UNIT 1 SESSION 2: WHERE IN THE WORLD?

Age range: 8- 12 years

Outline
Learners will locate the UK and the four Young Lives countries on a world map and identify which continents they are in. They will then compare distances from the UK (London) to the four countries. Finally learners will need to convert distances between miles and kilometres to match up each country with its distance from the UK.

Learning objectives

- To locate the UK and each of the Young Lives countries (Ethiopia, India, Peru and Viet Nam) on a world map and know which continents they are in.
- To recognise different units of measurement used for length and distance.
- To convert between miles and kilometres.

Learning outcomes

- Learners will use maps and atlases to locate the Young Lives countries on a world map and identify which continents they are in.
- Learners will match each country with its respective distance from the UK.
- Learners will solve problems requiring conversion between miles and kilometres.

Key questions

- Where are the UK and the four Young Lives countries on a world map?
- Which continents are these countries in?
- Which country do you think is furthest from the UK?
- Which country do you think is closest to the UK?
- How would you convert this distance into miles?
- How would you convert this distance into kilometres?

Resources

- Unit 1 Slideshow (Sessions 1 - 3): Slides 16 – 22
- Resource sheet 1: *Where in the world?* (enlarged to A3)
- Activity sheet 1: *Match them up!*
- Calculators are optional for Activity 2.2

Curriculum links

England
Pupils should be taught to:
Mathematics
Measurement

- Convert between miles and kilometres.

Geography
Locational knowledge

- Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries.

Wales
Mathematics
Measures and money

- Understand the relationships between units, and convert one metric unit to another.

Geography
Locating places, environments and patterns

- Identify and locate places and environments using globes, atlases, and maps.
- Use maps, imagery and ICT to find and present locational information.

Scotland
Numeracy and Mathematics: Measurement

- I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.

MNU 2-11b

Social Studies

- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a

Important teaching note
These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.

Activity 2.1 *(5 min)*

- Organise learners into pairs or threes. Distribute copies of *Where in the world?* (Resource sheet 1 - enlarged to A3). Ask learners to locate the UK and the four Young Lives countries. *Which continent is each country is in?* Alternatively this could be done as a whole class activity using the world map on slide 17 of the *Unit 1 Slideshow (Sessions 1 - 3)*. Click forward on the slideshow to show the country locations.

Activity 2.2 *(25 min)*

- *Note: Learners will need some prior knowledge and understanding of the conversion between miles and kilometres for this activity.*
- Show slide 18. Ask learners to use the world map to estimate which country is the furthest away from the UK. Then ask learners to rank the countries in order from the closest to the furthest (correct answer: Ethiopia, India, Viet Nam and Peru). If available, learners could use a world floor map and string to help them to compare and rank these distances.
- Ask what units of measurement we use for length and distance. Show slide 19 and discuss which unit of measurement would be suitable for each example (the world, a tree, distances between towns, a pencil and an ant). Show slide 20 and ask learners to put these units of measurement in order of size. Click forward on the slide and recap which of these units could be used to measure distances between countries.
- Show slide 21 and discuss where learners have seen miles and kilometres being used. Teachers may wish to replace the images to show distances between local landmarks or destinations which learners are familiar with. It may also be useful at this point to allow some time for learners to investigate distances between cities in the UK and/or places in their own locality, for example between London and Edinburgh or their school and the nearest shop.
- Next use slide 22 to explain the difference between kilometres and miles and how to convert between these two measurements (1 mile ≈ 1.6 km or 5 miles ≈ 8 kilometres).
- Organise learners into small groups of two or three and give each group a copy of *Match them up! A* or *B* (Activity sheet 1).
- This activity sheet provides the air or great circle distances from the UK (London) to each of the four Young Lives countries. Air or great circle distance is the shortest, most direct distance between any two locations on the Earth as measured by drawing a path along the surface of the Earth (www.timeanddate.com/worldclock/about-distance-calculator.html). Note that actual flight distance will vary depending on airport location and the flight route chosen.
- Learners will need to use their copy of *Where in the world?* (with the countries and the UK marked) to help them match up the distances with the correct countries. More able learners will first need to convert some of the distances in either miles or kilometres for comparison.

Differentiation

- *Make it easier: Give learners copies of* Match them up! 1 (a*ll distances provided in kilometres only).*
- *Make it harder: Give learners copies of* Match them up! 2 *(distances provided in a mixture of kilometres and miles).*

The table below provides the correct answers:

Country	Distance to the UK (London) (kilometres)	Distance to the UK (London) (miles)
Ethiopia (Addis Ababa)	5891	3660
India (Hyderabad)	7727	4802
Peru (Lima)	10162	6315
Viet Nam (Hanoi)	9249	5748

Data source: www.timeanddate.com/worldclock/distance.html

Depending on learners' location, teachers may wish to adapt this activity by using distances from a different UK city to each of the four Young Lives countries. Distances from Edinburgh, Belfast and Cardiff to each of the Young Lives countries are provided below.

Belfast

Country	Distance to the UK (Belfast) (kilometres)	Distance to the UK (Belfast) (miles)
Ethiopia (Addis Ababa)	6409	3983
India (Hyderabad)	8091	5028
Peru (Lima)	9912	6159
Viet Nam (Hanoi)	9436	5864

Data source: www.timeanddate.com/worldclock/distance.html

Cardiff

Country	Distance to the UK (Cardiff) (kilometres)	Distance to the UK (Cardiff) (miles)
Ethiopia (Addis Ababa)	6058	3764
India (Hyderabad)	7940	4934
Peru (Lima)	9959	6189
Viet Nam (Hanoi)	9442	5867

Data source: www.timeanddate.com/worldclock/distance.html

Edinburgh

Country	Distance to the UK (Edinburgh) (kilometres)	Distance to the UK (Edinburgh) (miles)
Ethiopia (Addis Ababa)	6359	3951
India (Hyderabad)	7906	4913
Peru (Lima)	10128	6293
Viet Nam (Hanoi)	9212	5725

Data source: www.timeanddate.com/worldclock/distance.html

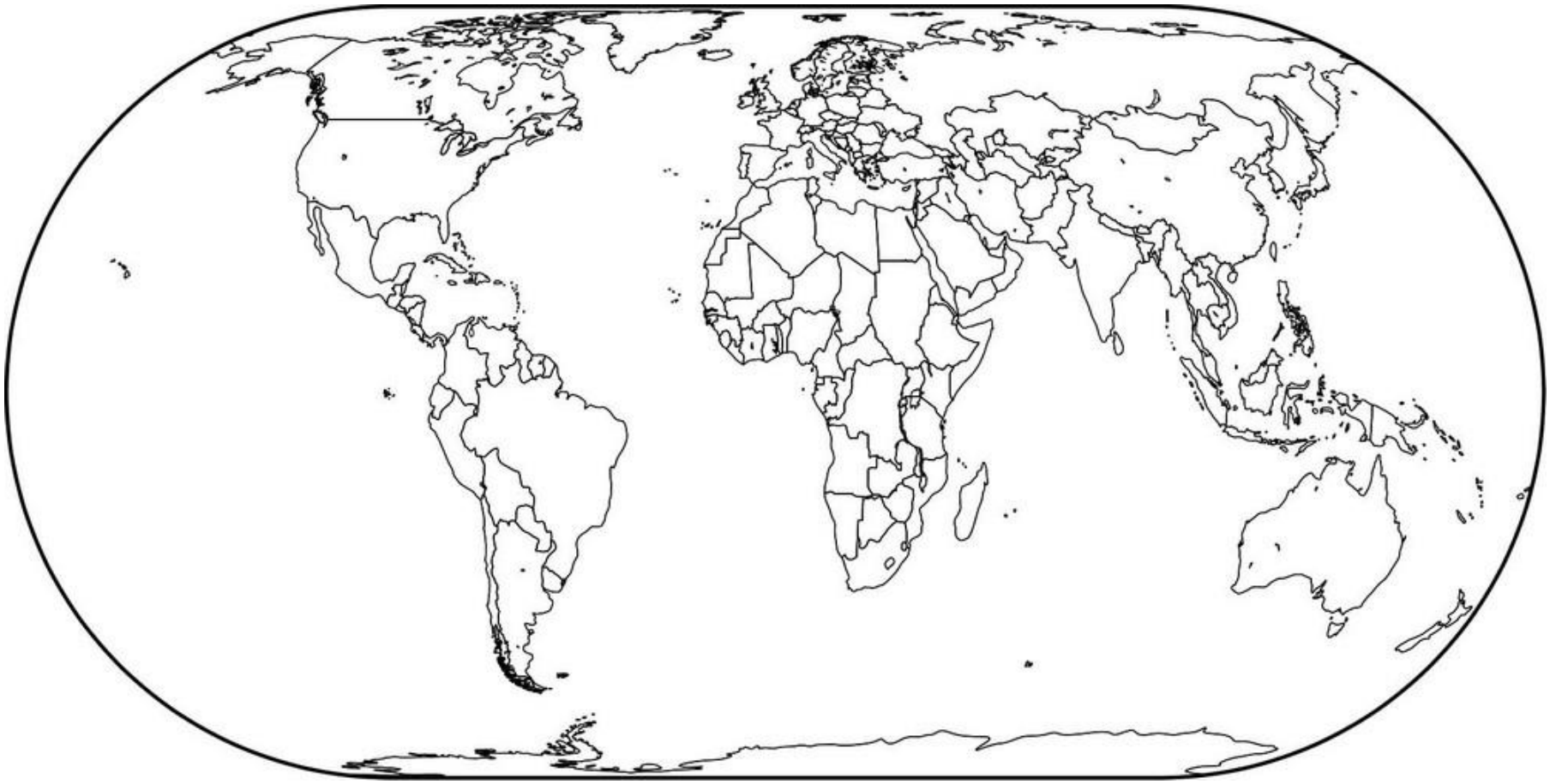
Further ideas

- Learners could develop their perceptions of distances by investigating distances between cities in the UK and/or places in their own locality.
- Learners could use the Internet and other secondary sources of information to plan a travel route from their city in the UK to the capital city of one of the Young Lives countries. Encourage learners to consider more sustainable travel options, for example, travelling overland.
- Learners could calculate the distance (in miles, kilometres, or both) covered on a round the world trip starting and ending in the UK, stopping off in each of the Young Lives countries along the way. Note that learners should not calculate travel times as they will be asked to do this in *Unit 1 Session 3*.

Where in the world?

Resource sheet 1

Look at the world map below. Mark on the UK and the four Young Lives countries: Ethiopia, India, Peru and Viet Nam.



Map source: Geographical Association www.geography.org.uk

Activity sheet 1

Match them up! A

Here are the air distances from the UK (London) to each of the four Young Lives countries.

- Can you match each distance with the correct country?
- Use the world map to help you.

Ethiopia (Addis Ababa)	**10162 km**
India (Hyderabad)	**5891 km**
Peru (Lima)	**9249 km**
Viet Nam (Hanoi)	**7727 km**

Match them up! B

Here are the air distances from the UK (London) to each of the four Young Lives countries.

- Can you match each distance with the correct country?
- Use the world map to help you.

Ethiopia (Addis Ababa)	**10162 km**
India (Hyderabad)	**3660 miles**
Peru (Lima)	**9249 km**
Viet Nam (Hanoi)	**4802 miles**

Be careful, some of the distances are in miles and some are in kilometres. Remember how we convert between miles and kilometres.

1 mile ≈ 1.6km

5 miles ≈ 8 kilometres