

Bangladesh: Unit 12

Class:	Teacher:	Study Title: Bangladesh	ES Outcome	Peopl
Term:	Date:		Duration:	
Knowledge and Understanding Attainment Targets Level D	Learning Outcomes for: Bangladesh Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> For a developing and a developed area or country, describe main features of economic life and how they are changing, eg farming, industry, transport, cities – D. Describe how extremes of weather and climate can disastrously affect people and places – D. Describe the main features of some common types of land use, eg farming, industrial estate – D. Describe how, and give some reasons why, settlements differ in character, size, number of people and function – D. 	<ul style="list-style-type: none"> To be able to describe the main physical features of the country. To understand the effect of the monsoon climate on lifestyle and farming and how extremes of weather such as floods and cyclones can have disastrous consequences. To be able to describe land use in terms of farming, forestry, industry, towns and villages. To understand the difference between city and country lifestyles. 			

Bangladesh Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Language Reading for information/research, writing news article on floods/cyclone hitting the country</p> <p>RE Study of other world religions – Hinduism and Islam</p> <p>Music From India and Bangladesh – listening to and create own music through percussion work</p> <p>Art National costumes – study fabric patterns and colours, design costumes</p> <p>Maths/ICT Spreadsheets/graphs and databases looking at weather, population, land use, etc</p> <p>Mapwork Climatic zones/weather extremes</p> <p>Enterprise Find information about Bangladesh from travel booklets, the internet, reference books, videos, etc and collate information in the form of a guide to Bangladesh. Organise a day dedicated to Bangladesh and invite the local community.</p>	<p>Traidcraft plc Kingsway Gateshead Tyne and Wear NE1 1ONE Tel 0191 491 6591 Website http://www.traidcraft.co.uk</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Activities to Match Units

Bangladesh – A Developing Country (Level C/D)

What do they know about Bangladesh – anyone in the class from there? Discussion.

Locate Bangladesh on a map. Mark on the countries which surround it and its main upland areas/valleys/rivers/cities and capital (Dhaka).

Make a fact web of all the key features of that country – currency, highest mountain, longest river, population, capital city, food, transport, main industries.

Make a climate map of the area and explain the importance of the monsoon season – what happens when there is severe flooding – which agencies (e.g. TEAR fund).

Look at the weather patterns over the year and how they affect farming and housing – farming three seasons – rainy (Barsha), winter (Sheet) and summer (Grih).

Look at weather disasters in their history, eg 1960–70 cyclones and floods destroyed crops, homes, livestock and 30 million were left homeless.

Compare lives of families in the villages (poverty, starvation, ill health, lack of education, small village industries) to the bigger cities.

How do charities seek to help support local industry? eg Traidcraft helps to set up and maintain local village industries and crafts and sell the goods.

Bangladesh Assessment Level D

1 On a blank map of Bangladesh, mark on the names of the countries that surround it, its capital, main river and largest city (use an atlas).

2 Tick the statements which are true of a monsoon climate.

It is very dry all year round.

There is a season of very heavy rain.

There is often flooding and cyclones.

It rains non-stop all year round.

3 Which things about the climate are important for the farmer wanting to grow rice?

4 How is the life in the city different from the country villages?

Town

Village

5 What kinds of disasters regularly affect Bangladesh?

6 Give an example of an organisation which helps this country – what might they do to help?

Social Subjects – Forward Planning (People and Place: Unit 12) City of Edinburgh Council, September 2002

People and Place			Bangladesh Developing Country
	ISBN	Author	Title
*	0750222549	Ayliffer, J	Bangladesh, Wealth of Nations series
*	075021001x	Brace, Steve	Bangladesh
*	0431072574	Barker, A	Bangladesh
*	1872502660	Marcovitch, Lucy	Eye of the storm, Living on an Island in Bangladesh

