

CAFOD scheme of work: A contrasting locality overseas PERU

This unit introduces a distant locality overseas through photos and case studies from CAFOD partners and projects in Peru. Investigating familiar aspects of life such as home, school, cooking and play, children can compare their experiences of life in the UK with contrasting areas of Peru, both urban and rural. This unit provides opportunities to develop a broad view of life in Peru and begin to consider cultural diversity.

In this KS1 scheme of work pupils will:

- **examine** aspects of life in rural and urban areas of Peru e.g. homes, environment, food and school;
- **describe** what places are like;
- **compare** their local area to areas in Peru;
- **use** information from secondary sources.

This scheme of work is expected to take approximately five hours.

Key Vocabulary

In this unit, children are likely to use:

Peru, The Andes, Lima, mountains, shanty town, country, hot, cold, sea, land, transport, food, cooking, shopping, homes, jobs, school, village, maize, cocoa, traditional, modern

They may also use:

landscape, temperature, continent, ocean, journey, cereal, rural, urban

Lesson titles

[Lesson 1: Where is Peru?](#)

[Lesson 2: What is Chumbivilcas like?](#)

[Lesson 3: What might it be like to live in Chumbivilcas?](#)

[Lesson 4: What might it be like to live in Chumbivilcas? Cont'd](#)

[Lesson 5: A contrasting urban locality, Lima in Peru.](#)

Curriculum links

Geography

[QCA Unit 22: A contrasting locality overseas](#)

KS1 1a, 2d, 3a-d

Citizenship

KS1 2e, 4c-d,5g

Here I am

Homes and Families

ICT:

Research information from CAFOD website

Resources

Homes and Families in Peru geography photo pack

Downloadable images from Peru www.cafod.org.uk/homesandfamiliesinperu

Downloadable maps of Peru www.cafod.org.uk/resources/primary_schools

World maps, globes, atlases, travel brochures, collected pictures of Peru (e.g. from calendars, postcards)

Further **Homes and Families in Peru** Geography Photopacks are available free.

Email resources@cafod.org.uk or call **0207 326 5571**

Lesson Plan 1: Where is Peru?

In this lesson children will be finding out where Peru is using a world map.

Objectives

Children should learn:

- to identify where places are
- to use maps, atlases and globes.

Learning outcomes

Pupils will:

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

TEACHER'S NOTES

Starter:

Using a range of atlases, world maps and globes ask the children in pairs to find the UK.

Tell the children that today they are going to be geography detectives and begin to find out about another country called Peru.

Main activities:

Activity 1: Where is Peru?

Tell the children that as geography detectives they will have to listen to instructions to help them find their way from the UK to Peru. Display a large Peters projection map and model locating Peru for the children to follow. Ask the children to trace their journey from the UK to Peru and as a class identify the main continents and oceans along the way.

Activity 2: How would we get to Peru?

Give the children a blank map of the world. Ask them to find the UK and colour it in.

Ask them to find Peru and colour it in a different colour. Then ask them to draw a line that traces their journey from the UK to Peru.

Key questions:

Is Peru close to or far away from the UK? How do you know?

How long do you think it would take you to get there? Why do you think that?

How might you travel to Peru?

Ask the children to list the different modes of transport they would take for each leg of the journey to Peru on their world map.

Plenary:

Ask the children to 'buzz' in small groups to answer the question '*What do you think Peru would be like when you got there?*'. Compile a class list to revisit at the end of the topic.

You will need

- world map
 - atlases
 - globes
 - map of Peru
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Key Vocabulary

North, south, east, west, Peru, Lima, The Andes, Latin America, near, far, transport

Lesson Plan 2: What is Chumbivilcas like?

In this lesson children will find out more about a rural area in the Southern Andes called Chumbivilcas.

Objectives

Children should learn:

- 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.

Learning outcomes

Children will:

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

TEACHER'S NOTES

Starter:

Give the children copies of *Worksheet 1: A map of Peru*. Ask them to find the Andes. Explain to the children that Peru is divided into three very different areas. The coastline is mostly desert (50-100 miles wide). In the centre of Peru are the Andes, mountains with peaks over 20,000ft high and in the east is the Amazon jungle.

Ask them to find the three different areas. Ask the children to find the small town of Santo Tomas in the province of Chumbivilcas.

Main activities:

Activity 1: Meet Frida's family

Explain that today they will be finding out about an area called Chumbivilcas, in the Southern Andes.

Show the children picture number 1:1. Introduce the family by reading the short commentary on the back of the card.

Activity 2: What is Chumbivilcas like?

Use the pictures 1:1-1:4 from the photopack and the downloadable images (10-13 and 16) from Frida's photo story online. Discuss with the children what Chumbivilcas (Southern Andes) is like.

Key questions:

What can you see in the picture?

What words would you use to describe the landscape, the road, the weather?

Do you think that the picture was taken in the countryside or in a town? How can you tell?

Ask the children to complete the picture of Chumbivilcas on *Worksheet 2: This is where Frida lives*, to show its main physical and human features.

Extension activity

Ask the children to write a short description of the area to describe what Chumbivilcas is like.

Plenary:

Ask the children in pairs to think of three things (physical and human features) about Chumbivilcas that are similar to their own area and three things that are different. Share responses and compile class list.

You will need

Family story 1 and picture cards 1:1-1:4

Worksheet 1: A map of Peru

Worksheet 2: This is where Frida lives

Additional downloadable images from Frida's story

www.cafod.org.uk/homesandfamiliesinperu

Lesson Plan 3: What might it be like to live in Chumbivilcas?

In this lesson children will use the photopack and the downloadable images from Frida's story to imagine what it might be like to live in Chumbivilcas. They will also begin to compare various aspects of their lives with the life of Frida and her family.

Objectives

Children should learn:

- to use secondary sources of information
- to identify similarities and differences between places
- to communicate their findings.

Learning outcomes

Children will:

- have some knowledge of what life might be like in Chumbivilcas.
- extract information about Chumbivilcas from secondary sources
- discuss aspects of life in Chumbivilcas
- appreciate similarities and differences between life in Chumbivilcas and that in their own locality and in the UK.

TEACHER'S NOTES

Starter:

Using the pictures from the pack and the downloadable images (you might choose to view these using an interactive whiteboard) discuss what life might be like in Chumbivilcas. Help the children to provide evidence for their answers by prompting 'Why do you think that? What part of the picture made you think that?'.

Main activities:

Activity 1: Ask Frida.

Ask the children to make up questions to ask Frida (9), the youngest daughter of Celestino and Rosa like:

How long does it take you to get to school?

*What is your favourite subject at school?
What games do you play with your friends?
What is your house like?
What sort of food do you eat?*

The children could then be asked to swap questions and try to answer the questions posed or one child could be asked to 'hot seat', acting in role as Frida, while the other children ask the questions.

Activity 2: Frida's life, my life.

Using *Worksheet 3: Frida's life, my life*, look at pictures of Frida's day. Ask the children to discuss the three aspects; journey to school, at home and playtime. What can they see happening in each picture? Ask them to think about what they will draw to show that aspect of their lives.

Plenary:

What is the same and what is different?

Share the children's drawings from 'Frida's life, my life' and discuss the similarities and differences of their experiences. For example some children might walk to school - ask the children is this the same or different to Frida? What might they see and hear on the journey? Is this the same or different to Frida? Why do they walk to school? Is this reason the same or different to Frida's reason for walking?

You will need

Worksheet 3: Frida's life, my life

Key Vocabulary

North, south, east, west, Peru, Lima, The Andes, Latin America, near, far, transport

Lesson Plan 4: What might it be like to live in Chumbivilcas? Cont'd

In this lesson children will be consolidating what they have found out about life in Chumbivilcas. They will also begin thinking about how life is changing and may change in the future in Chumbivilcas, considering whether the change will be for the better or for the worse.

Objectives

Children should learn:

- to use secondary sources of information
- to identify similarities and differences between places
- to communicate their findings
- to recognise how places may change.

Learning outcomes

Children will:

- have some knowledge of what life might be like in Chumbivilcas.
- extract information about Chumbivilcas from secondary sources
- discuss aspects of life in Chumbivilcas
- appreciate similarities and differences between life in Chumbivilcas and that in their own locality and in the UK.

TEACHER'S NOTES

Starter:

Give the children two minutes to talk to a partner to share what they have found out about life in Chumbivilcas. Compile a class brainstorm/mind map of 'Life in Chumbivilcas'.

Main activities:

Activity 1: A description of life in Chumbivilcas

Ask the children to write a description of life in Chumbivilcas, using headings such as food, houses and going to school. The use of a writing frame might be helpful for

some children.

Activity 2: What will Chumbivilcas be like in the future?

Ask the children to think about how life is changing and may change in the future in Chumbivilcas. Use picture 1:2 of Frida's mum, Rosa, in the kitchen washing mugs, to stimulate discussion. Ask the children to think about how this method of washing the dishes may change, and whether the change will be for the better or for the worse.

Using *Worksheet 4: How are things changing?* Ask the children to look at the three pictures and think about how the scene will look in ten years' time. In the space provided draw or write how they imagine the picture will look in the future.

Key questions:

What will need to happen for these changes to take place?
Where will the money come from?

Plenary:

Ask the children to reflect on how their ideas about life in rural Peru have changed and developed. Ask them to think about what other questions they might ask to find out more about life in Chumbivilcas or in Peru in general.

You will need

Photocard 1:2
Worksheet 4: How are things changing?

Key Vocabulary

North, south, east, west, Peru, Lima, The Andes, Latin America, near, far, transport

Lesson Plan 5: A contrasting urban locality, Lima in Peru.

In this lesson the children will meet Kevin and his family. They live in San Martin de Porras on the outskirts of Lima. This lesson provides the children with the opportunity to broaden their understanding of life in Peru by investigating an urban locality on the outskirts of the capital.

Objectives

Children should learn:

- to use secondary sources of information
- to identify similarities and differences between places
- to communicate their findings.

Learning outcomes

Children will:

- have some knowledge of what life might be like in Lima
- extract information about Lima from secondary sources
- discuss aspects of life in Lima
- appreciate similarities and differences between life in Chumbivilcas, Lima and in their own locality.

TEACHER'S NOTES

Starter:

Show the children picture 3:1 of Kevin and his family. Read the short description on the back of the card to introduce the family.

Main activities:

Activity 1: Comparing urban and rural life in Peru.

Look at photocards 3:1-3:4. Ask the children to discuss and list in groups all the things they notice to answer the question

How is Kevin's life different to Frida's?

Share responses.

Activity 2: What is Kevin thinking?

Look at the pictures on *Worksheet 5: What is Kevin thinking?*

The first picture is of Kevin doing his homework. Ask the children:

How do you think Kevin is feeling about doing his homework?

What clues are there about the way he is feeling?

Look at the second picture of Kevin in his kitchen.

How is this different to the pictures we saw of Frida's kitchen?

Is this kitchen more or less like yours?

Using the speech bubbles on the worksheet ask the children to imagine what Kevin might be thinking in each situation and to write his thoughts in the space provided.

Plenary:

Ask the children about what they have learnt being geography detectives in Peru.

What was the most interesting thing you found out? What surprised you most?

What was your favourite thing and why?

You will need

Photocards 3:1—3:4.

Worksheet 5: What is Kevin thinking?

Additional downloadable images from Kevin's story

www.cafod.org.uk/homesandfamiliesinperu

Key Vocabulary

North, south, east, west, Peru, Lima, The Andes, Latin America, near, far, transport