



1

OUR WORLD



forest

LEARNING SITUATION

Key question

- Why are maps useful?

Let's learn about ...

- maps and globes
- elements on a map
- types of maps
- street maps and plans
- orientation

Team project

- Design the plan of a park

A photograph of two children, a boy and a girl, looking at a map in a park. The boy, on the left, wears a tan bucket hat and glasses, and is pointing at the map. The girl, on the right, wears a black headband and a red plaid jacket, looking thoughtfully at the map. The background shows trees and sunlight.

LET'S START!



WATCH. Why do we use maps?

THINK BACK. What can you see on a map?

- oceans
- continents
- cities
- chairs

LOOK. Describe the photo.



There are ...

They're looking ...



children

map

HOW DO WE REPRESENT THE EARTH?

Planet Earth looks like a ball. We call this shape a **sphere**. We use globes and maps to show the Earth's surface.

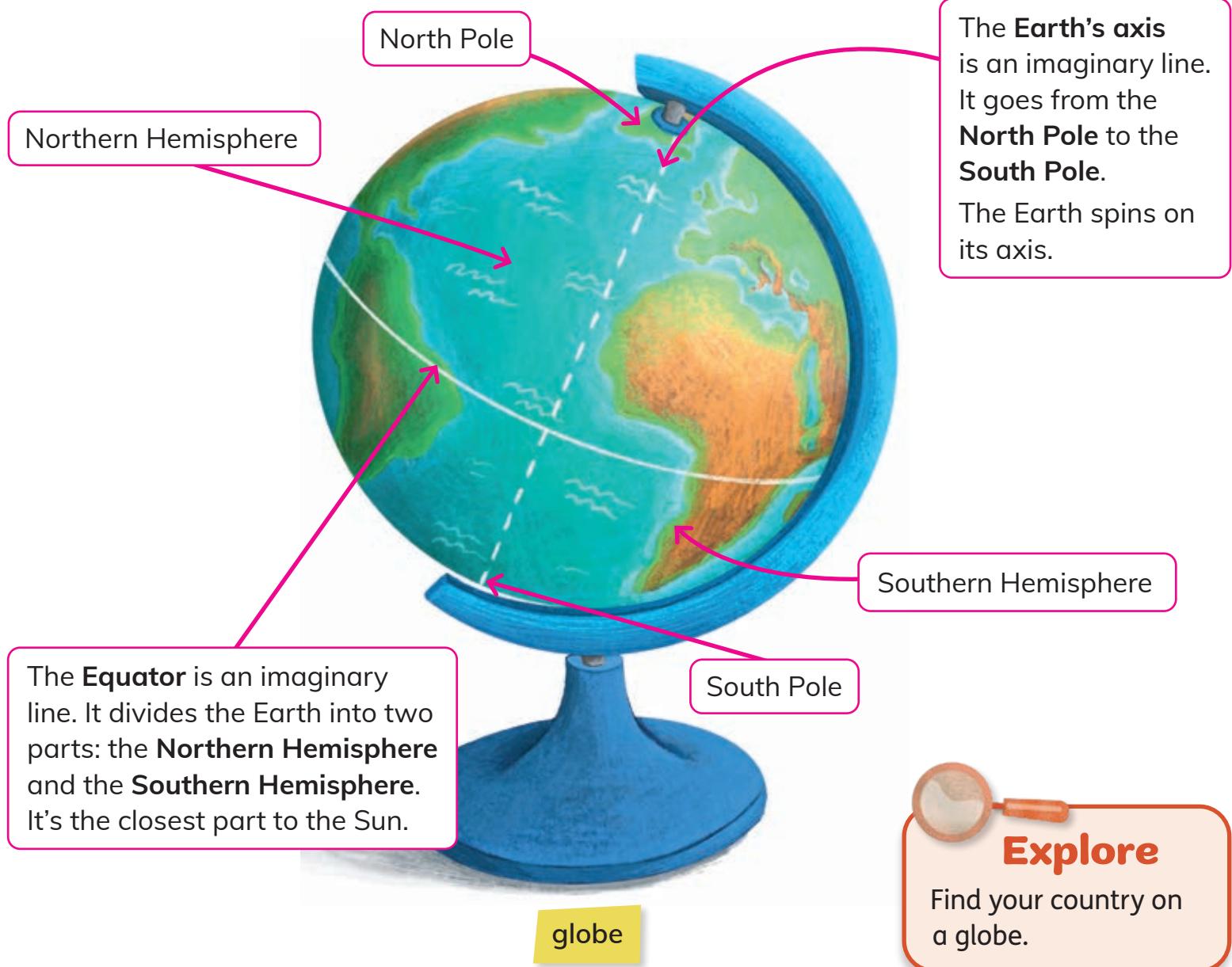
GLOBES

A **globe** is a model of the Earth. It's a **sphere** and it's got the same shape as the Earth.

We use two imaginary lines on globes: the **Earth's axis** and the **Equator**.



satellite image of the Earth

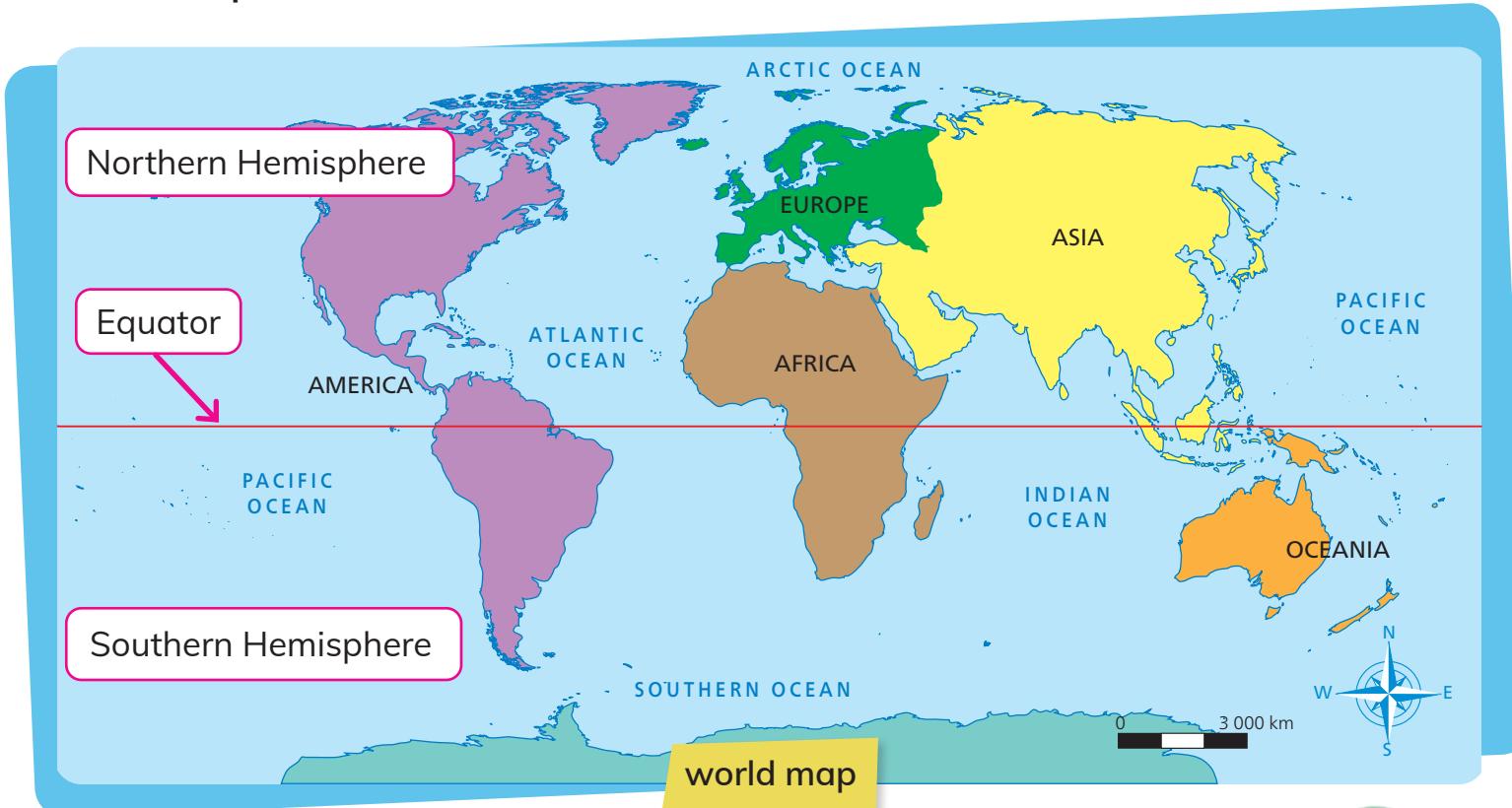


MAPS

We can represent the Earth's surface on a map.

A **map** is a flat representation. It can show the whole world, a continent, a country or one region of a country. A map can represent the Equator, but it can't represent the Earth's axis because it's flat.

This **world map** shows the continents and oceans.



Activities

- 1 Are these sentences **true** or **false**? In your notebook, **CORRECT** the false sentences.
 - a. A globe is flat.
 - b. We can see the Equator on a world map.
 - c. The Earth spins on its axis.
 - d. The Equator goes from the North Pole to the South Pole.
- 2 **LOOK** at the world map and **WRITE**:
 - a. a continent in the Northern Hemisphere
 - b. a continent in the Southern Hemisphere
 - c. two continents on the Equator

Listen

Say the *Spin the Earth* chant.

Key words

Earth's axis hemisphere
 Equator map
 globe pole

WHAT ELEMENTS ARE ON A MAP?

To understand a map, we use a **key**, a **scale**, **place names** and a **compass rose**. We also use **symbols** and colours to represent the real world.

Place names include the names of seas, oceans and landforms.

The **key** explains the meaning of the different colours, shapes and symbols.



The **compass rose** shows the **cardinal points**: north, south, east and west.

The **scale** shows the relationship between the distance on a map and the distance in the real world.

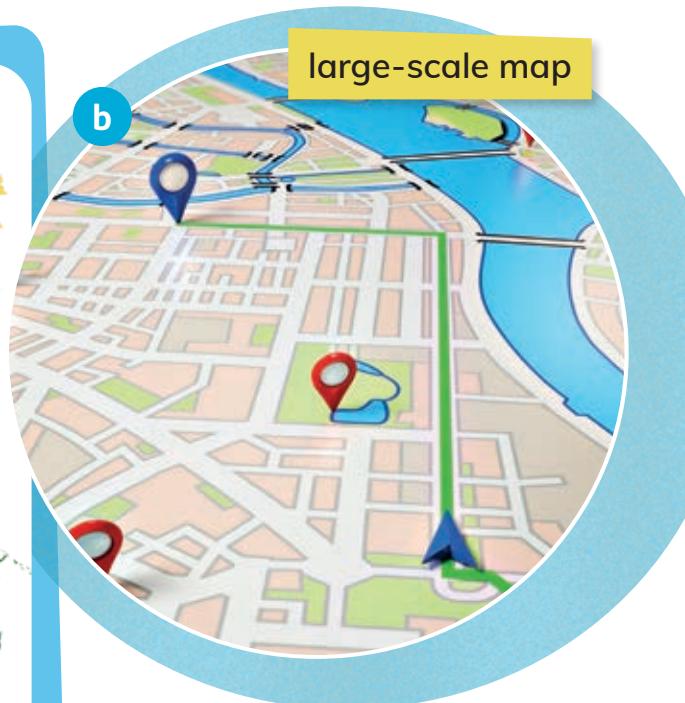
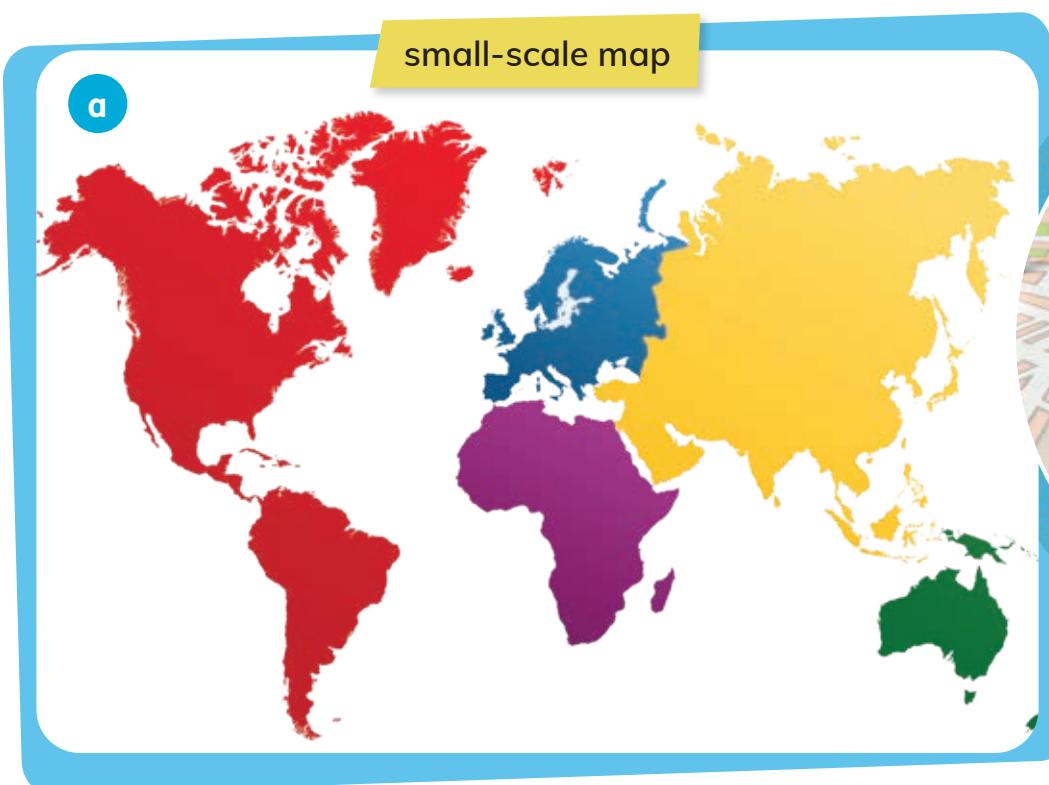
SCALE

We can't represent the true size of the real world on a map. That's why we include a scale.

- Maps with a **small scale** show very large areas, like the whole world or a continent. They don't include details.
- Maps with a **large scale** show smaller areas, like a city or a neighbourhood. They include more details.

Think

When you zoom in on a photo, do you make it bigger or smaller?



The Arctic
Ocean is in
the north.



Activities

- 1** **MEASURE** the scale on the map on page 10 with a ruler. How long is it? What distance does it represent?
- 2** **LOOK** at the map on page 10 with a partner. **MAKE** a list of place names in the:
 - a. north b. east c. south d. west
- 3** **LOOK** at maps a and b on this page.
 - What does map a represent?
 - What does map b represent?
 - Which map has got a larger scale?

Key words

cardinal points
compass rose
key
place names
scale

WHAT DIFFERENT TYPES OF MAPS ARE THERE?

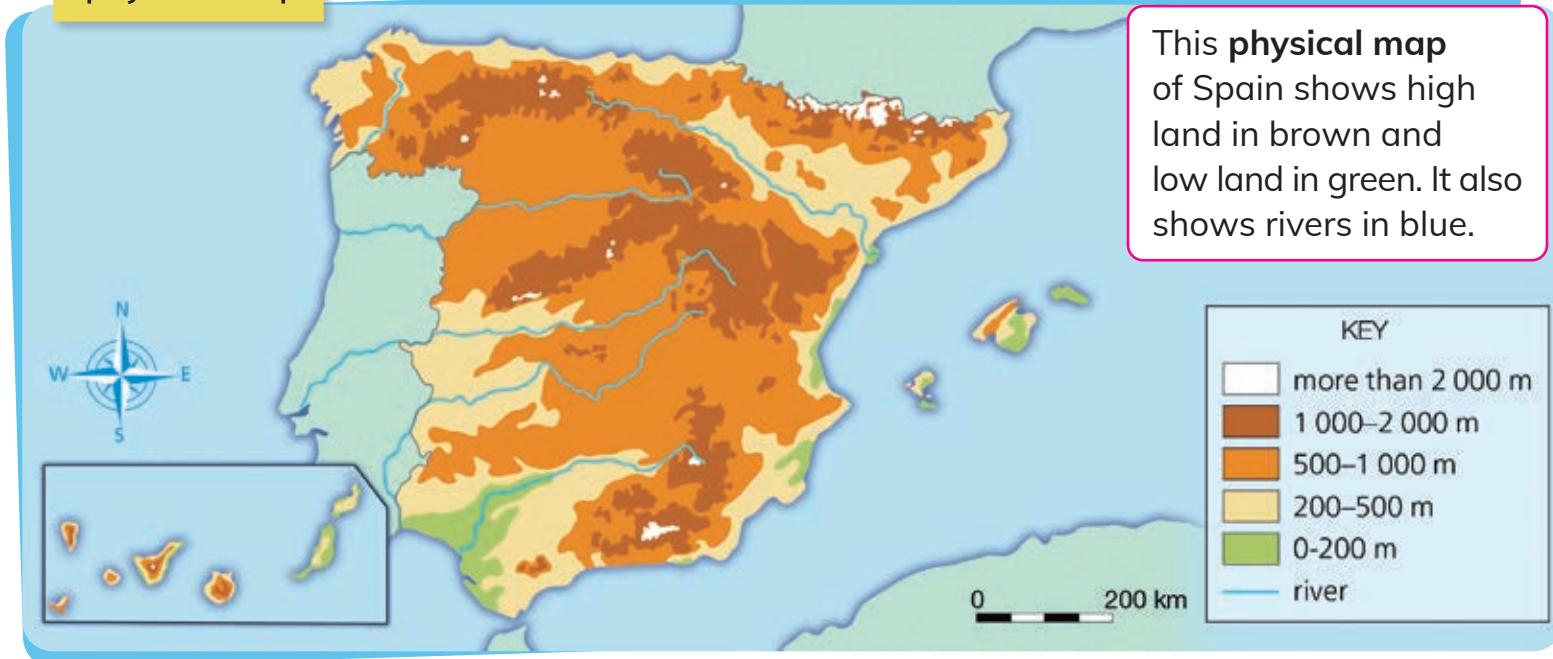
Maps can show different types of information.

Physical maps use colours and symbols to represent landforms, for example rivers, mountains and plains.

Watch

Why do we use different types of maps?

physical map

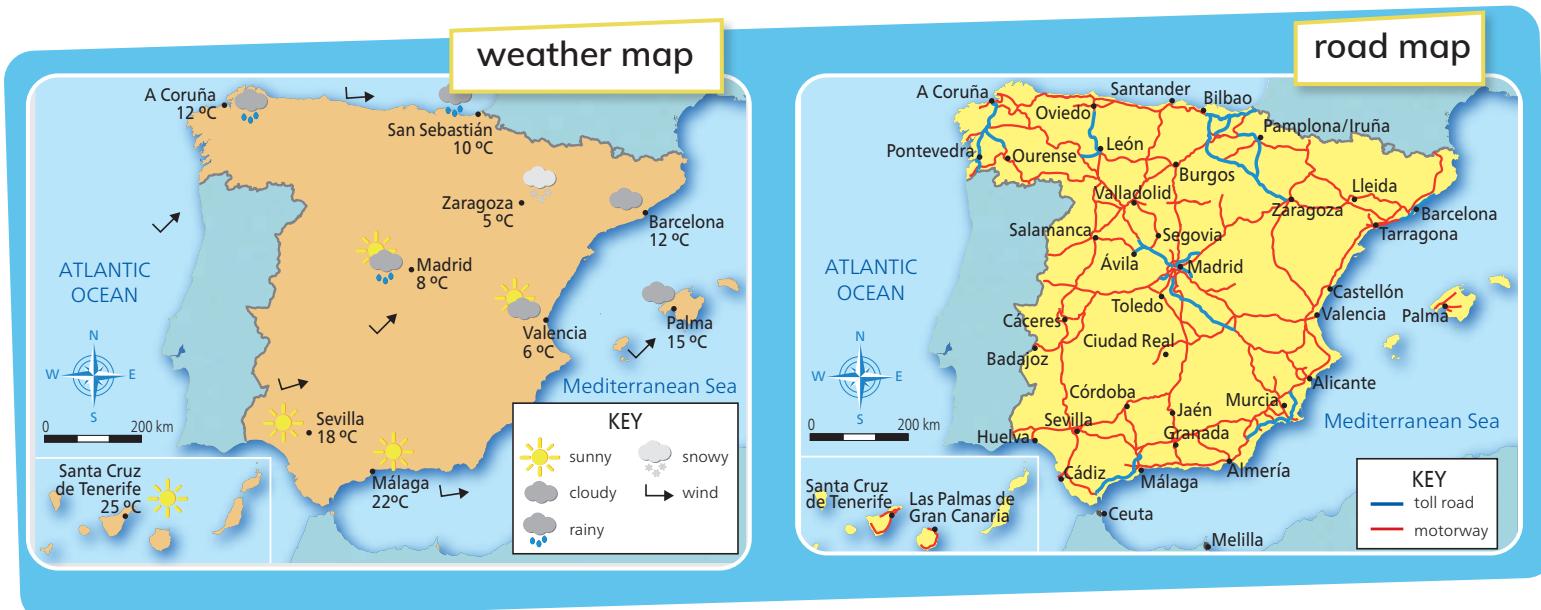


Political maps use colours to represent countries or regions.

political map



Thematic maps show different types of information, for example the weather or the road network.



Activities

1 **COMPARE** the maps on page 12 with a partner.
 2 **SAY** three similarities and three differences.

The physical map doesn't show ...



Both maps show ...



Listen

What type of map do they need?

2 In your notebook, **WRITE** the type of map you need to answer the questions.

- Which road goes from Madrid to Sevilla?
- What's the weather like in Bilbao?
- Where are Spain's main rivers?
- Which countries border Spain?
- What autonomous communities are there?
- Where are Spain's mountain ranges?

3 **WRITE** other types of transport we can represent on a thematic map.

Explore

Do the Class Webquest.

Key words

physical map
political map
thematic map

WHY ARE STREET MAPS AND PLANS USEFUL?

STREET MAPS

A **street map** shows a village or a city with a lot of detail. We use symbols and colours to represent the real world. On a street map we also use a scale and a key.

Watch

What type of scale does a street map use?

Street maps have often got a **grid**. A grid divides a map into squares.

We use letters and numbers to create **coordinates**. These help us to find a place on the map.



KEY

- bus station
- petrol station
- swimming pool
- post office
- hotel
- supermarket
- hospital
- restaurant



2 centimetres = 100 metres

Activities

- 1 **LOOK** at the scale. **CALCULATE** the real distance between the supermarket and the information office.

Listen

Look at the street map. Write *true* or *false*.

PLANS

A **plan** shows a smaller place than a street map, like a building or a room. A plan uses a very large scale. It can show a lot of detail.

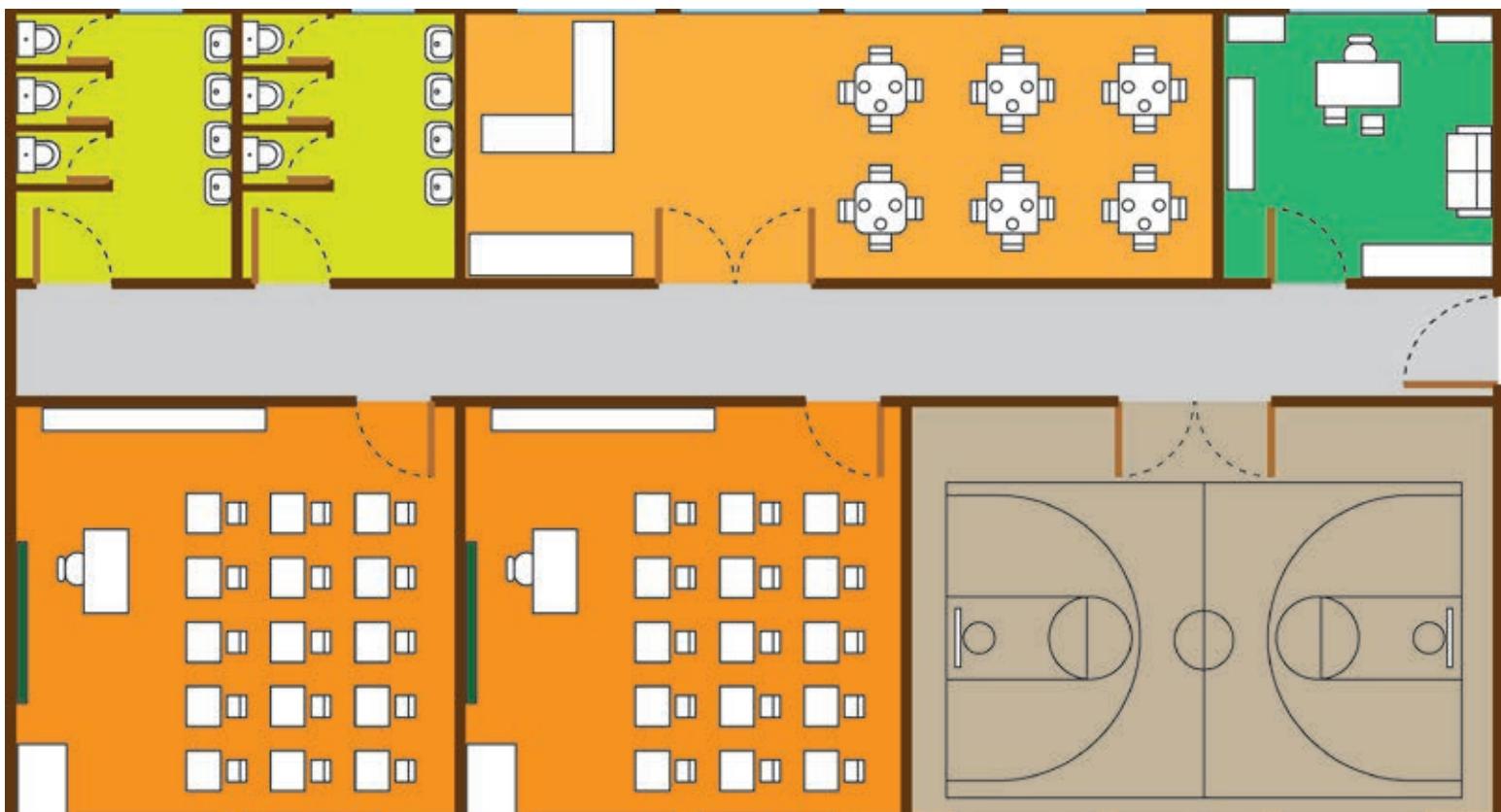
A plan of a **building** shows the location of each room.

We can also draw a plan of a **house** or a **flat** to show the position of the rooms and the furniture.

Explore

Look at the

interactive map. 



Activities

- 2 With a partner, **DESCRIBE** the plan on this page.
- 3 What building does it represent?
- 3 **MATCH** each sentence to the type of plan they need.

a. I want to go to the cinema.	1. sports centre plan
b. I want to see the dinosaur exhibition.	2. shopping centre plan
c. I want to go to the swimming pool.	plan
d. I want to see the doctor.	3. hospital plan
	4. museum plan

I think it's a ...



Key words

coordinates
grid
plan
street map

HOW CAN WE KNOW WHERE WE ARE?

THE COMPASS

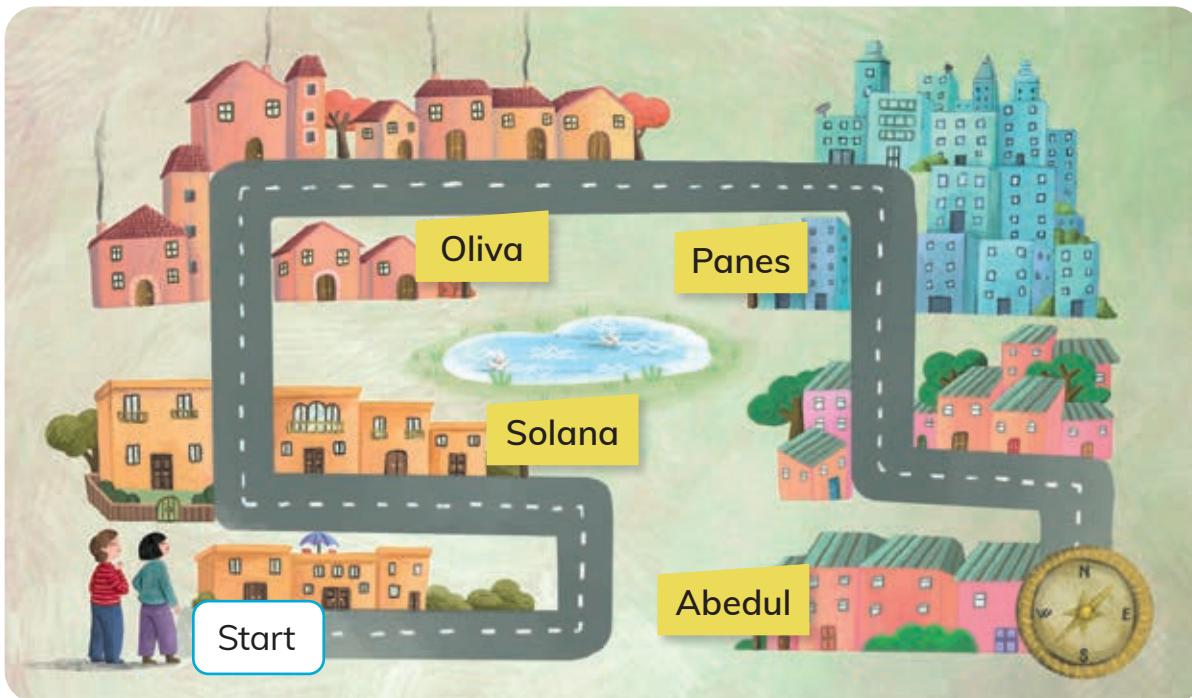
A **compass** shows the cardinal points: **north (N)**, **east (E)**, **south (S)** and **west (W)**.



A compass has got a needle.
The needle is a magnet and the red part always points north.



We can use a compass to find our way.
A compass helps us to understand and follow a map.



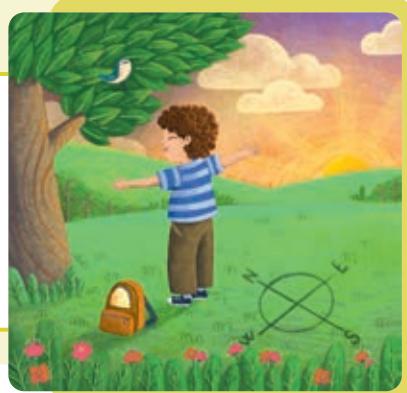
THE SUN AND THE STARS

We can also use the Sun and the stars to know where we are.

Day time

The **Sun** rises in the east. At sunrise, point your right hand towards the Sun. Point your left hand in the opposite direction.

- Your right hand is pointing **east**.
- Your left hand is pointing **west**.
- **North** is in front of you.
- **South** is behind you.



Night time

The **Pole Star** is in the north. Find it in the night sky. Stand looking at it. Open your arms.

- **North** is in front of you.
- **South** is behind you.
- Your right hand is pointing **east**.
- Your left hand is pointing **west**.



Activities

- 1 In your notebook, **COPY** and **COMPLETE** the sentences.
 - The red part of the needle on a compass always points
 - We can use the ... to find the cardinal points during the day.
 - The Sun rises in the
 - We can use the ... to find the cardinal points at night.
 - The Pole Star is in the
- 2 **LOOK** at the illustration on page 16. In which direction do the children need to travel? **WRITE**.
 - from start to Solana
 - from Solana to Oliva
 - from Oliva to Panes
 - from Panes to Abedul
- 3 **AT HOME. LOOK** at the night sky with your family.
 Can you find the Pole Star?

Explore

Use a compass to find north in the playground.

Key words

compass
magnet
needle
Pole Star

LANGUAGE LAB

WRITE A DESCRIPTION OF A PLAN

KEY WORDS

1 In your notebook, MATCH the definitions to the words.

- It shows the location of each room in a building.
- It represents countries and regions.
- It represents the whole Earth and it's a sphere.
- It shows what the symbols on a map represent.
- It represents a village or city.

globe

key

political map

plan

street map

compass



LET'S WRITE



2 LOOK at the plan of a house. COPY and COMPLETE the sentences with *has got* or *hasn't got*.

- The house ... two bedrooms.
- The house ... two bathrooms.
- The house ... a living room and a separate dining room.
- The house ... two balconies.
- The kitchen ... a window.
- The bathroom ... a window.

3 WRITE a description of the plan.

There is/are ...

It's got ...

It hasn't got ...

Language tip

We use *have got* to describe the things there are in maps and plans.

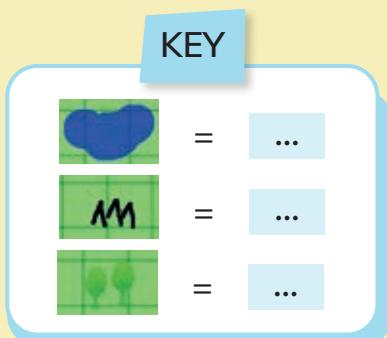
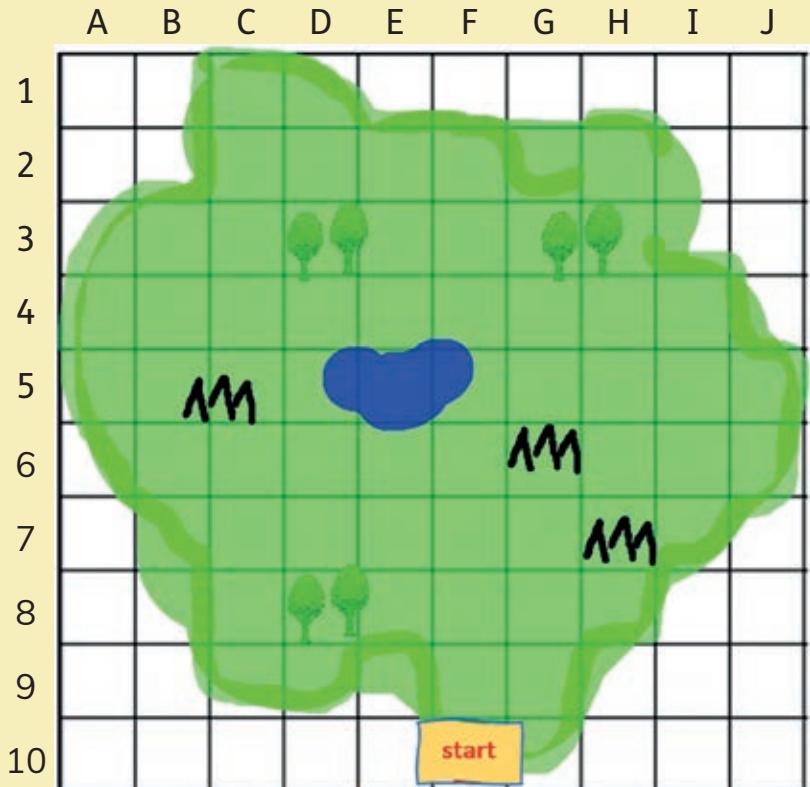
- It has got = It's got
- It has not got = It hasn't got

GIVE AND FOLLOW DIRECTIONS

You're doing a treasure hunt with your classmates.

STEP 1

LOOK at the map. In your notebook, COPY and COMPLETE the key.



STEP 2

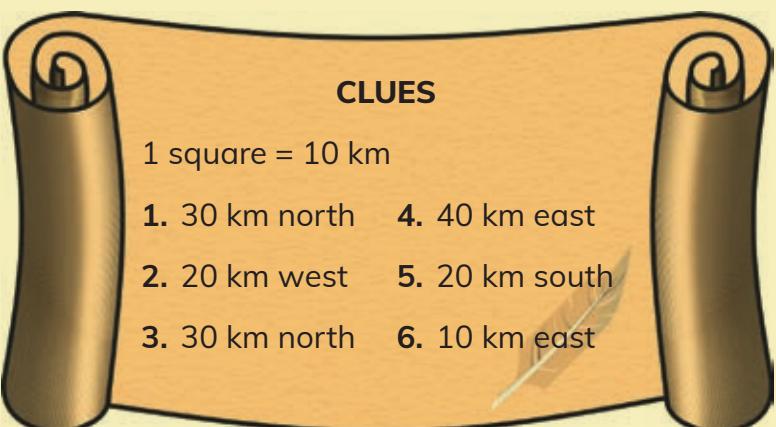
FIND the compass rose. Which way is north?

STEP 3

READ the clues and FIND the treasure.

STEP 4

CHANGE the place of the treasure and GIVE directions to a partner.



TEAM PROJECT



DESIGN THE PLAN OF A PARK

Parks are green spaces. All kinds of people, young and old, can enjoy parks.

DISCUSS

1 **DISCUSS** the questions with your classmates.

- a. What can we find in a park?
- b. How do we use parks?



RESEARCH

2 **LOOK** at these green spaces in a city. **ANSWER** the questions.



- a. What do we do in these spaces?
- b. Why do we have green spaces in our cities?

COLLABORATE

3 **THINK** of a park you know. What is it like? What can people do there?

4 **CREATE** a mind map of your ideas.



There's a picnic area there.

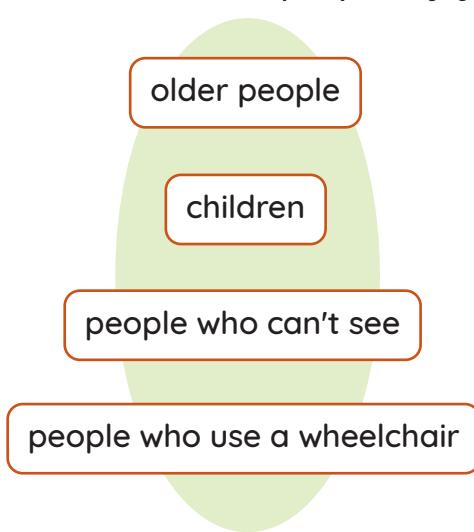


There are swings, slides ...

TAKE ACTION

5 Your city or village wants to build a new park. You are responsible for the design. In groups, **DESCRIBE** your park. Think about these questions.

- What's your park like? What can people do there?
- Can all these people enjoy your park? How?



6 **DESIGN** your park. **DRAW** a plan and **WRITE** the name of the different parts of the park.

SHARE

7 **SHOW** your plan to the class. **EXPLAIN** the parts of the park and how everybody can enjoy it.



TEAM ASSESSMENT



★ Give your classmates constructive feedback.

- Is the design clear?
- Has the park got something for everyone?
- Do you understand their explanation?

MIND MAP

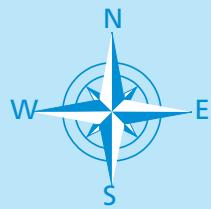
1 In your notebook, **COPY** and **COMPLETE** the mind map.



PICTURE DICTIONARY



compass



compass rose



globe



key



physical map



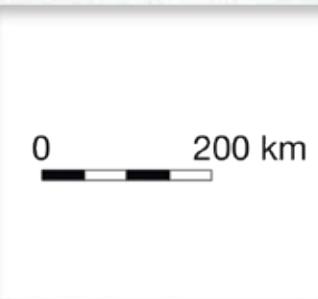
plan



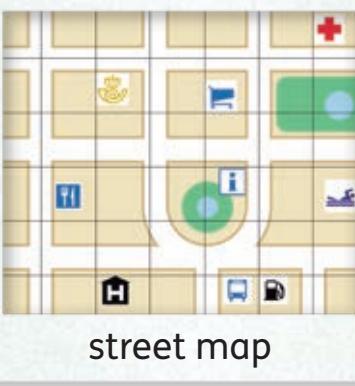
political map



road map



scale



street map



weather map



world map

REVIEW



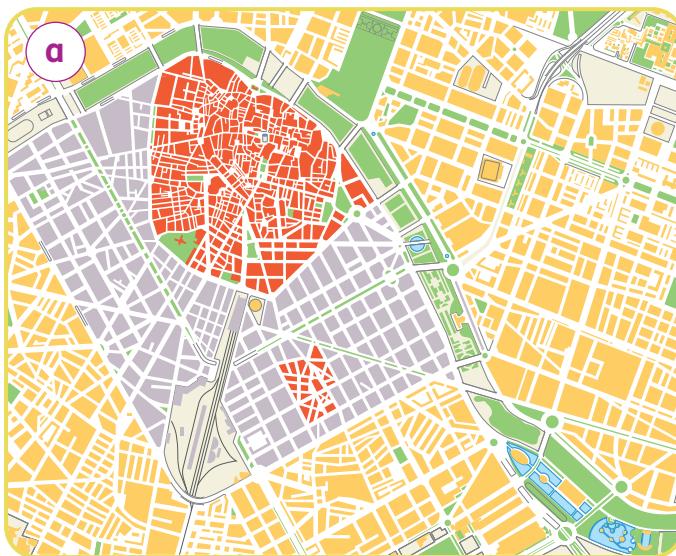
1 In your notebook, **WRITE** the odd one out.

- a. west / east / globe / north
- b. symbol / key / scale / Earth's axis
- c. physical map / needle / political map / thematic map

2 Are these sentences **true** or **false**? **CORRECT** the false sentences.

- a. The Atlantic Ocean, the Pyrenees, Portugal and Madrid are examples of place names.
- b. The scale on a map tells us what the colours and symbols mean.
- c. The key on a map indicates the cardinal points.
- d. Small-scale maps show very big areas, like a continent or the whole world.

3 Which map has got a larger scale? **EXPLAIN** why.



4 How can we represent these places? **WRITE** map or plan.

- a. Spain's autonomous communities
- b. Europe's relief and rivers
- c. your school

5 **COPY** and **COMPLETE** the sentences.

- a. A ... map shows different countries or regions in a country.
- b. A ... map shows landforms, for example, mountains and rivers.
- c. A key shows what the ... and colours on a map represent.
- d. A map's ... shows the relationship between distances on the map and distances in the real world.

6 COPY and COMPLETE the Venn diagram.

sphere

Equator

imaginary lines

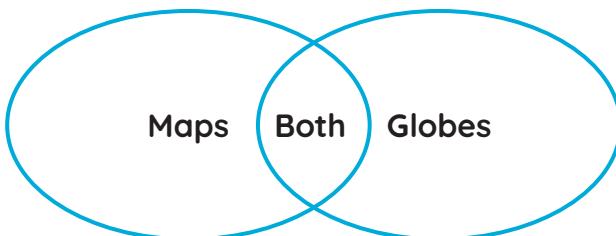
Earth's axis

flat

North and South Poles

can show the whole world

can show only part of the world



APPLY

7 LOOK at the map. Which direction does the boat sail in to arrive at these places?

a. Brazil b. Canada c. Greenland d. Spain



Class Quiz

Do the Class Quiz. 

SELF-ASSESSMENT



★ Reflect on your learning and complete in your notebook.

- a. Now I know that ...
- b. I want to learn more about ...
- c. I need to get better at ...