

Bangladesh

Geography education resource

Key Stage 1



About the resource

This resource is designed to support the Geography curriculum. It provides photo cards and classroom activities to help inspire a curiosity about the world and its people. The photo cards can be found in the accompanying PowerPoint.

This is an online pack for Key Stage 1 to help meet the core requirement for pupils to expand their knowledge and understanding beyond the local area to include a small area in Bangladesh, a contrasting non-European country. The pack enables children to develop their:

- locational knowledge
- place knowledge
- understanding of human and physical geography
- geographical skills

About the photographs

The photographs in this resource largely focus on a small area in south-western Bangladesh, in or near Mongla town, on the edge of the Sundarbans forest. There are a few exceptions, namely photo card 12 which shows Dhaka city, photo card 13 which shows Khulna city, and photo card 14 which shows Sylhet city. Information about each photograph can be found in the notes section of the accompanying PowerPoint.

Please print off the photo cards from the PowerPoint presentation for use with your class.

About CAFOD

CAFOD is the Catholic Agency for Overseas Development. We are the official aid agency of the Catholic Church in England and Wales and part of Caritas International. We work with partners across the world, wherever the need is the greatest, to bring hope and compassion to poor communities, standing side by side with them to end poverty and injustice. We work with people of all faiths and none.

CAFOD has been working in Bangladesh since 1986. CAFOD focuses on a number of different projects including:

- helping people to adapt to the climate, for example by growing vegetables in floating gardens to prevent them from flooding, or by using drought tolerant seeds to grow food
- working with communities to help increase access and rights for marginalised groups, particularly the poorest and people living with disabilities
- responding to humanitarian disasters such as cyclones and flooding.

A child-friendly explanation of CAFOD's work is available in CAFOD's big book, *A day with Musa*. Details of how to order this can be found at:

cafod.org.uk/bigbook

Getting started

- Give one photo card to each pair of children to write a caption for it or a speech bubble about what people are saying or feeling.
- In small groups, give the children the set of photo cards and ask them to sort them into groups that are similar. Encourage the children to talk about their reasons, and to discuss similarities and differences.
- Give one photo card to each pair of children. Place it on a large sheet of paper and ask the children to draw what they think lies around the picture. Encourage them to discuss their ideas and reasons for them.
- Make a classroom display about Bangladesh, using the photographs and children's work from this topic.

Photo card 1: Introducing the contrasting location



What can you see?

Spend a few minutes looking at and discussing photograph 1.

- What can you see in the photograph?
- Where do you think the photograph was taken?
- What do you think it would be like to be there?

Activities

- After children have discussed the questions above, explain that the photograph was taken in Bangladesh, and that the children are going to find out more about Bangladesh in the topic. Use the photograph as a starting point to find a range of different pictures and facts of the country – you could begin by exploring what animals are found in Bangladesh.
- Using a world map, globe and/or atlas, locate Bangladesh. Name the countries around Bangladesh, using simple compass directions.

Link to local geography

- With the children, find your location on a world map or globe. Ask the children what countries and seas/oceans are nearby. Plan a class journey from your location to Bangladesh. Talk about which countries the children would pass over to reach Bangladesh, and what countries and seas/oceans are near Bangladesh.

Photo card 2: Focus on place knowledge



What can you see?

Spend a few minutes looking at and discussing photograph 2.

- What can you see in the photograph?
- What do you think the colours in the flag could show or mean?

Activities

- Draw or paint the Bangladeshi flag and discuss what the flag means (see the notes in the PowerPoint).
- Using a map of Bangladesh, locate the capital city, Dhaka. Also locate the south of the country, particularly, the area near the Sundarbans, which is where most of the photographs in this pack were taken.

Link to local geography

- Ask the children to find out what their country flag looks like and what its meaning is.



A child-friendly illustrated map of Bangladesh is available in CAFOD's big book, *A day with Musa*.

Details of how to order this can be found at:

cafod.org.uk/bigbook

Photo card 3 and 4: Focus on physical geography (weather and seasons)



What can you see?

Spend a few minutes looking at and discussing photographs 3 and 4.

- What can you see in the photographs?
- What do you think the weather is like?
- What season do you think it is?

Activities

- Talk about hot and cold areas of the world in relation to the Equator and the North and South Poles. Locate Bangladesh on a globe or world map, and talk about its position in relation to the Equator. Discuss what the weather is like in Bangladesh (see background notes). Ask the children what they think it would be like in different seasons (winter, summer, monsoon).
- Ask the children to imagine they are travelling to Bangladesh. Ask them to think about:
 - What they would need to pack in their rucksack, based on their knowledge of the weather
 - How this might change at different times of the year.
- Ask the children to imagine they are visiting Bangladesh and invite them to write postcards about their trip, including what the weather is like. It may be worth repeating this activity at the end of the topic, when children can also write about other aspects of life in Bangladesh, including the landscape, housing, people and so on.

Link to local geography

- Ask the children how many seasons there are in the UK. Talk about similarities and differences between the seasons in the UK and Bangladesh, and how the weather compares in each place.

Photo cards 5-7: Focus on physical geography (climate and vegetation)



What can you see?

Spend a few minutes looking at and discussing photographs 5-7.

- What can you see in the photographs?
- What do you think is growing?
- What would you like to ask the people in the photographs?

Activities

- Talk about flooding in Bangladesh. Explain to the children that whilst floods can cause damage and be dangerous, annual floods also make the land fertile, which helps things to grow. The farmers rely on the floods and look forward to them as they make the land richer.
- Talk about the different things that are growing in the photographs, including rice in paddy fields, trees for making roof thatching, and vegetables for eating (see the notes section in the PowerPoint).
- Introduce the children to Sabita (in photo card 7). Explain that heavy rain in June flooded the courtyard and soaked everything inside her home. Ask the children how they think Sabita felt.
 - Set up a role play – invite the children to imagine there is a flood, and explain they have to quickly leave their home for safer, drier land. Afterwards discuss the scenario, asking the children: How did you feel? What did you take with you? Why? Talk about the difference between needs and wants. *Please note, this may be a sensitive issue for some children.*
 - Explain that people like Sabita are finding ways to cope with flooding in Bangladesh. With support from CAFOD, Sabita has set up a raised plot to grow vegetables, so her crops are protected.

Link to local geography

- Encourage children to find out what grows well in your climate. Perhaps you could try growing something as a class.
- With the children, find out if there are examples of flooding in your local area. Talk about how floods affect people. *Please note, this may be a sensitive issue for some children.*

Photo cards 8-10: Focus on physical geography (rivers and forests)



What can you see?

Spend a few minutes looking at and discussing photographs 8-10.

- What can you see in the photographs?
- How are people using the rivers?
- What animals do you think live in the rivers or forest?

Activities

- Using photo cards, talk about what a river is. Explain that the water in a river is not the same as the water in the sea – it is fresh not salty water. Talk about what other features rivers have. Using a map of Bangladesh, find as many rivers as you can. Ask the children if there are many or few rivers.
- Using the photo cards as a stimulus, talk about how rivers are used (for transport, pleasure, fishing etc). Ask the children:
 - Why are rivers important?
 - Why should we look after them?
- Ask the children to design a poster about protecting rivers.
- Explain that the rivers in the photo cards are all near the Sundarbans forest in the south of Bangladesh. Ask the children:
 - What is a forest?
 - Is it natural or built/man-made?
 - What type of forest is the Sundarbans?
 - What animals are found there?

Link to local geography

- With the children find out what rivers are in your local area. Talk about why they are important and why we should look after them.
- Discuss with the children if they have ever been to a forest. Ask them:
 - What is your nearest forest called?
 - What is it like?
 - In what ways is it similar and different to the Sundarbans?

Photo cards 11-16: Focus on human geography (cities, towns, villages)



What can you see?

Spend a few minutes looking at and discussing photographs 11-16.

- What can you see in the photographs?
- Where do you think the photographs were taken?
- What would you like to ask the people in the photographs?

Activities

- Discuss the features of a city, town and village. Talk about:
 - The difference between natural and built
 - Types of buildings found in different places, for example, houses, shops, offices, flats and so on
 - Words or phrases that describe a city, town or village, for example, built up, noisy, busy, quiet, farm land, hills, streets, roads and so on
- Sort the photo cards (11-16) into cities, towns or villages. Encourage the children to give reasons as they sort the cards.

Link to local geography

- Ask the children to think about where they live and what it is like. Discuss:
 - Is it a city, town or village?
 - How does it compare to the city, town or village in the photo cards?

Photo cards 17-19: Focus on human geography (shops)



What can you see?

Spend a few minutes looking at and discussing photographs 17-19.

- What can you see in the photograph?
- What are they selling? What type of shops are they?
- What would you like to ask the shopkeeper?

Activities

- Find out what fruit and vegetables are common in Bangladesh. Talk about other products that are commonly available or made in Bangladesh.
- Explain to the children that lots of products (such as clothing) that are made in Bangladesh are sold in other countries around the world like in England and Wales. Sometimes people do not have good working conditions or receive a fair price for their goods. Find out more about Fairtrade. For resources go to cafod.org.uk/primary/fairtrade
- Explain to the children that some children in Bangladesh are forced to work in clothing factories to provide for their families. Talk about the Rights of the Child – (article 32 states that children have the right to protection from work that harms them and is bad for their health and education). Ask the children to think about what it would be like to have to go to work. Discuss:
 - Would you have enough time to go to school, play with your friends and so on?
 - Is this fair?

Link to local geography

- Ask the children if they can find any products from Bangladesh in their local shops. Challenge them to find as many Fairtrade items as they can.

Photo card 20-21: Focus on human geography (houses)



What can you see?

Spend a few minutes looking at and discussing photograph 21-22.

- What can you see in the photographs?
- What materials is the house made from?
- What would you like to ask the people in the photographs?

Activities

- Introduce the children to Musa and his family. Explain that Musa lives in a rural area in southern Bangladesh with his family, and the photo cards show the inside and outside of his home. Talk about the features of his house, including how it is adapted to suit the climate, as it is raised off the ground to protect it from flooding. Find out more about Musa's story in CAFOD's big book, *A day with Musa* resource
- Explain that Musa's home is just one example of a house in Bangladesh and there are lots of other types of houses. Find pictures of different houses in Bangladesh, including those in the city. More examples of housing can be found in CAFOD's *A day with Musa* resource, available to order at cafod.org.uk/bigbook

Link to local geography

- Talk about different types of housing in your local area. Ask the children how they compare to houses in Bangladesh.

Go further

Deepen children's understanding of life in Bangladesh, using Musa's story as a case study.

For more resources on Bangladesh and to order the book, *A day with Musa*, go to cafod.org.uk/bigbook

About Bangladesh

Bangladesh is a relatively new country. Previously East Pakistan, Bangladesh formed in 1971. Bangladesh faces many challenges including natural disasters and high poverty levels.

Location

Bangladesh is in South Asia. India is to the west, north and east of Bangladesh, with Myanmar (Burma) to the south-east and the Bay of Bengal to the south.



Population

Bangladesh is one of the most crowded countries in the world, with more than 1,000 people per square kilometre. Most of Bangladesh's people live on less than two dollars a day.

Landscape

Bangladesh is a low-lying country - much of the land is barely above sea level, with the exception of hills east and south of Chittagong. The country is made up of many rivers, which flow into to the Bay of Bengal. The rivers flood annually resulting in fertile land. To the south west of Bangladesh is the Sundarbans, which is the largest mangrove forest in the world.

Climate and natural hazards

Bangladesh has a tropical climate. Winter is mild, lasting from October to March, and summer is a hot and humid, falling between March to June. Monsoon season lasts from June to October and supplies most of the country's rainfall. Bangladesh is vulnerable to natural disasters such as flooding and cyclones.

Quick facts

Population:.....150.4 million (UN, 2011)

Capital:.....Dhaka

Land size:.....147,570 sq km

Major language:..Bangla (Bengali)

Major religions:....Islam, Hinduism

Currency:.....Taka

Life expectancy:..Female 70 years, male 69 years (UN, 2010-15)

Main exports:.....Garments, fish, jute goods, leather products