

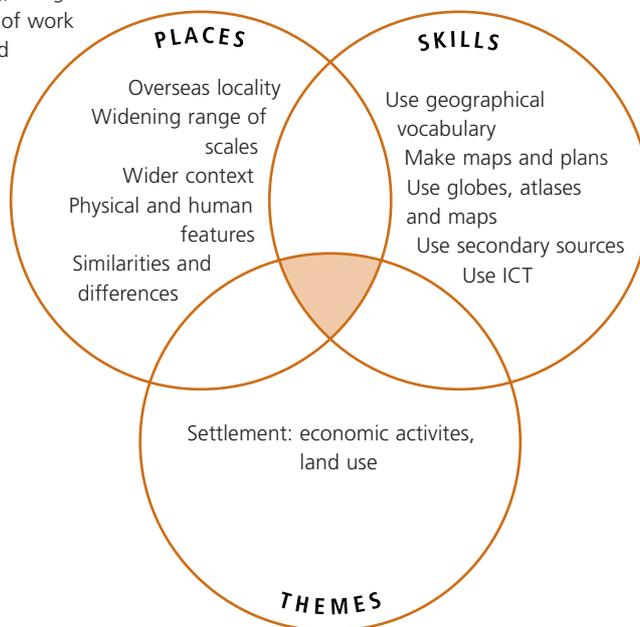
# Unit 10 A village in India

## ABOUT THE UNIT

This is a 'long' unit. In it, children develop ideas about a less economically developed country. The unit is based on a photopack produced by ActionAid about the village of Chembakolli in India. **However, alternative photopacks are available and the unit has been designed so that it can be used when studying other places.** It can also be extended to include other ideas, eg *weather and climate in different parts of the world.*

When studying settlements in less economically developed countries children can gain an unrepresentative view of what life is like in the country. It is useful to investigate other settlements. For example, studying Bangalore as part of this unit would enable children to appreciate contrasts within India.

The unit offers links to literacy, design and technology, IT, the world of work and spiritual, moral, social and cultural development.



YEAR 4

## VOCABULARY

In this unit, children are likely to use:

- continent, country, settlement, village, city, hills, rivers, weather, climate, monsoon, human, physical, landscape, road, route, distance, airport, homes, houses, farming, agriculture, crops, industry, market, key, symbol

They may also use:

- market town, economic activity, trade, cash-crops, occupation, linear, nucleated, remote

## RESOURCES

- globes
- world map and atlas
- CD-ROMs and books about village life in India, eg *Village Life in India* (Cambridge University Press)
- Chembakolli photopack produced by ActionAid
- a map of India
- ground and aerial photographs of the local area
- display materials
- access to the internet

## PRIOR LEARNING

It is helpful if the children have:

- investigated the local area and other localities in the UK and the rest of Europe, as in Units 1, 3, 4 and 6, for example
- started to develop a range of geographical skills
- started to develop key geographical concepts – location, connections, similarity and difference, place and environment

## EXPECTATIONS

**at the end of this unit**

*most children will:*

describe a range of physical and human features of places using appropriate geographical terms;  
make geographical comparisons between localities studied;  
offer appropriate observations about locations of physical and human features;  
ask and respond to geographical questions;  
use maps and secondary sources

*some children will not have made so much progress and will:*

describe the main features of the locality being studied;  
begin to recognise differences between localities;  
make simple observations about features in the locality;  
begin to ask and respond to questions about places, based on their own observations and information provided by the teacher;  
use simple maps and secondary sources

*some children will have progressed further and will also:*

make geographical comparisons and offer reasons for their findings;  
begin to explain 'why things are like that', referring to physical and human features of the landscape;  
suggest appropriate geographical questions for investigation;  
use a range of skills when undertaking an investigation;  
investigate other places in India and compare these places with Chembakolli and their own locality

## FUTURE LEARNING

Children may extend their knowledge and understanding of different environments through other locality studies, *eg Units 10 and 13*, and develop their understanding of environmental quality and change through further investigation of issues in the local area, *eg Unit 12*.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>Where are Asia, India and Chembakolli?</b>			
<ul style="list-style-type: none"> <li>to investigate places</li> <li>to respond to geographical questions</li> <li>to use and interpret globes, atlases and maps</li> <li>to use secondary sources</li> <li>to use ICT to access information</li> <li>to identify physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Using globes, world maps, atlases and CD-ROMs, ask the children to locate the position of the UK, Europe, Asia, India and Chembakolli.</li> <li>Using atlases, maps and aerial photographs of India, ask the children to find out which countries and seas border India and to investigate the weather and climate.</li> <li>Ask the children to use these resources to add the main physical and human features to a blank map of India.</li> <li>Produce a whole-class display of a map of India using the information collected.</li> </ul>	<ul style="list-style-type: none"> <li>locate UK and India</li> <li>draw maps to show locational knowledge and awareness of main human and physical features</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, eg <i>Which countries and seas border India? What shape is India? What are the main human and physical features of India? What is the weather like?</i></p>
<b>How is Chembakolli connected to other places? What do we think it will be like there?</b>			
<ul style="list-style-type: none"> <li>how places relate to each other</li> <li>to make maps</li> <li>to use and interpret atlases and maps</li> <li>to use secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children how they would get to India. Ask them to use atlases, maps and secondary sources to plan a route to India, including information on possible airline routes, distance travelled and countries crossed. They should also note airports they would use.</li> <li>Discuss with the children what they think India and the village of Chembakolli are like and ask them to list questions relating to what they need to find out to confirm their thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>prepare a simple map and commentary to show a route to India</li> <li>describe what they think Chembakolli village is like</li> </ul>	
<b>What is the landscape of Chembakolli like?</b>			
<ul style="list-style-type: none"> <li>to identify main physical and human features</li> <li>to make maps</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the children, using photographs 1, 2 and 3 from the photopack, what the landscape is like.</li> <li>Ask the children to annotate a base map of Chembakolli, using the picture map from the photopack and the map in the child's book. Ask them to note the shape of the settlement and the main physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>complete a map to show the main features of the settlement</li> <li>recognise main human and physical features</li> </ul>	<p>Literacy: in this and subsequent discussion activities, children can be encouraged to reflect on their discussions, eg <i>by recording how well they sustained their talk over several sessions.</i></p>
<b>What are the homes of the children in Chembakolli like?</b>			
<ul style="list-style-type: none"> <li>to use secondary sources</li> <li>about similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>Divide the children into small groups and ask them to identify similarities and differences between homes in Chembakolli and those in their own locality, using photographs from the photopack and the child's book.</li> </ul>	<ul style="list-style-type: none"> <li>are aware of, and able to discuss, the main similarities and differences in homes</li> </ul>	
<b>What is the school in Chembakolli like?</b>			
<ul style="list-style-type: none"> <li>to use secondary sources</li> <li>about similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>Divide the children into small groups and ask them to discuss and compare photographs of their school with photographs, from the photopack and the child's book, of the school in Chembakolli.</li> </ul>	<ul style="list-style-type: none"> <li>are aware of, and able to discuss, the main similarities and differences in schools</li> </ul>	
<b>What is the main type of work in Chembakolli?</b>			
<ul style="list-style-type: none"> <li>to use secondary sources</li> <li>about similarities and differences between places</li> <li>to identify land use</li> <li>to begin to understand the relationship between location and economic activity</li> </ul>	<ul style="list-style-type: none"> <li>Using photographs 4–8 and 20–24 from the photopack, ask the children to describe the work being done. Encourage them to focus on methods of farming, types of crops produced and the work role of women (use a 'Day in the life of Chanda' from the photopack).</li> <li>Ask the children to compare the work people do in Chembakolli with what people do in their locality. They may use aerial photographs to identify differences in land use, eg <i>agriculture, industry.</i></li> </ul>	<ul style="list-style-type: none"> <li>are aware of economic activities</li> <li>use aerial photographs to identify and record different forms of land use in and around the village</li> </ul>	<p>World of work: the comparison of jobs at home and in Chembakolli.</p>
<b>How do people sell and trade goods in Chembakolli?</b>			
<ul style="list-style-type: none"> <li>to use secondary sources</li> <li>how places relate to each other</li> <li>about similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to identify and record the main similarities and differences between Gudalur and a market in their locality, using photograph 25 from the photopack and photographs of other markets in India.</li> <li>Ask the children to think about what they would eat in Chembakolli.</li> </ul>	<ul style="list-style-type: none"> <li>use secondary sources to identify and record similarities and differences in ways of selling and trading goods</li> <li>understand how different places are connected to each other</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, eg <i>Are there shops and markets in Chembakolli? Where is the nearest market town? How does this compare with a market near to the child's home?</i></p> <p>Design and technology: links can be made if children design, prepare and cook a lentil (Dhal) dish, a curry or an Indian sweet (Barfi).</p>

**LEARNING OBJECTIVES**

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**

**POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

**What are the main similarities and differences between our locality and Chembakolli?**

- to use ICT to access information
- about similarities and differences between places

- Use the internet to gain up-to-date information about, and images of, India.
- Ask the children to identify and explain the main similarities and differences between their own locality and Chembakolli.
- Ask the children to reflect on how their ideas about India have changed and developed. Ask them to list further questions, which, if investigated, would give a more representative view of life in India.

- review and reflect on what they have found out and how it has affected their initial thinking
- understand ways in which Chembakolli is similar to, and different from, their own locality

IT: use of the internet.

Spiritual, moral, social and cultural development: children can consider cultural diversity to counter stereotypes. Where possible, they should be given opportunities to develop a broader, more accurate view of life in less economically developed countries. This could involve investigating a contrasting place in the country, *eg a city like Bangalore when studying rural India.*

It is important to be aware of bias and stereotypical images, which can sometimes be found in locality packs.