

**GEOGRAPHY ACTIVITY ONE: WHERE IN THE WORLD?****Learning Objectives**

- Be able to locate countries, including major cities;
- Be able to use atlases and globes;
- Understand how widely spread the British Empire was and Commonwealth still is today.

**Resources**

- Blank Maps with countries printed off **A3 size**
- Flags sheet
- Coloured pens/pencils
- Student atlases
- Computers with internet (not required – this section can be left out)

**Prior Learning**

Students will need to know how to use on atlas. Alternatively, this could be a good introduction/review. In particular, how do they know which city is the capital city in a country?

**Starter**

Look at the flags. How many of these countries can you name?

Go through them. Can the students work out what links them? Explain the fact that these are countries that were in the British Empire at the start of the First World War.

**Introduction**

What was the British Empire? Why are we talking about it in connection with the First World War? Link to [Historical Context 2 The British Empire](#)

**Countries in the British Empire in 1914**

Canada

Nigeria

Egypt

Sudan

Quwait

Bahrain

British Somalia

Kenya

Uganda

South Africa

Australia

Malaysia

Brunei

Papua New Guinea and Pacific Islands

New Zealand

Oman

British Virgin Islands

Jamaica

Trinidad and Tobago

The Bahamas

British Guyana

Malta

Cyprus

India

## MAIN TASKS

1. Put this list of countries up on the board/print it off. Students use the atlases to label the countries and mark on the capital cities on the blank map (print onto A3 paper). Students should draw lines out of the smaller countries to label them and the city so that it doesn't get too crowded and they can't read their writing!
2. Students research which of these countries are now in the Commonwealth, and which are not, and shade them in in different colours, making a key. (This stage is optional).
3. Lead a discussion with the students:
  - a. What do you notice about their map? e.g. countries are grouped together but all over the world etc. What do they know about the countries on here?
  - b. Why do you think Britain wanted to have so many countries around the world under its control? What was the point? (e.g. Politics – stopping other European powers becoming too powerful, Religion – trying to spread Christianity, Ambition – hoping to get rich easily or get job in the government of the empire, Adventure – wanting to learn about new lands and peoples, Land – hoping to settle down and start a new life in a new land).
  - c. Do you think it is a good idea for one country to have so much control?
  - d. What must it have been like for the people living in these countries under British rule? (think about the positives and negatives, and about what people's attitude might have been to their rulers).

## Extension Ideas

The British Empire has changed a lot over time. There were other countries that gained their Independence before 1914. Research these, and add them to your map in a different colour.

OR

Students test themselves or each other on the names of the countries and their capital cities.

## Review

Books closed. In pairs, they have 2 minutes to write down as many countries from the British Empire and their capital cities as they can remember. Who is the winner?

## Joke:

Bob: My wife's gone to the Caribbean.

Andy: Jamaica?

Bob: No, she went of her free will!