DESCRIPTION	PLUS SCORE
	Flying is the safest way to travel.	OK + 1 good + 2 excellent + 3
	Flying is very fast.	OK + 1 good + 2 excellent + 3
		OK + 1 good + 2 excellent + 3
DISADVANTAGES	DESCRIPTION	MINUS SCORE
	No good for heavy and bulky goods.	annoying - 1 bad - 2 serious - 3
		annoying - 1 bad - 2 serious - 3
	Planes are very noisy.	annoying - 1 bad - 2 serious - 3

3. Add together your plus scores and put a total.  
Do the same for your minus scores.

+

-

4. Which total is larger? What does this show you about your view of flying?

.....

.....

# 49 Mount Everest game

Name .....

What are the features of a mountain?

1. Copy each of the "mountain words" onto a piece of card, cut them out and place them face up on a table in front of you.
2. Play the game with a partner. You will need a pair of counters and a dice.
3. Collect the "mountain words" if you land on the circles with arrows.
4. When you reach the summit, tick off the words you have collected and read them out.

## MOUNTAIN WORDS

summit

ridge

snow slopes

glacier

rock face

waterfall

gorge

river

valley

**RULES**

Very tired and cold go back to camp two.

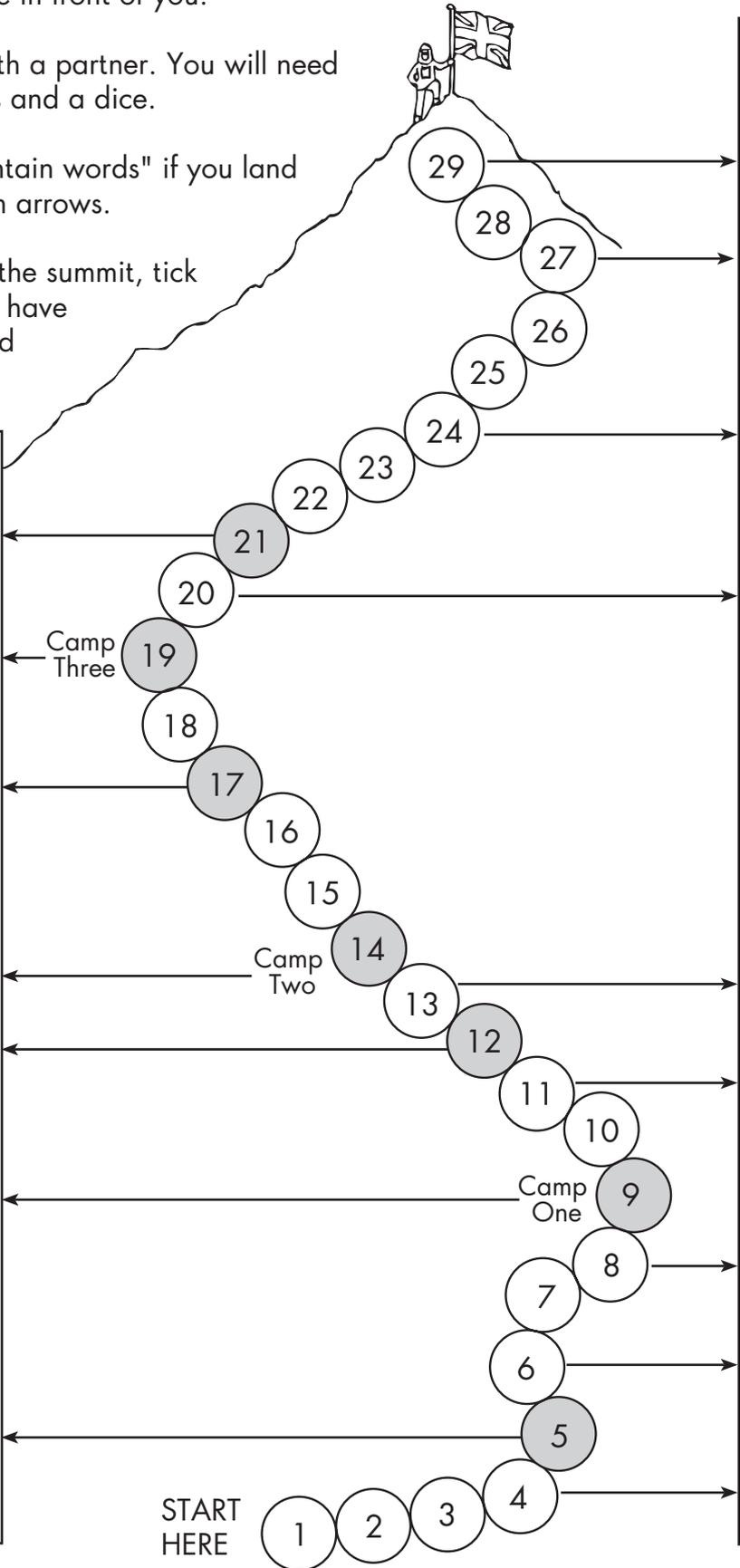
**CAMP 3**  
Miss a turn.

Bad blizzards. Throw an odd number to continue.

**CAMP 2**  
Miss a turn.  
Rope breaks. Go back to river.

**CAMP 1**  
Miss a turn.

Floods. Throw an even number to continue.



START  
HERE

# 50 Rivers wordsearch

Name .....

Can you name a famous river from each continent?

1. Find these rivers in the wordsearch.

Colorado    Rhine    Ganges    Murray    Nile    Amazon

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

2. As you discover each river name write it on the table below and add its continent.

RIVER	CONTINENT

# 51 Mountains

Name .....

Which are the highest mountains in each continent?

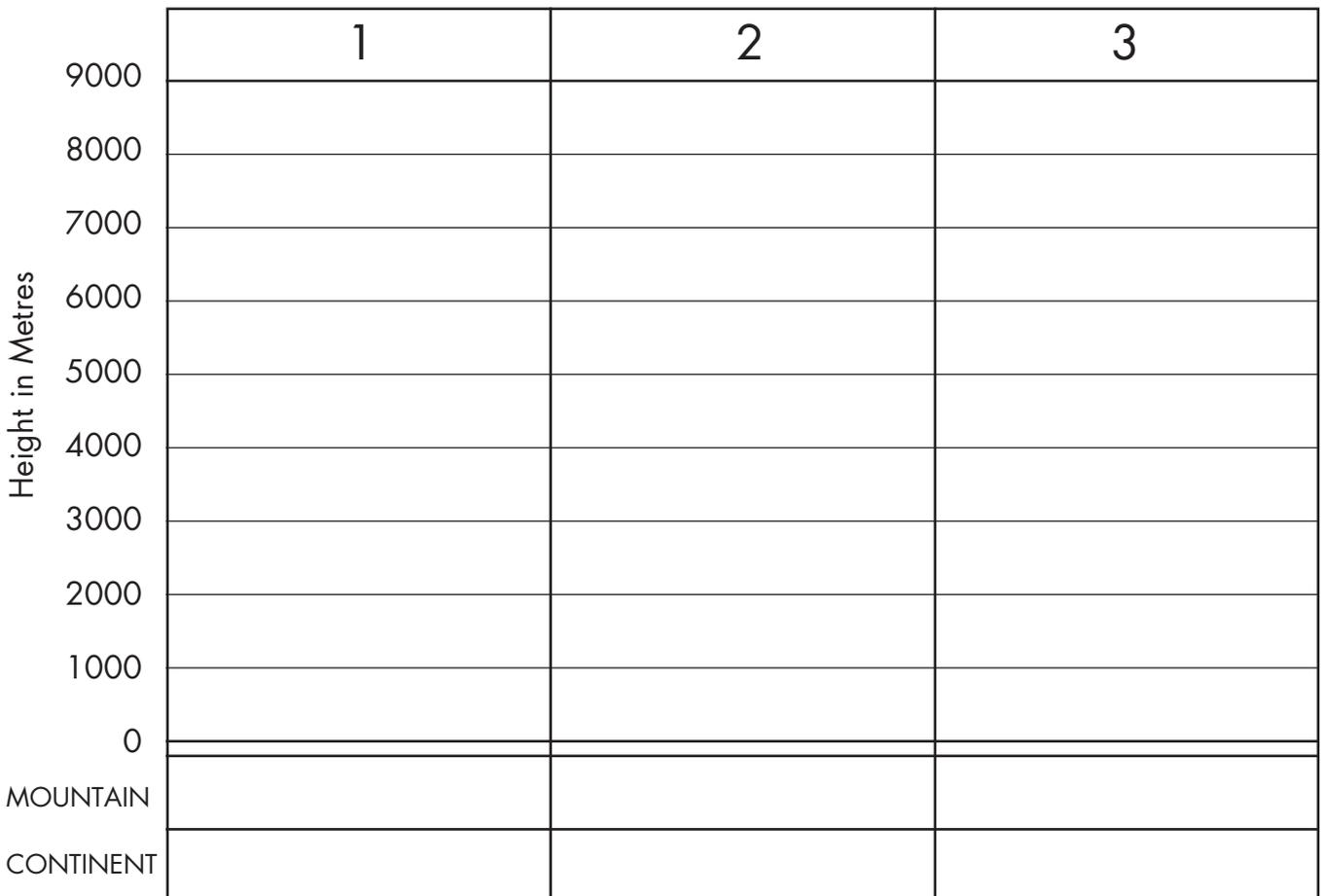
1. Working from page 36 of the atlas, list the highest mountains in each continent in the table opposite.

2. Write down the height of each one and name the continent where it is found.

3. Put the mountains in rank order by writing 1 next to the highest, 2 next to the second highest and so on.

MOUNTAIN	HEIGHT	CONTINENT	RANK ORDER

4. Draw the three highest on the chart below.



5. Name each mountain and its continent.

6. Colour the drawings.

# 52 Rivers game

Name .....

Which are the longest rivers in the world?

1. Colour the continent shapes on each set of cards.
2. Cut out the cards.
3. Play the rivers game with a friend.

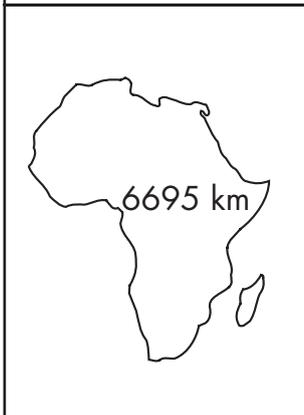
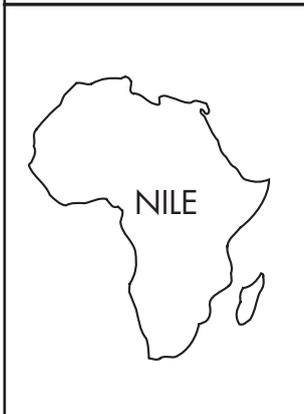
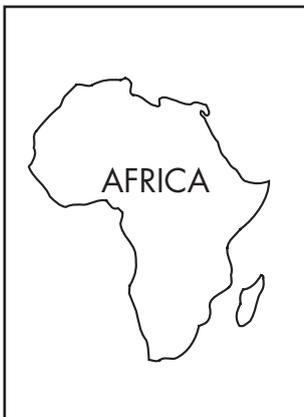
- RULES**
- 1) Place all the cards face down on the table.
  - 2) Each player turns over three cards at a time.
  - 3) You can keep the cards if they make a set.
  - 4) Put the cards back if they do not make a set.
  - 5) The player with the most sets wins.

Set A Red

Set B Yellow

Set C Blue

Set D Green

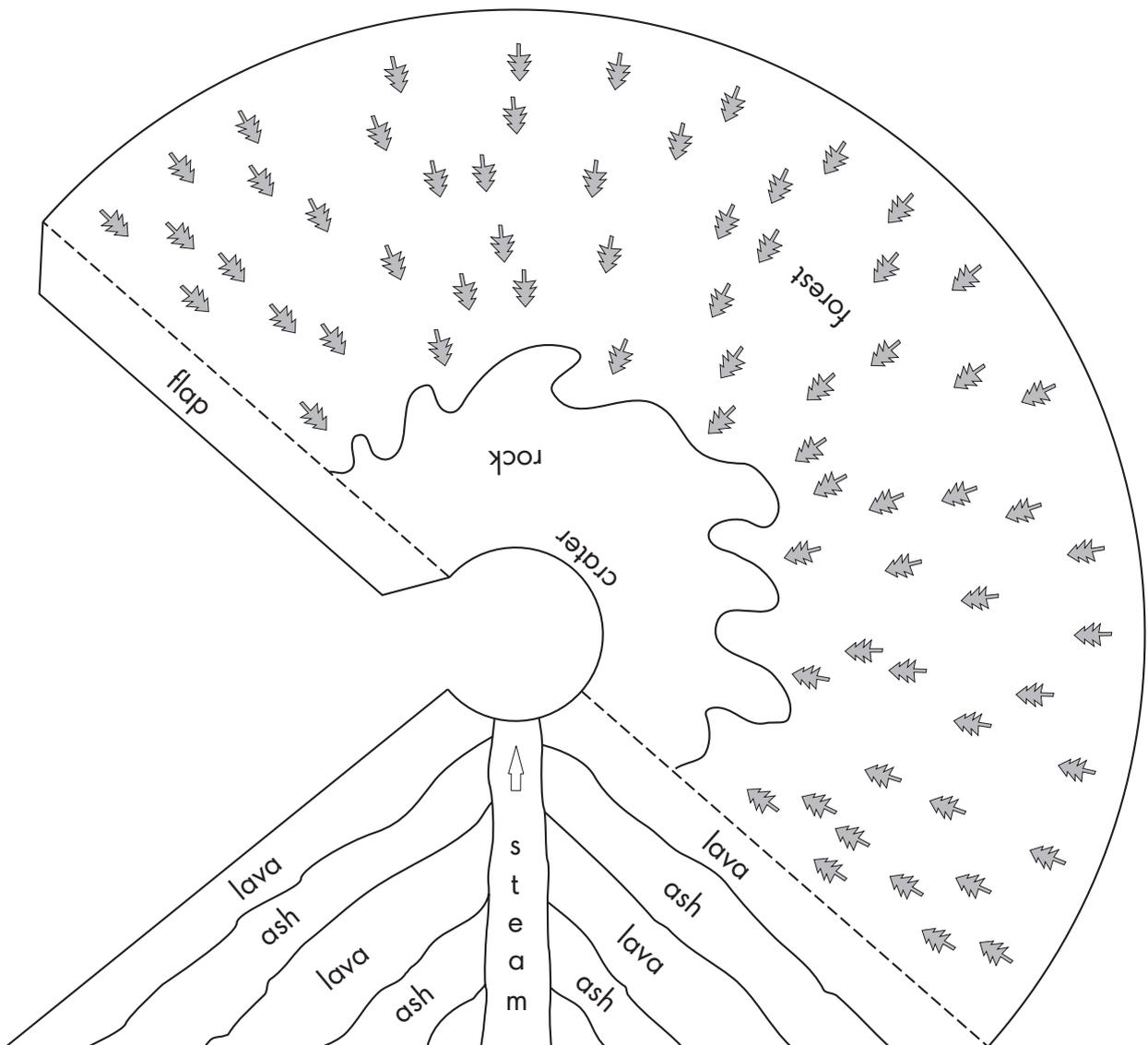


# 53 Volcano model

Name .....

What is a volcano like?

1. Colour the model of a volcano. Use different colours for the layers of lava and ash and for the trees and rocks on the slopes.
2. Cut out the model carefully and fold along the dotted lines.
3. Complete the model by gluing the flap underneath the opposite side.



What sort of disasters hit the headlines?

1. Read the newspaper headlines below.
2. Working from the map key on page 38 of the atlas, draw the correct symbol in the empty box next to each headline.
3. Use the atlas pages to find the place and continent of each disaster.

**VOLCANO ERUPTS**  
Thousands of people living on the slopes of Mount Merapi in Java were evacuated as the volcano erupted with clouds of hot gas.

PLACE .....

CONTINENT .....

**HURRICANE MAKES THOUSANDS HOMELESS**  
A storm swept the Caribbean yesterday bringing high winds and heavy rain to many areas.

PLACE .....

CONTINENT .....

**EARTHQUAKE DISASTER**  
Several towns in Turkey have been completely destroyed by a massive earthquake. Many people are feared to have died.

PLACE .....

CONTINENT .....

**DROUGHT CONTINUES IN SUDAN**  
The droughts in Sudan are set to continue this year. Already crops have dried up in many areas and people are facing famine.

PLACE .....

CONTINENT .....

**FLOODS BRING HAVOC**  
Parts of Mozambique are under water as the River Zambezi burst its banks. A huge rescue operation is now underway.

PLACE .....

CONTINENT .....

## Where do droughts and volcanoes happen?

1. Working from pages 38 and 39 of the atlas, colour the areas which suffer from drought on the map below.

2. Give the map a title and complete the key.

3. Which continents have most droughts? .....

.....



KEY



Title .....

4. Now look at the map below.

5. Name the numbered volcanoes in the table opposite.

6. Complete the key.

1.	4.
2.	5.
3.	6.



KEY



Title .....



Are all climates the same?

1. Write the words from the table on the correct file below.
2. Colour the code boxes using the colours from the map on pages 40 and 41 of the atlas.

POLAR	TEMPERATE	DRY	EQUATORIAL
ice snow frost blizzards	mild wet windy cloudy	sunny hot dry clear	humid hot wet cloudy

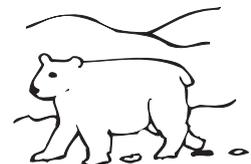
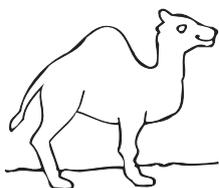
EQUATORIAL Colour Code <input type="checkbox"/>	

DRY Colour Code <input type="checkbox"/>	

TEMPERATE Colour Code <input type="checkbox"/>	

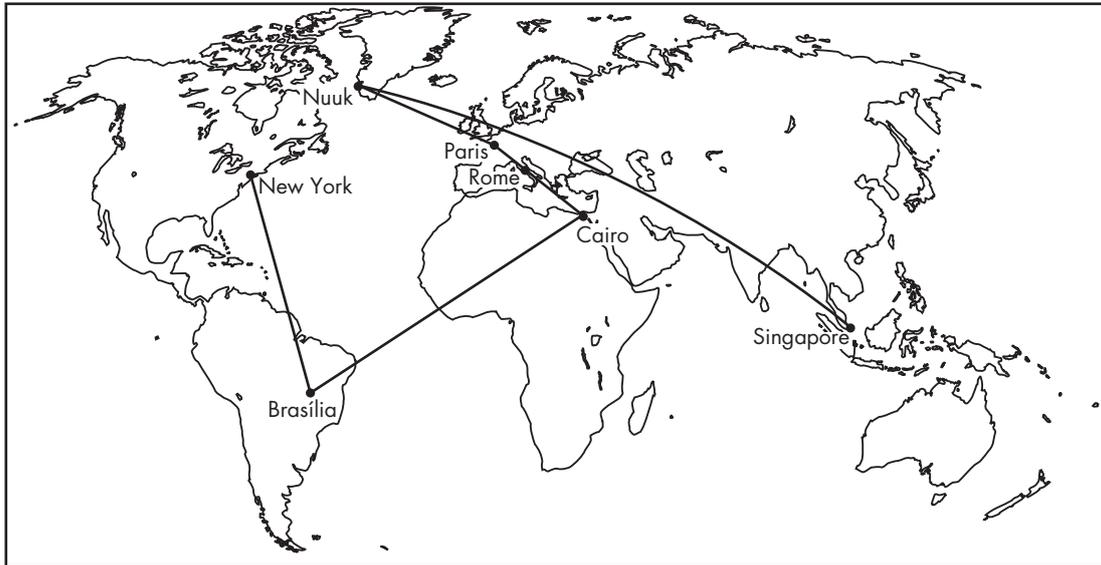
POLAR Colour Code <input type="checkbox"/>	

3. Draw each animal in the climate file where it belongs.



What should I wear on holiday?

1. Andrew lives in New York. His family has won a holiday competition. The prize is a seven cities tour. The map shows the route the tour will take.



2. Using the key on page 40 of your atlas fill in the climate and weather conditions for each city.

CITIES	CLIMATE	MAIN WEATHER CONDITIONS	BEST CLOTHES
New York	continental	cold winters, warm summers	
Brasília			
Cairo			
Rome			
Paris			
Nuuk			
Singapore			

3. Choose one article of clothing from this collection to wear in each city. Draw two more clothes you would take.

- woollen hat      t-shirt      swimwear
- and gloves
- sun hat      waterproof      trousers
- cagoule
- sweatshirt      boots      flip flops
- warm coat      shorts

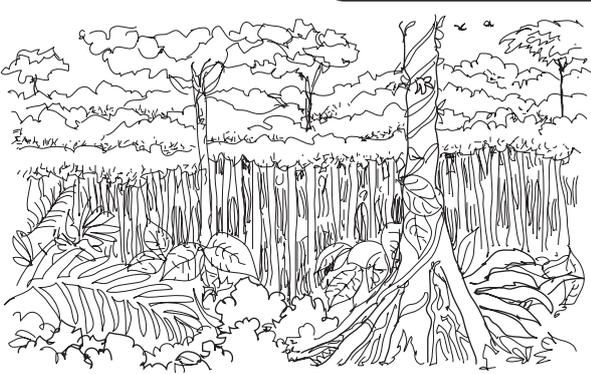
--	--

Why can't humans live everywhere?

1. Using pages 36-37 and 40-41 of your atlas finish these data files with either drawings or names. Circle the best descriptions in the word boxes.

2. Colour the drawings to match the landscapes and answer the question.

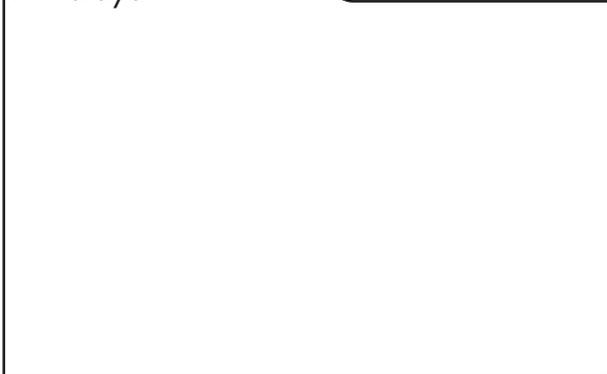
Amazon rainforest



very cold	very hot	very wet	very dry	no soil
-----------	----------	----------	----------	---------

easy to live here?

Himalaya



very cold	very hot	very wet	very dry	no soil
-----------	----------	----------	----------	---------

easy to live here?

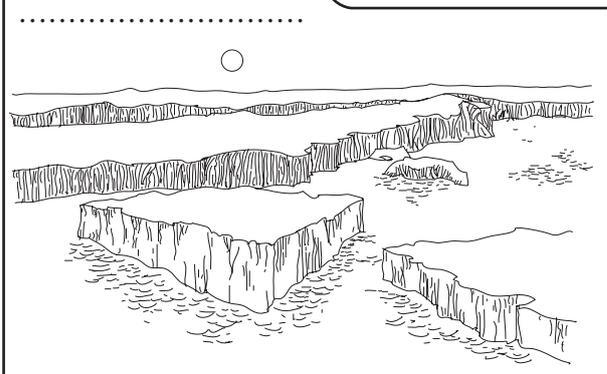
.....Desert



cold	very hot	very wet	very dry	no soil
------	----------	----------	----------	---------

easy to live here?

.....



very cold	very hot	very wet	very dry	no soil
-----------	----------	----------	----------	---------

easy to live here?

3. Millions of people live in the U.K. Choose some words to describe our countryside and draw a picture.



# 60 Climate types

Name .....

How are climates different?

1. Look at the map on pages 40-41 of the atlas.
2. Colour the code boxes in the table using the same colours as the map key.
3. Write a short description of each climate.

CLIMATE	CODE	DESCRIPTION	OTHER INFORMATION
Polar			
Continental			
Dry			
Tropical			
Equatorial			

4. Now write a sentence about the climate in the United Kingdom using the map and key to help you.

.....

.....

.....

.....

.....

.....

.....

.....

# 61 Climate graphs

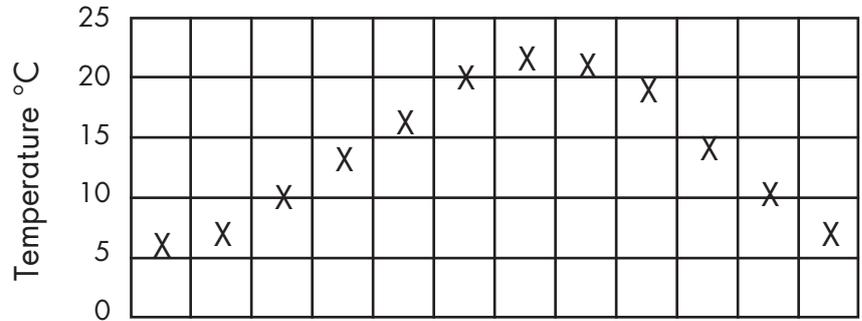
Name .....

How do graphs describe world climates?

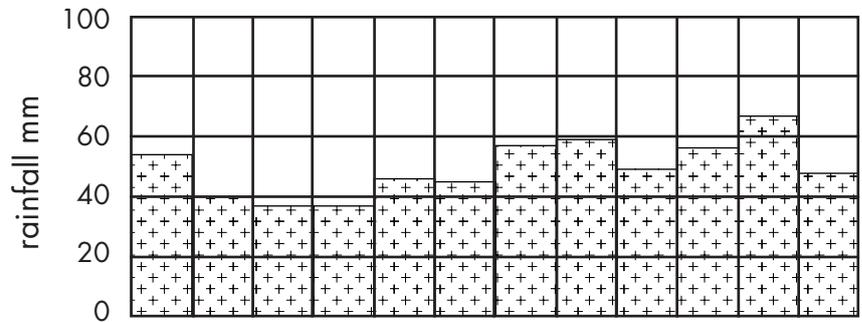
1. Look at the table opposite. It gives the figures for average temperature and rainfall in London.

MONTH	J	F	M	A	M	J	J	A	S	O	N	D
TEMPERATURE °C	6	7	10	13	17	20	22	21	19	14	10	7
RAINFALL mm	54	40	37	37	46	45	57	59	49	57	64	48

2. Make a temperature graph for London by joining the crosses with a smooth curved line.



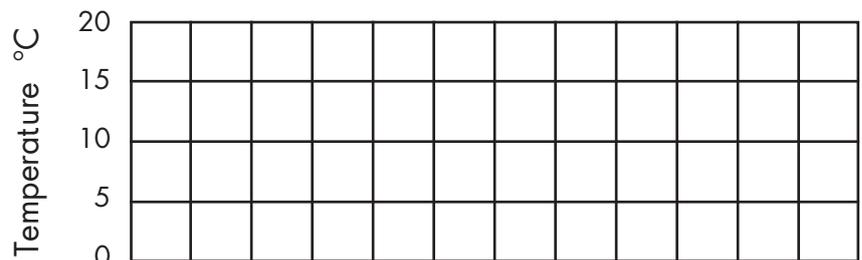
3. Now colour the block graph to show the rainfall figures.



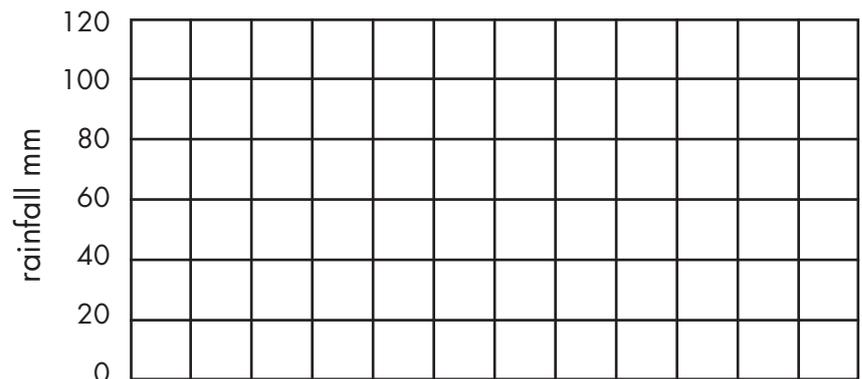
4. Look at the figures for average temperature and rainfall in San Francisco.

MONTH	J	F	M	A	M	J	J	A	S	O	N	D
TEMPERATURE °C	9	11	12	13	15	16	17	18	18	16	13	10
RAINFALL mm	110	81	78	35	5	3	1	1	5	31	73	78

5. Put a cross at the correct point to show the temperature each month and join them up to make a smooth graph in the same way as before.



6. Draw columns of the correct height to show the rainfall each month.



7. Discuss any differences you notice.

## Do trees really matter?

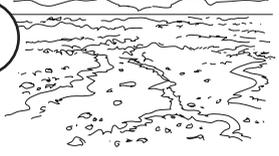
These pictures show what can happen if trees are cut down.

1. Write numbers in the circles and draw arrows to link the boxes in the correct order.
2. Add the missing words to the captions from the word box.

WORD BOX	trees	animals
	agriculture	
	soil	useless

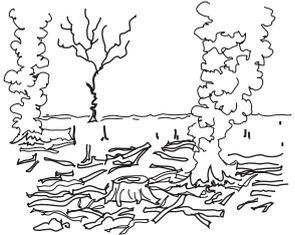


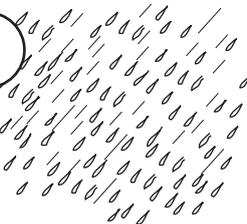
Rainforests provide homes for plants and .....



Land is left empty and .....

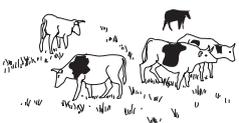
.....  
are cut down  
or burnt.





Heavy rain washes away the .....

Land is used for  
.....  
such as ranching.



3. Read the list of reasons why trees matter. Tick a box if rainforest trees do any of these things.

WHY TREES MATTER	RAINFOREST	LOCAL AREA
renew air		
provide habitats		
provide shelter		
stop loss of soil		
catch and control rain		
provide food		
provide timber for homes, furniture, paper		
make attractive scenery		
provide wood to burn for fuel for heating and cooking		

4. Think of trees in your local area. Put a tick for things they do.
5. Create a poster about protecting world trees.

# 63 Changing the world

Name .....

How are people changing the environment?

1. Look at these problems. Write down some of the effects they cause and draw a picture to go with each one.

PROBLEMS	EFFECTS	PICTURE
rainforest cut down		
factories and cars make fumes		
plastic in the sea		
areas of land that could become desert		

2. Here are some more problems. Tick any that happen in your local area.

CLUE	<input checked="" type="checkbox"/>
too many cars	<input type="checkbox"/>
front gardens used for car parking	<input type="checkbox"/>
no new planting of trees	<input type="checkbox"/>
throwing away things not worn out	<input type="checkbox"/>
using aerosols	<input type="checkbox"/>
too much plastic rubbish	<input type="checkbox"/>

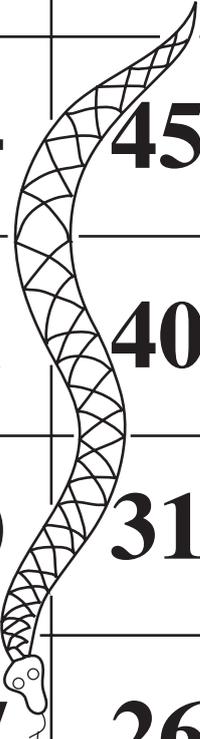
3. Draw a picture of something you could do to help.

# 64 Pollution game

Name .....

What are the ups and downs of pollution problems?

1. Play this game with a friend. You will need a dice and counters.

<b>FINISH</b>	<b>55</b>	New dams drown farmland	<b>53</b>	<b>52</b>	Aral Sea drying up	<b>50</b>
<b>43</b>	<b>44</b>		Sewage pollutes North Sea	<b>47</b>	<b>48</b>	<b>49</b>
<b>42</b>	<b>41</b>		<b>40</b>	<b>39</b>	<b>38</b>	<b>37</b>
<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	Area of rainforest saved
Panda cubs born	<b>27</b>	<b>26</b>	<b>25</b>	<b>24</b>	<b>23</b>	<b>22</b>
<b>15</b>	<b>16</b>	<b>17</b>	Oil spill prevented from tanker	<b>19</b>	<b>20</b>	<b>21</b>
<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	Lakes poisoned in Canada	<b>9</b>	<b>8</b>
<b>START</b>	More people use electric cars	<b>3</b>	New agreement to protect Antarctica	<b>5</b>	<b>6</b>	<b>7</b>

# 65 Threatened environments

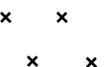
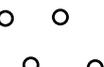
Name .....

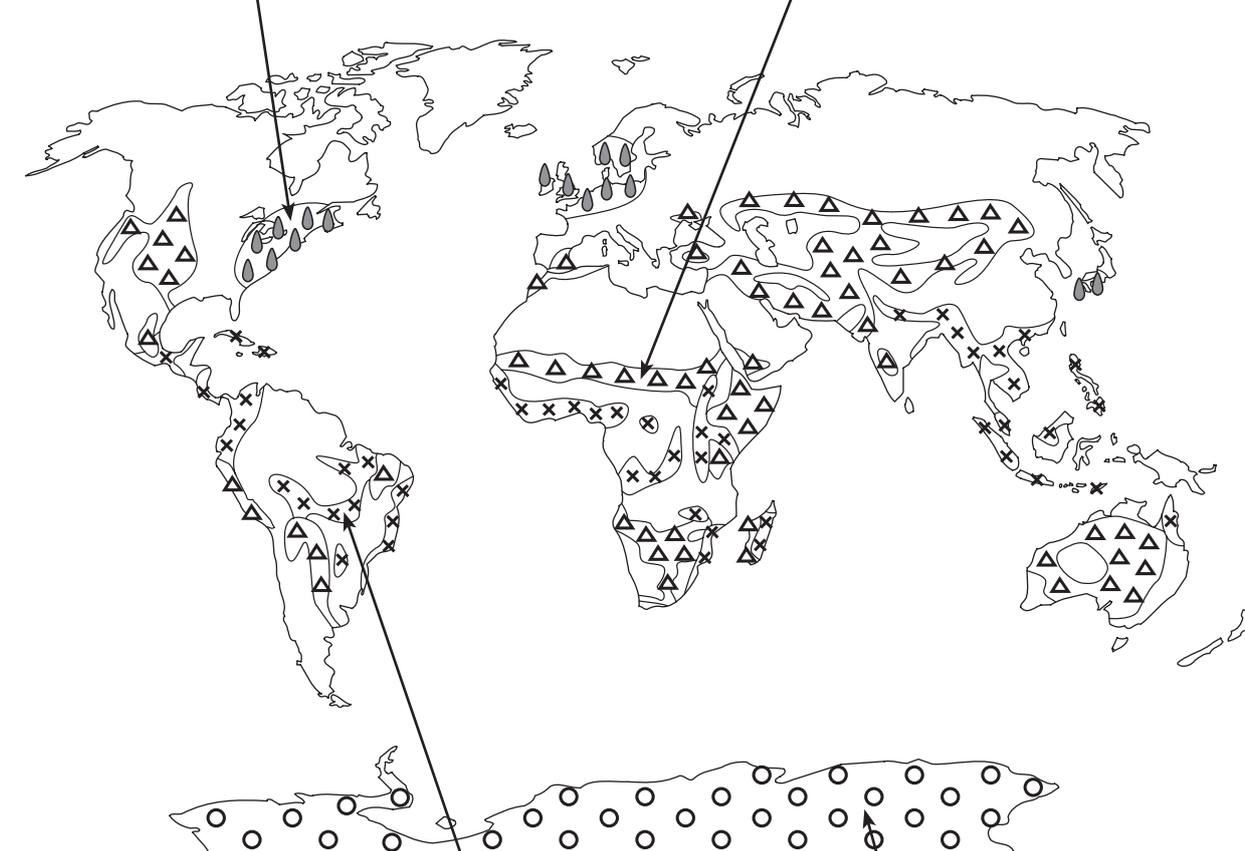
Which environments are threatened?

1. Using the key, put the correct description in each empty box around the map.

2. Colour the map and key using a different colour for each threatened environment.

KEY

1 Areas of high acid rain.	
2 Land turning to desert.	
3 Rainforest cut down.	
4 Antarctica threatened by development.	

1	2
	
3	4

3. Do you know of any other problems that are threatening the environment?

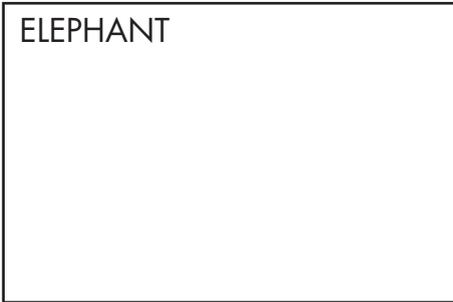
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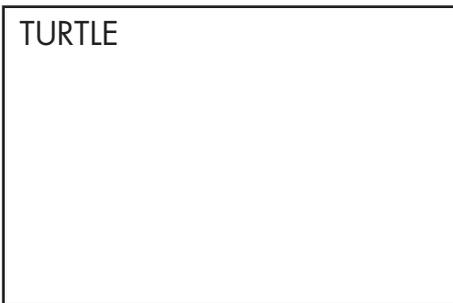
What creatures are at risk?

1. Working from pages 44 and 45 of the atlas, draw pictures of the different creatures at risk.

ELEPHANT



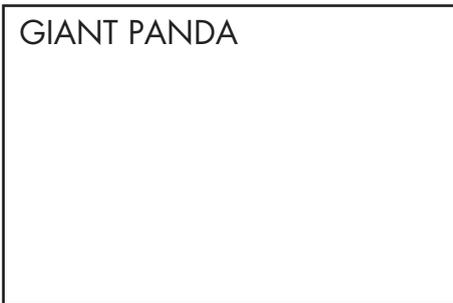
TURTLE



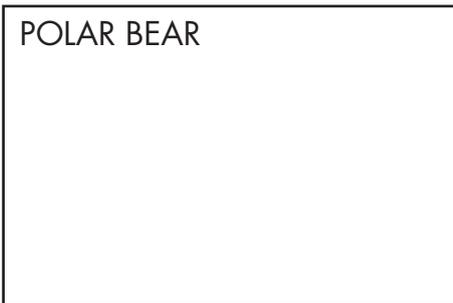
TIGER



GIANT PANDA



POLAR BEAR



2. Draw a line linking each creature to the correct description.

"I have beautiful fur which is made into expensive coats."

"My tusks are made into ornaments."

"I am hunted for my meat, eggs and shell."

"I live on the ice and the ice is melting."

"I eat bamboo and people have cut down bamboo forests."

3. Make a list of other creatures which are also at risk.

# 67 Being involved

Name .....

What do people care about?

1. In each box draw or write these things.

3 plants and animals of my own that I look after carefully	3 plants and animals my family cares for in our home	3 plants and animals looked after in the local area	3 plants and animals I think should be conserved in the world
1	1	1	1
2	2	2	2
3	3	3	3

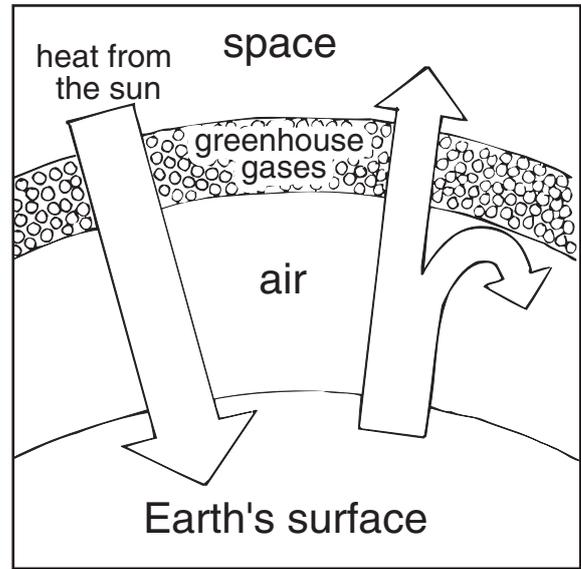
2. Which is the most important care and conservation action from each column?

MOST IMPORTANT ACTION	DESCRIPTION
FOR ME	
FOR PARENTS	
FOR LOCAL AREA	
FOR THE WORLD	

What is global warming?

- Looking at page 46 of the atlas, colour the "Greenhouse effect" diagram opposite.
- Now look at the diagrams below. They show some of the things which cause global warming. Colour them and label them from this list.

- car fumes
- smoke from burning fuel
- pollution from aircraft
- gas from fertilizers




3. Write each problem in the correct part of the diagram below.

PROBLEM	SOLUTION
	Restrict air travel.
	Use less fertilizer.
	Use fuel more efficiently.
	Use public transport more.

4. Discuss what you can do to help the problems of global warming.

Where in the world is there war and terrorism?

1. Look at the news headlines below. Using the map on pages 48 and 49 of your atlas, draw an arrow from each headline to the part of the world where each incident has happened.

The Syrian conflict has been going on for more than five years. Millions of people have been displaced and hundreds of thousands killed.

More soldiers have been killed in Helmand in the latest attacks of the Afghanistan conflict.



The Twin Towers of the World Trade Center in New York collapsed after being attacked by two planes with hijackers on board.

After a week of border fighting, South Sudan troops temporarily occupy a border town. Sudanese war planes raid areas in South Sudan.

As the war continues in Yemen more and more people are dying of starvation.

2. Think of two reasons why there might be a fight in the school playground.

1. ....

2. ....

Are these reasons for fighting different, or similar, to some of the reasons for fighting between countries?

# 70 World wars

Name .....

What do you know about wars?

1. Working from page 49 of your atlas, find out about the First World War.

When did the First World War start?

How many years did it last?

What was the name of the main area where battles were fought in Europe?

Name two countries involved.

2. Below is a list of battles fought on the Western Front. Add the year next to each battle.

BATTLE	YEAR
Arras	
Marne	
Mons	
Passchendaele	
Somme	
Verdun	
Ypres	

3. Imagine what life was like for soldiers fighting in the trenches of the First World War. Draw a sketch of a battle scene here.

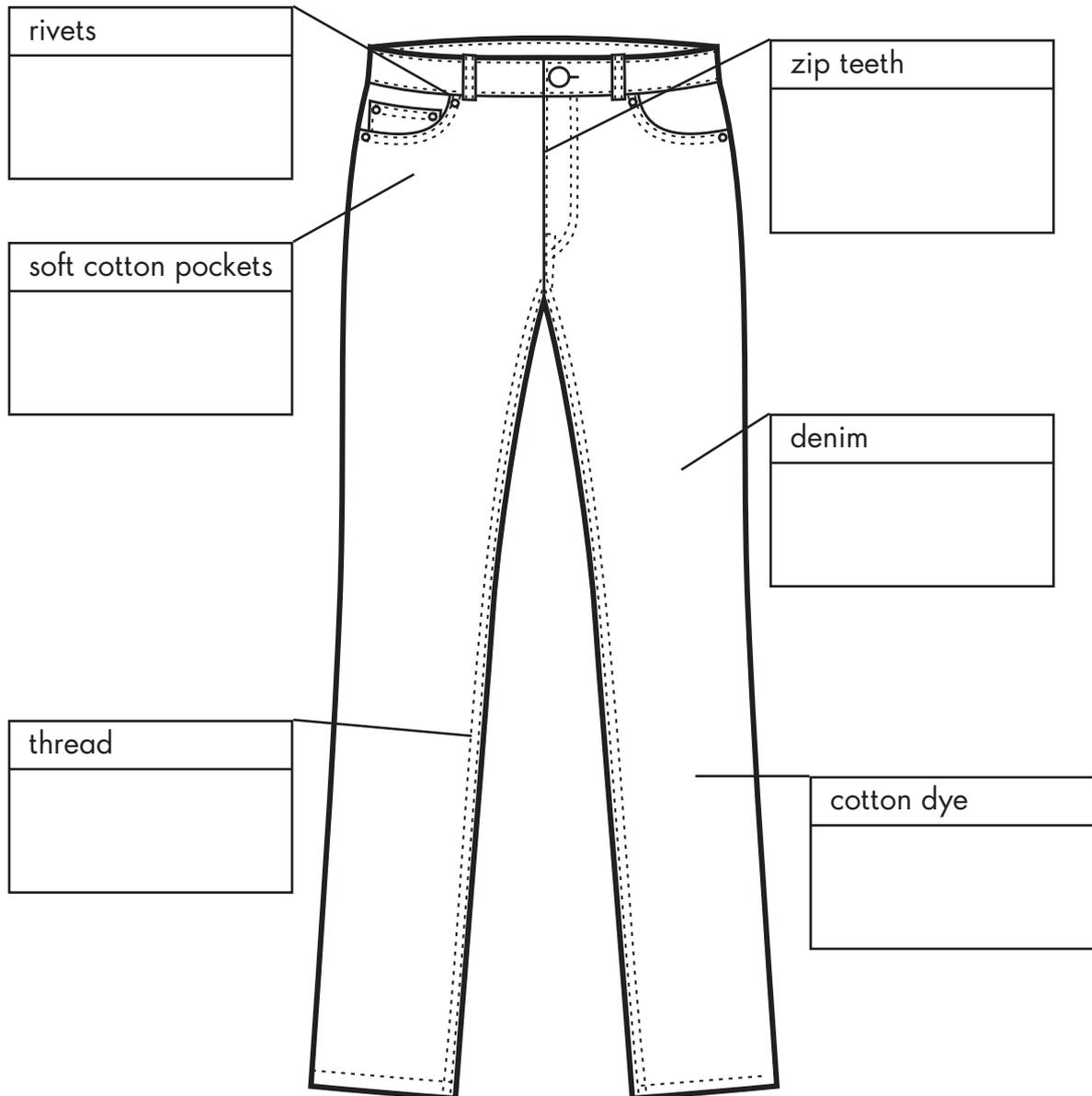


What is meant by the term globalisation?

1. The way that people around the world are ..... together through ....., ..... and ..... is known as .....

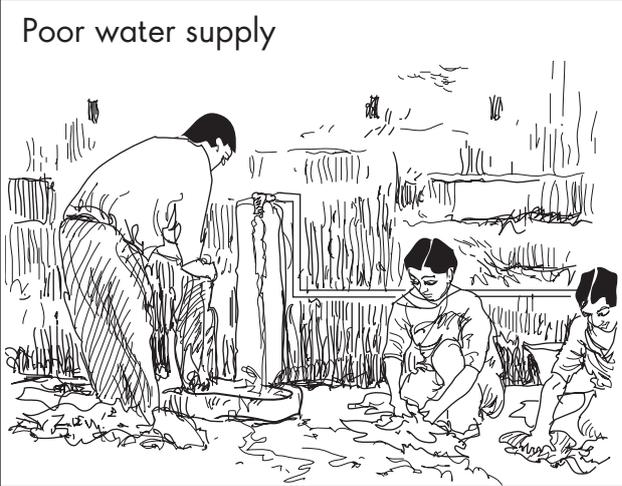


2. Materials for making jeans come from all over the world. Complete the labels below by adding the names of the countries involved in making the various parts of a pair of jeans.



Does it matter what happens to little children?

1. Look at the pictures. Write a sentence about a bad effect each problem may have on a child's life.



EFFECT .....

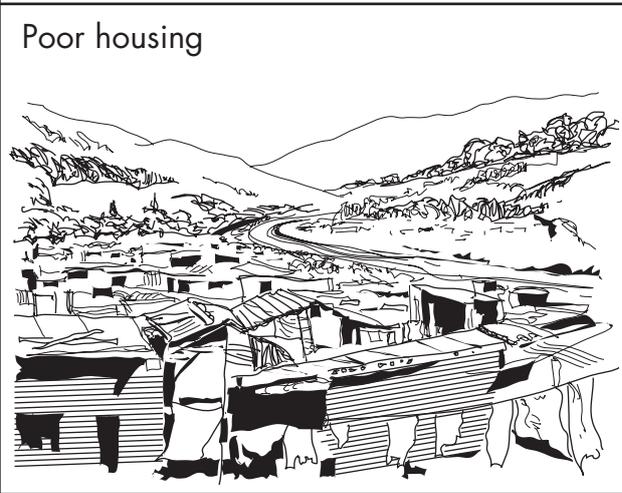
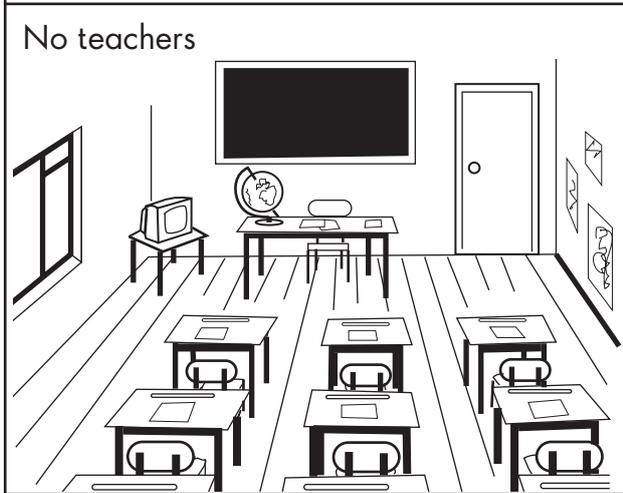
.....

.....

EFFECT .....

.....

.....



EFFECT .....

.....

.....

EFFECT .....

.....

.....

2. What three things in your life have given you a better chance for the future?

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

How can we compare our lives?

1. Namtuk lives on an island in Indonesia. Here is a list of his day. Fill in one of your own.

NAMTUK'S DAY	MY DAY
I get up at dawn.	
I help my father with farm jobs.	
I walk for an hour to reach school.	
We have little equipment.	
School finishes at mid-day.	
I chat and play with friends for an hour.	
In the afternoon I collect wood and water.	
In the evening we eat stew, rice and bread.	
We make models from wire, tins and wood.	
I want to be an engineer when I am older.	
There is only water for a quick wash at bedtime.	

2. Use ticks to show the things both you and Namtuk enjoy.

DAILY LIFE	YOU	NAMTUK
enjoying food		
playing games		
meeting friends		
owning things		

DAILY LIFE	YOU	NAMTUK
having hobbies		
keeping clean		
being happy		
hopes for the future		

3. Compare Namtuk's life with your own. Write S (SIMILAR) or D (DIFFERENT) in the boxes.

environment and surroundings	
hopes and feelings	
most daily activities	

# 74 Unequal shares

Name .....

Is life the same for everyone?

The table shows how much the average person earns (INCOME) and how long they might live (LIFE EXPECTANCY) in different parts of the world.

1. Using the information from the table put a dot at the correct point on the chart below for each country.

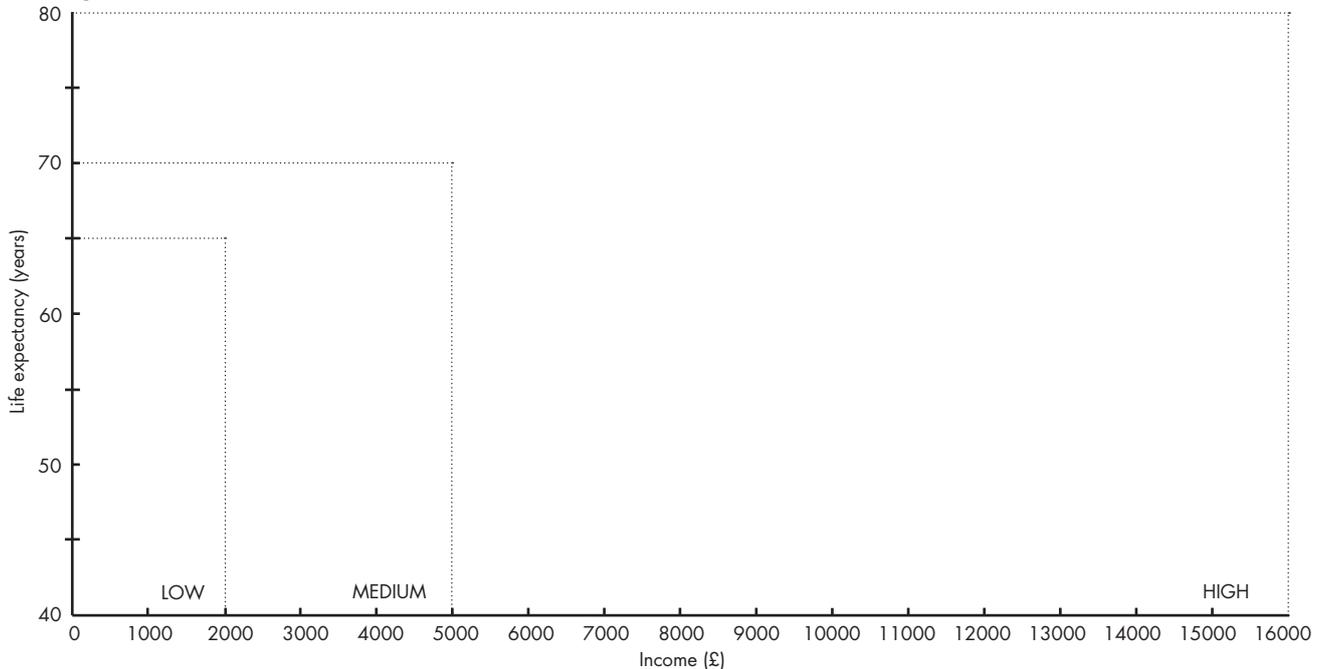
2. Using the information from the dots on the chart fill in this 'QUALITY OF LIFE' column. Write 'high', 'medium' or 'low'.

TABLE

COUNTRY	INCOME	LIFE EXPECTANCY
1 MOZAMBIQUE	£150	43 years
2 BRAZIL	£2500	67 years
3 BANGLADESH	£250	61 years
4 FRANCE	£16 000	79 years
5 CANADA	£14 500	79 years
6 RUSSIA	£1000	66 years
7 AUSTRALIA	£14 000	79 years

QUALITY OF LIFE

CHART



3. Give some reasons why some people around the world live longer than others.

.....

.....

.....

# 75 Ecological footprints

Name .....

What is my footprint on the world?

1. Look at the survey boxes below. Colour in a dot for each thing that you do. Be honest!

SHOPPING		do you?
<input type="radio"/>	usually take a new carrier bag each time you shop	
<input type="radio"/>	mostly like frozen food	
<input type="radio"/>	not bother which country food comes from	
<input type="radio"/>	get rid of clothes and toys before they are worn out	

WASTE		do you?
<input type="radio"/>	throw all rubbish in one bin at home	
<input type="radio"/>	sometimes drop litter in the street	
<input type="radio"/>	sometimes leave food at meals	
<input type="radio"/>	don't bother to recycle cans and paper	

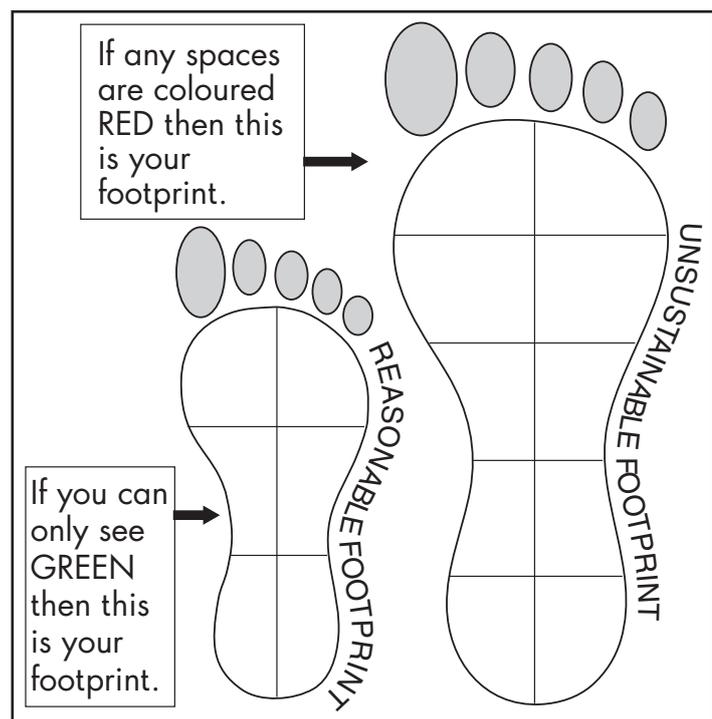
ENERGY		do you?
<input type="radio"/>	turn up heating rather than put more clothes on	
<input type="radio"/>	sometimes forget to turn lights off	
<input type="radio"/>	leave doors open quite often	
<input type="radio"/>	let water run when you wash	

LEISURE		do you?
<input type="radio"/>	watch a lot of TV	
<input type="radio"/>	use electronic games	
<input type="radio"/>	sit about quite a lot	
<input type="radio"/>	use quite a lot of batteries	

2. For every dot filled in, colour a space green on the small REASONABLE FOOTPRINT. If you need more spaces go on to the UNSUSTAINABLE FOOTPRINT and use a red colour.

3. Which is your footprint on the world?  
.....

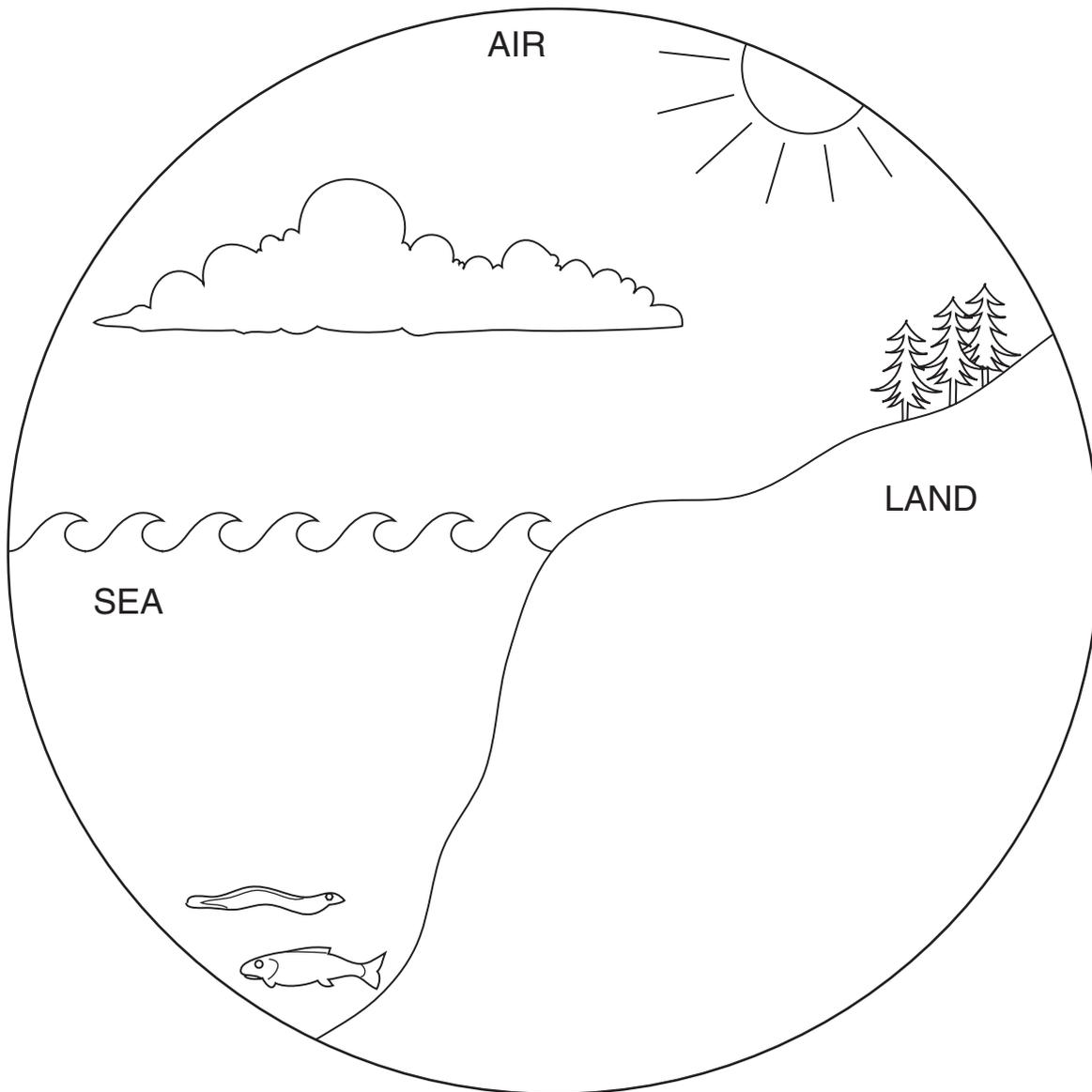
4. Make up a plan of action to try and make your footprint a more reasonable one.



Do people change the planet?

1. Read the words in the word bank. Decide if each affects the air or sea or land most. Write each word in the correct part of the world diagram.

smoke	heat	sprays/aerosols
oil leak	sewage	detergents
rubbish dump	buildings	mines and quarries
explosions	fires	chemicals



2. Which two could affect the whole world?

1. .... 2. ....

3. Which two could you do something about yourself?

1. .... 2. ....

What do key words mean to me?

1. Use the atlas pages, the glossary on page 54 and a dictionary to fill in the meanings on this checklist of words. Keep it handy when you read or write about the environment.

CHECKLIST	MEANING
biome	
conservation	
crops	
Earth	
environmental	
fair trade	
food chain	
globalisation	
global warming	
Greenhouse effect	
habitat	
natural hazard	
rainforest	
resources	
sustainable living	

2. Which three entries on the checklist do you think are the most important for protecting the environment?

1.....

2.....

3.....

3. Which one will most affect you when you are an adult?.....