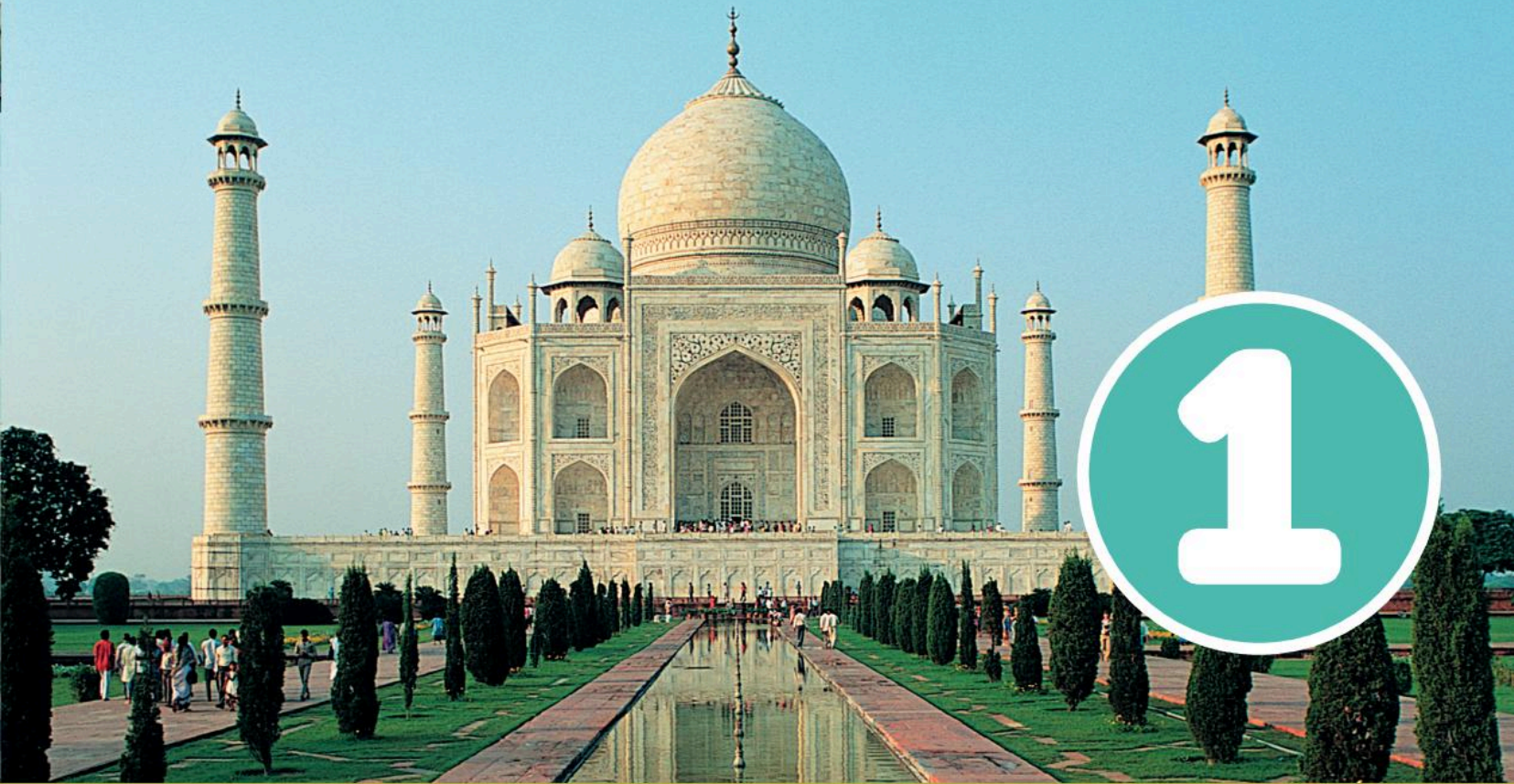




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# Oxford International Primary Geography



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# Oxford International Primary Geography



Terry Jennings

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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2015

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British Library Cataloguing in Publication Data

Data available

978-0-19-831003-7

1 3 5 7 9 10 8 6 4 2

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in Great Britain

#### **Acknowledgements**

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# 1 My school

## My classroom

Look at this picture of a classroom.



Is your classroom like this?

How is it the same?

How is it different?

How many children can you see in this classroom?

How many children are there in your classroom?

## Sorting shapes

Look at the picture of the classroom carefully.

How many things in the picture are square?

How many things in the picture are rectangular?

How many things in the picture are round?

What other shapes can you see in the picture? Can you see any 3D shapes such as a cuboid, a sphere or a cylinder?

## Activities

- 1 Look around your classroom.
  - a How many things are round?
  - b How many things are square or rectangular?
- 2 Work with some friends. Use a large open box to make a model of your classroom. Use smaller boxes for the desks or tables, bookcases and cupboards.

# Directions

Do you know which is your right hand?  
Which is your left hand?



Aisha has her back to you.





## Left and right

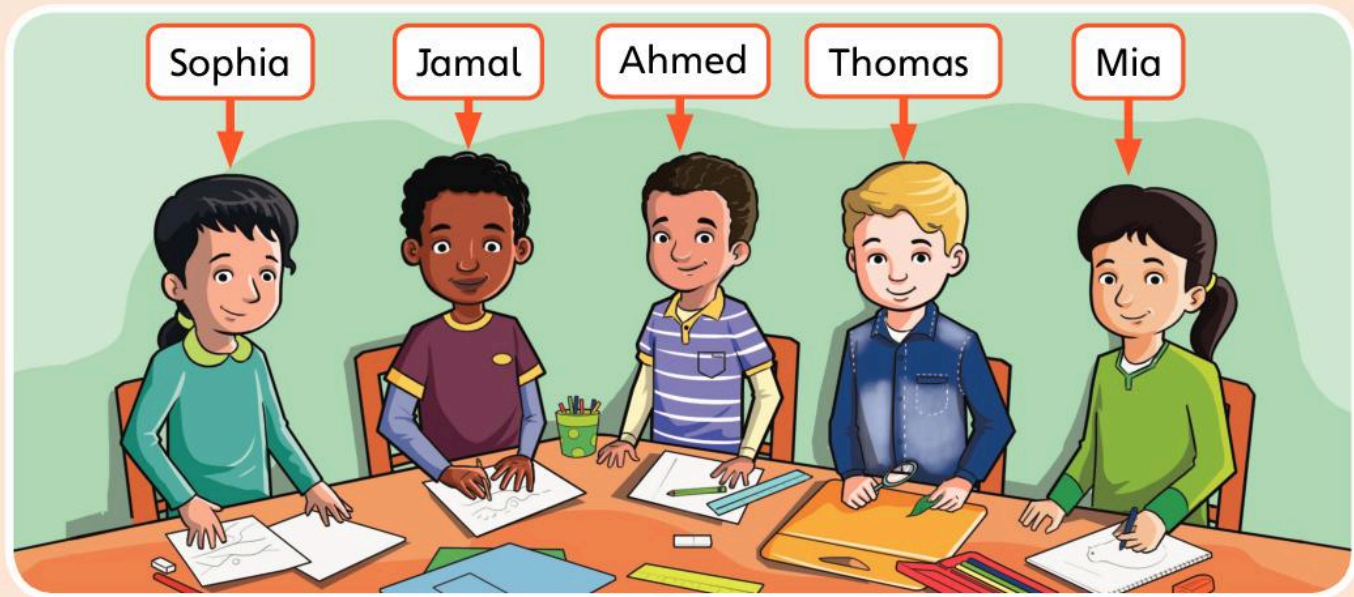
Look at the picture of Ahmed and his friends.

Who is on Ahmed's left?

Who is on Ahmed's right?

Draw the things on Ahmed's left.

Now draw the things on Ahmed's right.



## Activities

- How many children in your class write with their left hand?
- How many write with their right hand?
- Can any children write equally well with both hands?

Write your answers in a table like this.

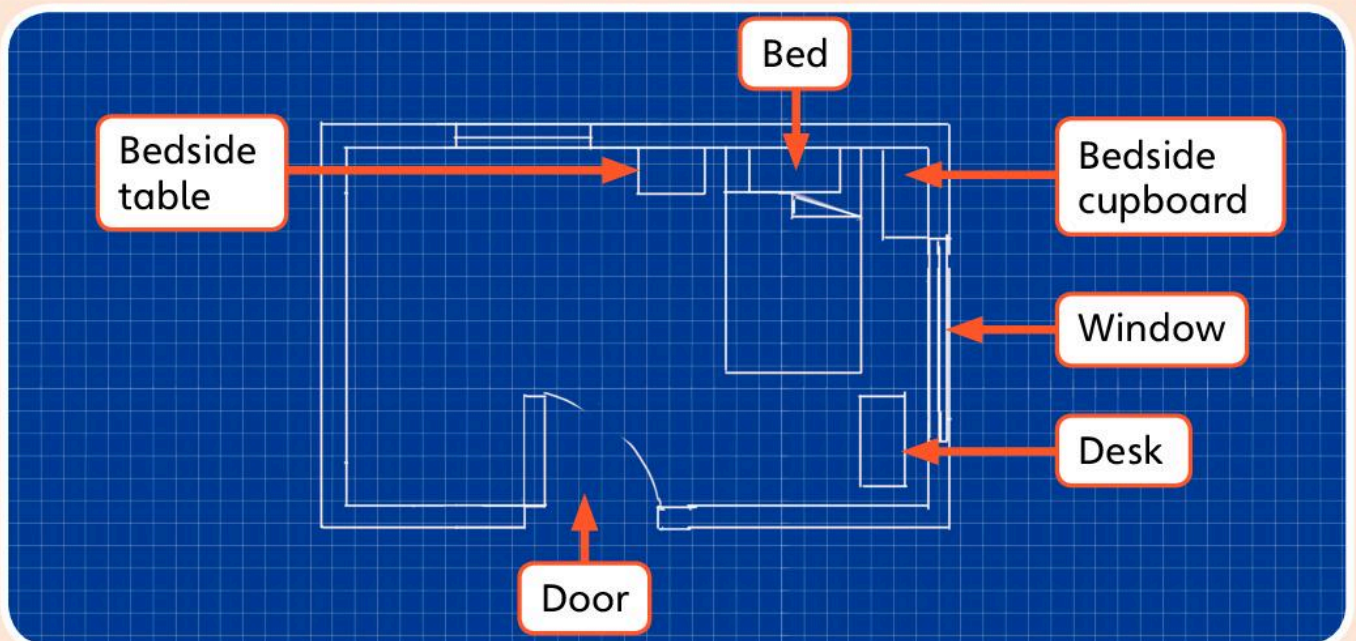
Hand	Number
Left	
Right	
Both	

# Making plans

Imagine you are a bird looking down at the ground. Buildings, cars and trees would look like different shapes. A **plan** is a picture of something made by looking down at it. This is a picture of Mia's bedroom.



This is a plan of Mia's bedroom.



## Larger plans

A plan can also show something much larger.

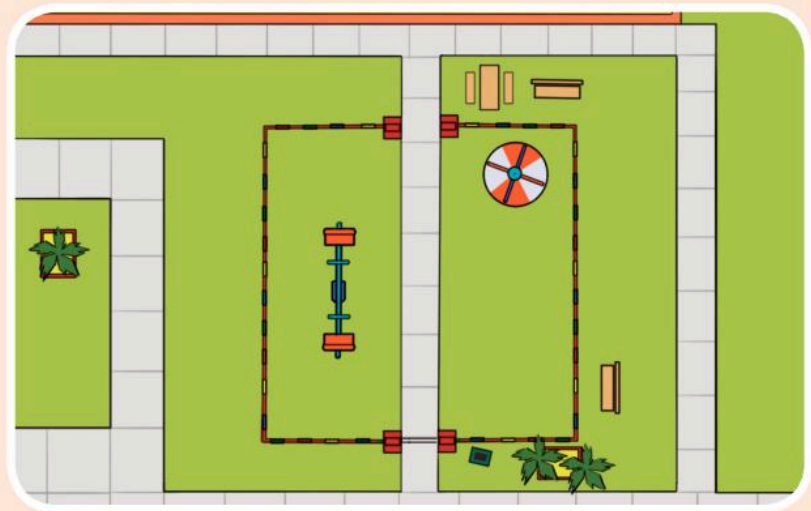
This picture shows a children's playground.



This is a plan of the playground.

Some things are missing from the plan.

What are they?



## Activities

- 1 Make plans of your hands and feet by drawing around them on a sheet of paper. What would you look like if someone saw you from above? Draw what you think you would look like.
- 2 Look at your school playground. Draw a plan of what you think it looks like from above.

# My school

What is your school like?

Is it large or is it small?

Is it old or is it new?

What materials is it made of?

How many children go to your school?

## A small school

This is a picture of a school.

It is quite a new building.

What is it made of?



## A plan of a school

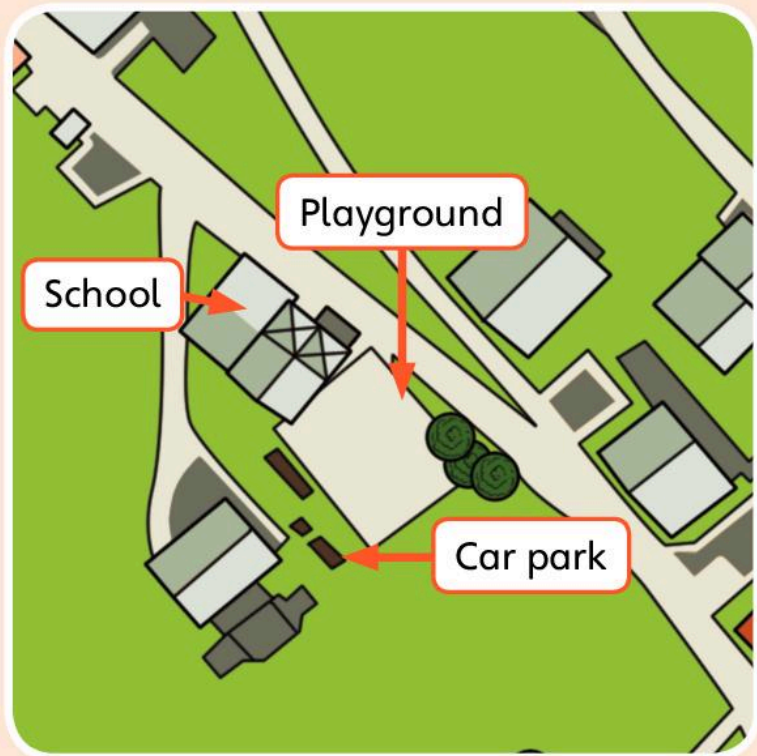
What do you think this is?

It is a **plan** of the school in the picture opposite.

The plan shows what the building would look like to a bird flying above it.

A plan, like a **map**, helps us to find our way about.

It also helps us to tell other people where places are.



## Activities

- 1 Talk with a group of friends about your school. How many classrooms are there? How many teachers are there? What are the walls made of? How many different entrances are there? Is the building all on the same floor, or does it have stairs?
- 2 Look carefully at each side of your school. Choose one side to draw.
  - a Make sure your drawing includes:
    - all the windows
    - all the doors
    - any drains and drainpipes.
  - b What materials were used to build the side of your school?  
Label these materials on your picture.

# A school map

This picture shows a school.

You can see most of the school but not all of it.



This is a photograph  
of the same school.

It was taken from  
an airplane.

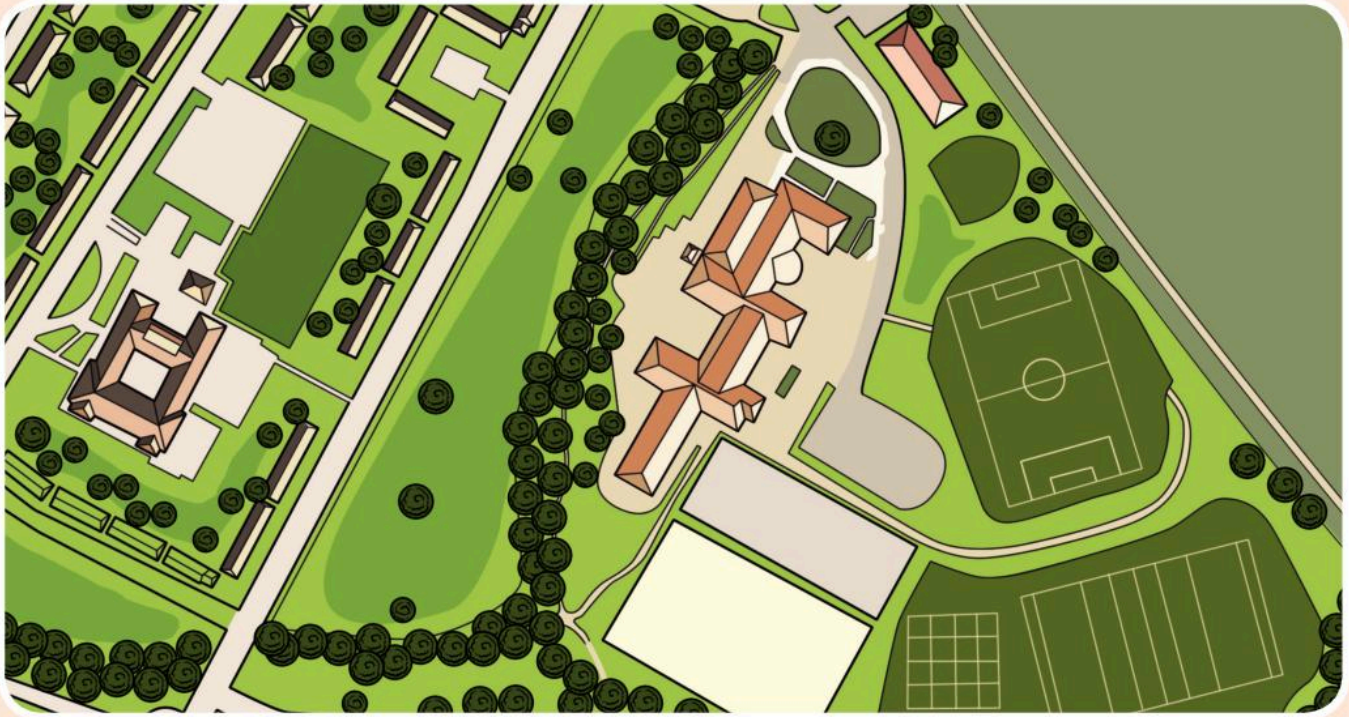
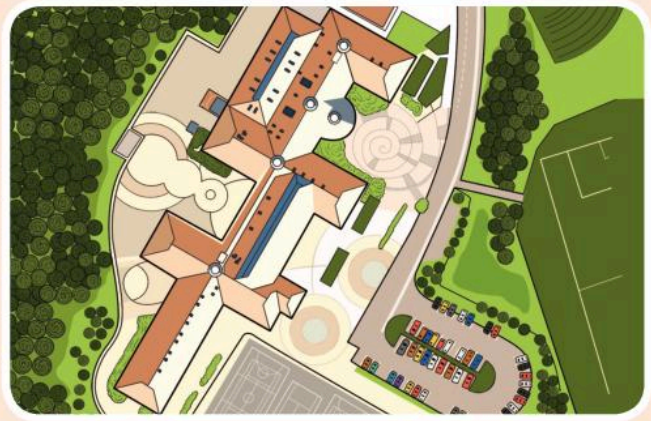
You can now see the  
shape of the whole school.



This is a **plan** of the same school.

The plan below shows a larger area.

Now you can see the school and all the buildings around it.



## Activities

- 1 a Collect some pictures and **tourist maps** of your own area. What things are shown on the maps?  
b Draw a tourist map of your school for a wall display. What things could you show on your map?
- 2 Draw a large plan of your school. On it record the **journeys** you make around the school each day. Use a different colour for each journey. Label each journey to say where it goes from and to. Which parts of the school are the busiest?

# The school grounds

The land around your school building is called the school grounds.

Some schools have only a playground



This city school has a playground.

Other schools have gardens or a playing field.



This school has a playing field.



## The school grounds

This picture shows part of the grounds of a school.

What can you see?

What was the **weather** like when the picture was taken?

How can you tell?

## Your school grounds

With a group of friends, draw a picture or **plan** of your school and its grounds.

On your picture draw and label the places where the grounds are tidy.

Draw and label untidy places.

Where are the school grounds quiet?

Where are they noisy?

Label these places on your picture as well.



## Activities

- 1
  - a Draw a picture or **map** of your school playground.
  - b Now draw another picture or map of your playground as you would really like it to be.  
What would you add? What would you take away?
- 2
  - a Go for a walk around your school or school grounds. Draw a map of the route you took.
  - b Show your map to a friend. Ask your friend to work out where you went.

# 2 The local area

## Where do you live?

### Where do you live?

Do you live in the countryside or in a **town** or **city**?



Does your home stand all alone like this?

If you live in the countryside, your home may be all on its own or in a **village**.

In a city there are roads and buildings everywhere. Millions of people live in a big city.



This village has very few buildings.



There are many buildings in this city.

A town is bigger than a village.  
It is not as big as a city.

## Activities

- Choose one room in your house.
  - a What do you and your family use that room for?
  - b What things are there in the room?
  - c Build a model of the room using modelling clay, cardboard boxes, fabric and other scrap materials.

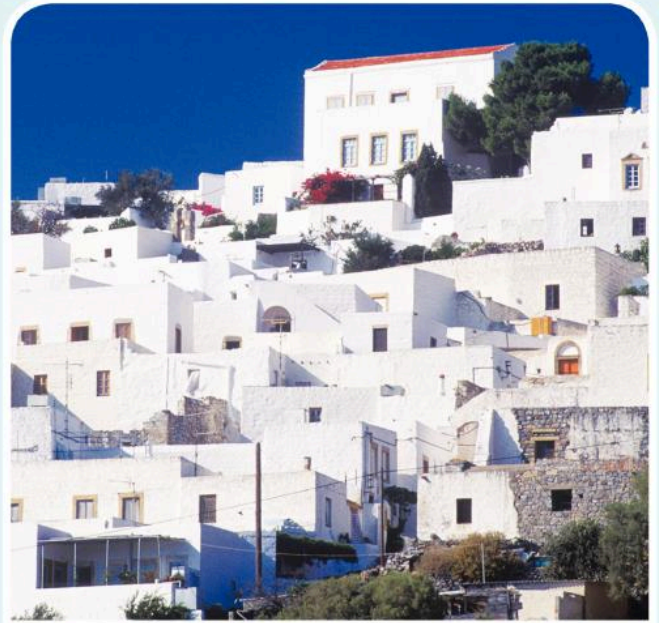
# My home

What is your home like?

There are many kinds of home.



This is a villa. Do you live in a villa?



Is your home in a cluster like this?



Is your home in a courtyard?



This is a block of **apartments**. One family lives in each apartment. Do you live in an apartment?

## Your address

What is your address?

Everyone has an address.

It tells people where you live.

Amita has written her name and address on a card.

Can you make a card with your name and address on it?

You might also like to put a picture on your card.

Amita Patel  
21 Ibrahim Ayoub Street  
Amman  
Jordan



## Activities

- Draw a picture of your home.
- Who lives in your home with you?
- Draw them in your picture.

# What is a home for?

A home shelters us from the **weather**.

It shelters us from the hot sun, and from the cold, the rain and the wind.



A home gives us a comfortable place to sleep.



It gives us a place for the family to eat.



It gives us a place to keep our things.



A home keeps us safe.



## Activities

- 1 Draw a picture of your favourite room. Draw some of the different things that are in the room. Say why you like that room best.
- 2 Have a quiz with your friends. Take turns to ask a question such as 'I boil water, and I live in the kitchen. What am I?'

# Homes around the world

Our homes have to be strong to protect us from the **weather**.

This house is in Switzerland.

In the winter there is a lot of snow in Switzerland.

Many houses in Switzerland have a roof like this.

When it snows, the snow slides off the roof.



Houses in hot countries have thick walls and few windows.

They keep the people cool.

The flat roofs can be used to store things.

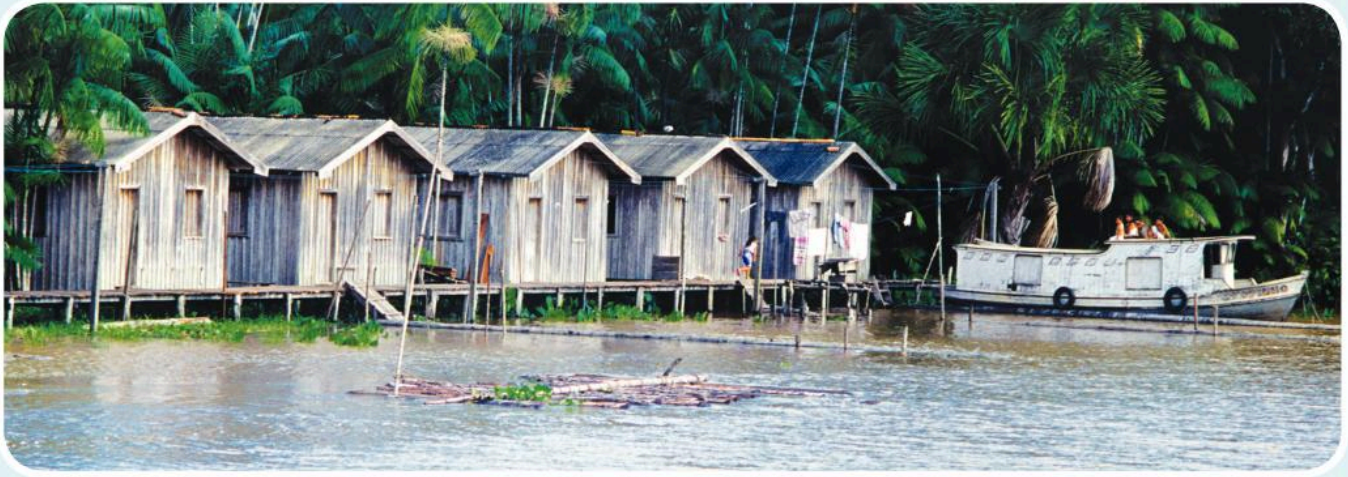




These houses are near a huge river in Brazil.

The river often floods when it rains.

The houses are built on stilts so they stay dry inside.



These Bedouin tents in the **desert** are cool in the daytime but keep the people warm at night.



## Activities

- 1 Collect pictures of as many different kinds of homes as you can. Cut up the pictures to make jigsaw puzzles. Can your friends put your jigsaws together again?
- 2 Use scrap materials to build a model of a house on stilts. What could you use to make the water around the house?

# Buildings we use

We use other buildings besides our home and school.

Here are some buildings you might see or use.

Are there any buildings like these near your home or school?



Fire station



Garage



Bakery



Supermarket



Hospital



Bank



Pharmacy or chemist



Library



Restaurant



Bus station

What are these buildings made of?

Are they quite new or old?

Who uses buildings like these?

What are the buildings used for?

## Activities

- 1 Think of an interesting building, near your home or school, which you use.  
Draw it and label interesting things about it.
- 2 Look at the different shops near your school. What kinds of things do they sell?
- 3 Draw pictures or take photographs of the shops near your school. Make a wall display with them.

# Local jobs

A **job** is the work someone does to earn money.  
Wherever you are there are people doing jobs.

## Different kinds of jobs

There are different kinds of jobs. We can divide jobs into four groups – or four things that people do.

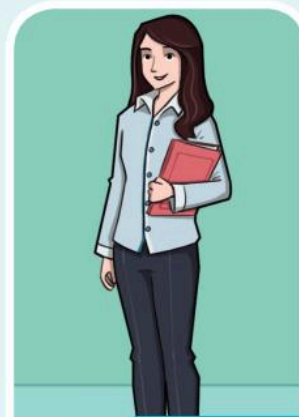
- There are people who make or grow things.
- There are people who take things from the land or sea.
- There are people who sell things.
- There are people who help us.



Police officer



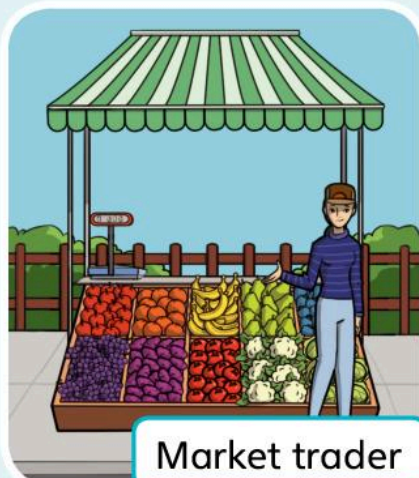
Doctor



Teacher



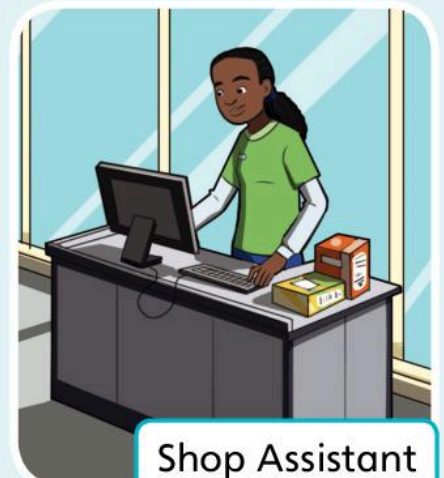
Fire fighter



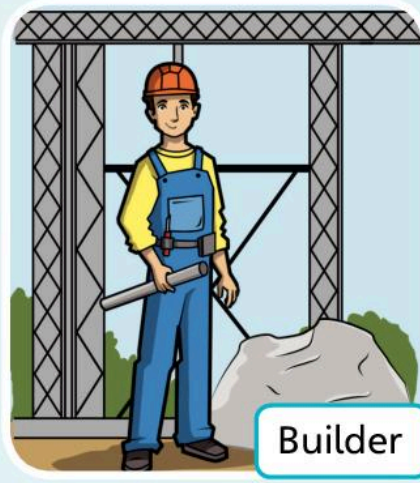
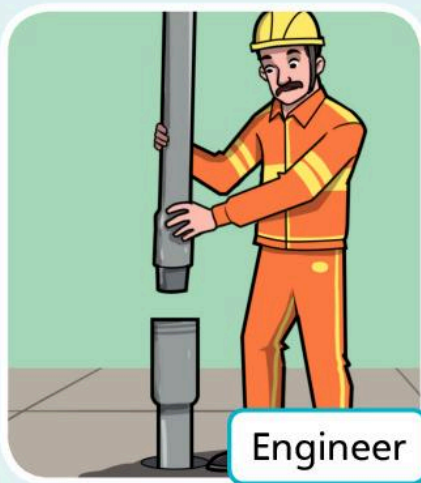
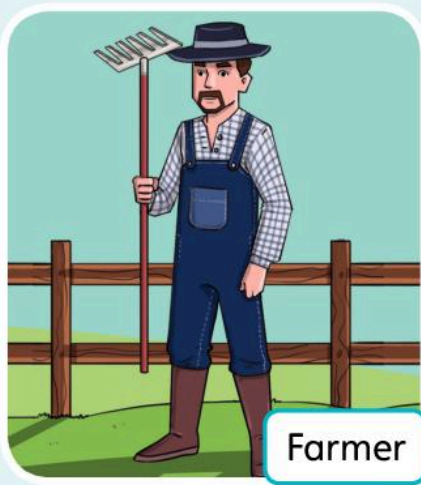
Market trader



Mechanic



Shop Assistant



Look at these pictures of jobs.

Which group does each of these people belong to?

Can you think of more jobs for each group?

## Activities

- 1 Write a list of the jobs people do in your school. Find out what work they do when you are not in school.
- 2 Work in a group. On a sheet of paper draw three large circles. Label one circle: 'I make things'. Label the second circle: 'I sell things'. Label the third circle: 'I help people'. Collect pictures showing the different jobs people do. Stick each picture in the correct circle.

# My changing area

All places change.

Some places change very slowly.

Other places change quickly.

## Different changes

Places change in different ways.

Old buildings are knocked down.

New buildings are put in their place.

Roads are widened.

Sometimes **streets** are closed to motor **traffic**.

Shops start selling different things.



Part of a **city** in 1930.



The same part of the city today.

## Old and new

Old photographs and old **maps** can help us to find out what places were like long ago.

Look carefully at the two pictures at the bottom of the previous page.

Can you see some changes?

What are they?

Think about:

- the roads
- the traffic
- the buildings
- the people
- the land.

Which of these changes do you think are good?

Which are bad?

Which of these cities would you like to live in?

## Activities

- 1 Make a class display using old photographs or postcards of your area. Compare them. Try to find recent pictures of the same places. What changes can you see?
- 2 Do you have grown-up friends or relatives who have lived in your area for a long time? Ask them how the area has changed since they were young. Tell the class what you have found out.

# My street

What is the **street** like where you live?

If your area is quite old, the streets may be narrow.

This is because there were no cars, trucks or buses when those streets were built.

People had to walk everywhere or use horses or camels.

## Newer roads

If you live in a newer area, the roads may be much wider.

There may be plenty of places to park cars.

There are pavements for people to walk on, safe from cars and trucks.

## Buildings

Are the buildings in your street new or old?

New buildings have lots of glass, concrete and plastic in them.

Long ago, plastic had not been invented and it was expensive to make large glass windows.



This street and the buildings near it are old.



New buildings and wide roads in Qatar.



## Street furniture

There are lots of things in the street besides buildings and **traffic**. There are street lights, traffic lights, road signs, litterbins and seats. There may be bus stops and bus shelters. These things are called **street furniture**.



Road signs are one kind of street furniture.

You may also see covers and signs that show you where pipes, cables and drains run under the street.

## Activities

- 1 Write a list of all the kinds of street furniture you see on your way to school.
- 2 Draw a **map** showing how you get from your home to your school. Add drawings of some of the buildings and street furniture you pass on the way.

# 3 Going places

## Travelling around

We make a **journey** when we travel from one place to another. Some journeys are long, some are short.

### Types of transport

Look at the pictures on these pages.

They show types of **transport**.



Have you made a journey using any of these?  
Put them in order from the fastest to the slowest.

Where can you catch:

- a bus
- a ferry
- a tram
- a train
- an airplane?



## Why do we use different types of transport?

Bicycles are not noisy or dirty and riding a bicycle can keep us fit.

Buses and trains carry lots of people.

Airplanes travel long distances quickly.



## Activities

- 1 Think about the journeys you make every week.
  - a How long are the journeys you make?
  - b What kinds of transport do you use? Do you go on foot or use a car, bus, boat or airplane?
- 2 Carry out a survey of the people in your class.
  - a Ask each person what is his or her favourite way of travelling.
  - b Draw a block graph of your results.
  - c Which way of travelling do most people like best?

# Going to school

How do you go to school?

Do you walk or cycle?

Do you travel by car?



How do these children travel to school?

Do you travel by bus?

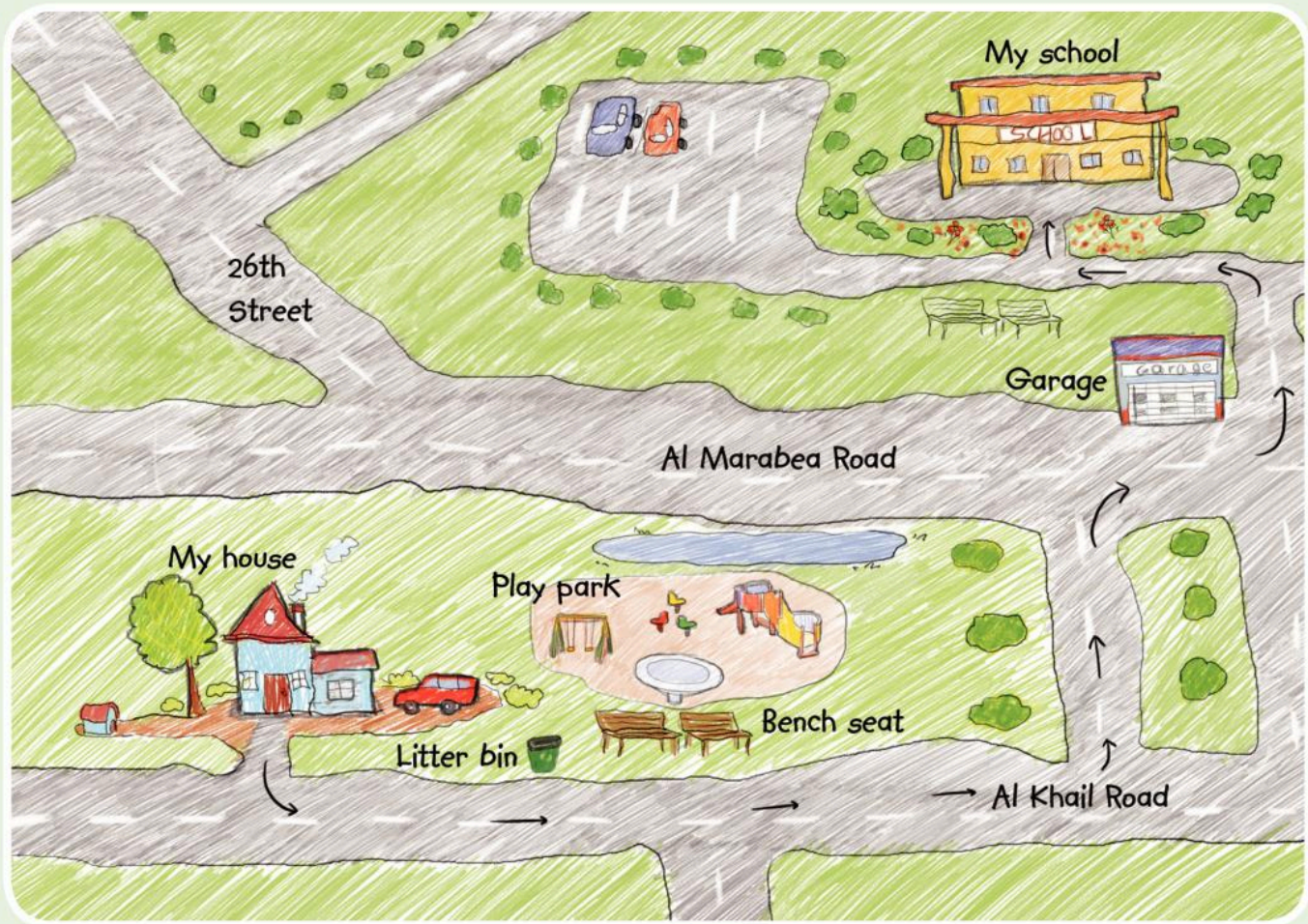
How long does it take you to get to school?

## The way to school

Sophia's home is quite near to her school.

She walks from home to school every day.

Sophia drew a **map** of the way she walks from home to school. Her map shows the places she passes.



Does Sophia turn left or right when she leaves home?

Name three things Sophia walks past.

Sophia walks back home the same way.

How many times does she turn left?

## Activities

Draw a map of the way you go to school.

- Which roads do you travel along?
- Make a list of some of the buildings you pass.
- Are the buildings old or new? How do you know?

# It's my world

When you make a **journey**, you have to choose how to travel.

Then you may have to buy tickets.

If you travel to another **country**, you may need a **passport**.

## A trip to France

Last year, Emma and Etienne went with their parents from Qatar to Paris.

Paris is a large **city**.

It is the **capital** of France.

People in France speak French.

Do you know any French words?

## The journey

Emma and Etienne flew in an airplane from Doha in Qatar to Paris. The journey took just over seven hours.



At the airport.



The children were not bored because there was a television set in front of their seats.

The plane landed at an airport near Paris.

The family travelled into Paris by train.

From the train station it was only a short taxi ride to the hotel.

Later, the children went on a boat to the Eiffel Tower.



The Eiffel Tower is by the River Seine in Paris.

## Activities

- 1 a Use an **atlas** to help you draw a **map** of the route that the children took from Doha to Paris. Label some places on your map.  
b How many different kinds of **transport** did the children use on their journey?
- 2 Make a class display. Collect postcards from different places. Stick them in the correct place on a large map of the world.

# Going on holiday

Abbas and Kabira live in Dubai.

They are going on holiday to Muscat in Oman. They are excited!

They pack their cases with their clothes for the holiday.

They also pack their favourite toys – a toy bear for Kabira and a toy truck for Abbas.

## In the car

The children's father, Mr Sharif, packs all the cases in the car and then the family set out on their long **journey**.

At last they reach the **border** between the United Arab Emirates and Oman.



A police officer checks the family's **passports** at the border.

After six hours, the Sharif family reach their hotel in Muscat.



## The holiday begins

The Sharif family stayed in and around Muscat for seven days.

Kabira said she liked the Qurum National Park best.

Abbas said he liked the Al Jalali and Al Mirani forts best.

Both children said they thought the boat trip to watch dolphins was 'fantastic'.



Al Jalali fort in Muscat.



A boat trip to watch dolphins.

## Activities

- 1 Use an **atlas** to find the route the Sharif family probably took to go on their holiday. What places did they go through to reach Muscat?
- 2 Work with a group of friends. Act out all the stages of going on holiday to another **country**.
  - First, book your holiday and then pack your suitcase.
  - Next, put your suitcase in your car, or check it in at the airport or station.
  - Then travel by car, airplane or train.
  - Lastly, enjoy your holiday!

# Holiday weather

We all like to go on holiday.

People go on holiday for different reasons.

Why do you go on holiday?

## Different kinds of weather

Some parts of the world have hot **weather**.

Some parts of the world have cold weather.

In some places the weather changes at different times of the year.

## Holiday weather

If we want to go on holiday at the **seaside**, we choose a place that is warm and sunny.



What is the weather like in this picture?  
How can you tell?

If we want to go skiing or snowboarding, we go to a place where it is cold and snowy.



What is the weather like in this picture?  
How can you tell?

If we want to go sailing, we choose somewhere that is windy.



What is the weather like in this picture? How can you tell?

What is your favourite kind of holiday?

What sort of weather is best for it?

## Activities

We wear different kinds of clothes for different kinds of holiday weather.

Here are some things you might wear on holiday.



a Which of these would you wear for a skiing holiday? Why?

b Which of these would you wear at the seaside? Why?

# Different landscapes

A **landscape** is the Earth's surface we can see.

Different parts of the world have different landscapes.

## Deserts

**Deserts** are large areas of land which are either very hot and dry or very cold.

In hot deserts sometimes it does not rain for years.

The areas around the North and South Poles are cold deserts.

They are freezing cold all year.

Not many plants can grow in deserts because they are either too dry or too cold.



A hot desert.



A very cold desert.

## Forests

**Forests** are large areas covered in trees. Some forests are very hot and wet. Others are quite cool or even snowy.



Which of these forests is hot and wet? Which is cold? How do you know?

## Mountains

**Mountains** are the world's highest places.

The higher you go up a mountain, the colder it gets.

Near the tops of some very high mountains there is snow all year.



Mount Kilimanjaro in Africa is so high that there is snow on it all the time.

## Activities

- 1 Make a class display of a cold forest or a hot and wet one. Include pictures of some of the animals that might live in your forest.
- 2 Look carefully at the pictures of deserts, forests and mountains on these two pages. Imagine you are an explorer lost in each place. What would you need to stay alive?

# Map of the World





# Glossary

**Apartment (or Flat)** A set of rooms for living in, usually on one floor of a building.

**Atlas** A book of maps.

**Border** A line that marks the edge of a country.

**Capital** The most important city in a country.

**City** A large and important town.

**Country** A land with its own name, government, money and flag.

**Desert** A large area of land where few plants can grow because it is either too dry or too cold.

**Ferry** A ship used for carrying people or things across a river or narrow sea.

**Forest** A large area of trees.

**Job** The work that someone does to earn money.

**Journey** Going from one place to another.

**Landscape** The Earth's surface we can see, such as desert, mountain and forest.

**Map** A drawing of part of or all of the Earth's surface as if you were looking down on it.

**Mountain** A very high part of the Earth's surface.

**Passport** An official document, with your photo on it, that you must have if you wish to travel to other countries.

**Plan** A drawing showing what something should look like from above, or a map of a town or district.

**Seaside** A place, such as a village, town or city, by the sea.

**Street** A road in a city or town.

**Street furniture** The lights, signs, seats and other objects along roads and streets.



**Tourist** Someone visiting a place for pleasure rather than for work.

**Town** A place that is larger than a village but smaller, or less important, than a city.

**Traffic** The cars, buses, lorries and bicycles that travel along a road.

**Transport** (1) Moving people, animals or things from one place to another; (2) Different types of vehicles, such as trains and airplanes.

**Village** A group of houses and other buildings in the countryside.

**Weather** The rain, wind, snow and sunshine, for example, at a particular time or place.





# Oxford International Primary Geography

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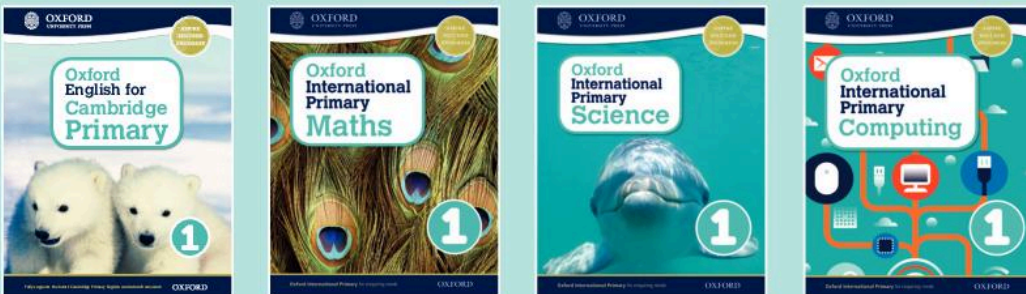
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ISBN 978-0-19-831003-7



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