

Unit 22 A contrasting locality overseas – Tocuaro

ABOUT THE UNIT

This 'short' unit introduces a distant locality through aspects of life that will be familiar to children such as housing, cooking and going to school. The unit is based on a small area; this allows children to compare it more easily with their own local area. The unit is based on a pack produced by The Geographical Association about the village of Tocuaro in Mexico. **However, alternative packs – for example, St Lucia (Worldaware), Bangladesh: the Hawlader Family (ActionAid) – are available and the unit has been designed so that it can be used when studying other places.**

The main focus of the unit is on knowledge and understanding of places. It is intended as an introduction to looking at a distant locality and therefore uses selected information for the children to work with. The unit offers links to art and design, PSHE and citizenship, history and literacy. The unit's links with other curriculum areas such as art and design give children a more rounded view of a place. The links to other subjects could be extended to, for example, music and design and technology.

Geographical enquiry and skills

ask geographical questions
observe and record
express own views
communicate in different ways
use geographical vocabulary
use globes, maps and plans
use secondary sources

Knowledge and understanding of places

describe what places are like
describe where places are
explain places
compare places
linkage of places

Knowledge and understanding of patterns and processes

observe features
recognise changes in features

Knowledge and understanding of environmental change and sustainable development

recognise environmental change
recognise environmental improvement

VOCABULARY

In this unit, children are likely to use:

- Tocuaro, Mexico, hot, cold, sea, land, transport, food, cooking, tortilla, spices, shopping, homes, jobs, school, village, maize, traditional, modern

They may also use:

- landscape, temperature, continent, ocean, journey, cereal

RESOURCES

- world maps, globes, atlases
- travel brochures
- collected pictures of Mexico (*eg from calendars, postcards*)
- *Tocuaro: A Mexican Village* (a pack published by The Geographical Association, 160 Solly Street, Sheffield S1 4BF, tel: 0114 296 0088), or similar packs about other localities overseas

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

Where is Tocuaro?

- to identify where places are
 - to use maps, atlases and globes
- Using maps, atlases and globes, ask the children to locate the UK and Mexico and to identify the main continents and oceans.
 - Ask the children to trace a route to Mexico and locate Tocuaro (a village to the west of Mexico City).
 - Ask the children how they might travel there and what sort of time would be needed for the journey.
 - Ask the children to say or write down what they think Tocuaro would be like if they were to go there.

What is the village of Tocuaro like?

- to investigate places
 - to use a range of secondary sources to find out information
 - to identify physical and human features of a place
 - to make comparisons with their own locality
- Using the picture boards in the pack and a range of other collected pictures of Mexico discuss with the children what Tocuaro is like.
 - Ask the children to draw and label pictures of Tocuaro to show its main physical and human features.
 - Ask the children to write a short description of the area to describe what Tocuaro is like.
 - Ask the children to list the physical and human features of Tocuaro that are similar to and different from those in their own area.

What might it be like to live in Tocuaro?

- to use secondary sources of information
 - to identify similarities and differences between places
 - to communicate their findings
 - to recognise how places may change
- Using the pictures and the poster in the pack discuss with the children what life might be like in Tocuaro.
 - Ask the children to make up questions to ask Angelica, the youngest member of the Horta family, like: *What is family life like for you? What sort of food do you eat? How much do things cost where you live?* The children may then be asked to try to answer the questions they have posed. Alternatively, one child might be asked to act the role of Angelica and try to answer the questions.
 - Using the pupil's book in the pack, ask the children to look up the words 'cooking' and 'tortilla' in the index and write about the food the family would eat.
 - Using picture board number 7, ask the children to make two lists to identify newer and more traditional ways of cooking.
 - Use pages 18–19 in the booklet *Mexican Village* to encourage children to talk about going to school in Tocuaro.
 - Ask the children to write a description of life in Tocuaro, using headings such as houses, food, shopping and going to school. The use of a writing frame for this task might be helpful for some children.
 - Ask the children to do the same for their own locality and then to decide which aspects of life might be the same for both places.
 - Angelica's father is a mask maker. Using the template provided on picture board 6, ask the children to design a colourful mask for themselves drawing on the traditional Mexican and earlier Aztec designs.
 - Ask the children to think about how life is changing and may change in the future in Tocuaro. A good example to stimulate discussion is picture board 8, which shows washing being done in the traditional way. Ask the children to think about how the method of washing may change now that the family is earning money, and whether the change will be for the better or for the worse.
 - Ask the children to reflect on how their ideas about a Mexican village have changed and developed. Ask them to think about what other questions they might ask to find out more about life in the village or in Mexico in general.

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN

- locate UK and Mexico on a world map
- locate continents and oceans on a world map
- appreciate the distance of Mexico from the UK

PSHE and citizenship: many parts of this unit will develop aspects of citizenship; in particular, the unit will encourage greater global understanding.

Literacy: these activities offer children opportunities to: use correct vocabulary; use imagination to write descriptions; use non-fiction texts to abstract information; make lists; and use writing frames.

- extract information about Tocuaro from pictures and photographs
- know about the physical and human features of Tocuaro
- know the main differences and similarities between their local area and Tocuaro

Literacy: these activities offer children opportunities to label diagrams.

- have some knowledge of what life might be like in Tocuaro
- extract information about Tocuaro from secondary sources
- discuss aspects of life in Tocuaro
- appreciate similarities and differences between life in Tocuaro and that in their own locality and in the UK
- recognise and use Mexican designs to make a mask
- recognise changes in people's lives in Tocuaro
- recognise that change may be for the better or for the worse

History: these activities encourage children to compare old and new, particularly in the picture showing types of cooking utensils, and to compare them with old and new utensils used in the UK.

Art and design: these activities provide an opportunity for children to make traditional masks based on the designs of other countries.

Literacy: these activities provide opportunities to contextualise or reinforce work on the use of indexes and glossaries in information books.

Considering sustainable development involves thinking about social, environmental and economic aspects of change. Use of a washing machine, for example, would make life easier, but too much soapy water may lead to pollution of water and rivers. It is important that children recognise that change can bring both advantages and disadvantages, and that new or modern ways of doing things are not always the best.

PRIOR LEARNING

It is helpful if the children have:

- studied their own area so that they can make comparisons with it
- used maps and pictures to obtain geographical information

EXPECTATIONS

at the end of this unit

most children will:

have a sound knowledge of aspects of life in Tocuaro such as homes, food and the surrounding countryside;
use information from a variety of secondary sources;
make comparisons between Tocuaro and their local area

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

show a more limited appreciation of life in Tocuaro

some children will have progressed further and will also:

show a deeper knowledge of Tocuaro;
transfer the skills developed in looking at Tocuaro to a range of other places

FUTURE LEARNING

The unit provides a foundation for children's study of other localities in the United Kingdom and overseas in key stage 2, as in Units 6, 10 and 13, for example.