

El Salvador

Geography education pack

Key stage 2

Includes:

- Background information
- Photographs
- Case studies
- Map
- Classroom activities
- Online films
- Curriculum links

cafod.org.uk/geography



About the pack

This pack is designed to support the Geography Curriculum. It provides photographs, online films and classroom activities to help inspire a curiosity about the world and its people that will remain with children for the rest of their lives. The pack is for key stage 2, to help meet the core requirement for pupils to extend their knowledge and understanding beyond the local area to include North, Central and South America. The pack supports the following aspects of the curriculum:

Locational knowledge

- To locate the world's countries, using maps and atlases.
- To identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemisphere and the Tropics.

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography in a region of North, Central or South America.

Human and physical geography

- To describe and understand key aspects of physical geography including climate zones, rivers, volcanoes and earthquakes and the water cycle.
- To describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources.

The pack includes:

A map

Introduce children to the country of El Salvador using the map. Pick out key places, the locations of the children featured in the pack, and illustrations which highlight aspects of Salvadoran life and the geography of the country. Display the map in your classroom, but before you do, photocopy the four pages on the reverse of the map.

El Salvador information sheets

Find out key information about the geography and history of El Salvador. Older children may also use these sheets to support them in various lessons. Remember to photocopy these pages (from the reverse of the map).

Cross curricular grid and geography activities sheet

Ways to use the pack in geography lessons and to add a global dimension to other subjects across the curriculum, and deepen children's understanding.

Photo cards

There are 16 photo cards. These are divided into four sets, with four photo cards for each child's case study. The first card in each set gives the child's story, with some key questions. The other cards in each set focus on different geographical themes from the curriculum. The cards include the following sections:

What can you see?

Children should spend time looking at and discussing each photograph. Some key questions to focus discussions are included, but children should also be encouraged to come up with their own questions.

Classroom activities

Ideas for geography lessons are divided into activities suitable for years 3 and 4 and activities suitable for years 5 and 6.

Independent learning: film activity

This activity gives children a chance to work independently or in small groups to find out more about the children and the different geographical themes, using the online films. It is worth watching the films twice, making notes on the second viewing.

Link to local geography

Ways to link the children's learning with their local area, and carry out comparisons and make connections between different places and ideas.

Online films

Bring the stories and themes to life, through our collection of online films, available at cafod.org.uk/geography

A special thanks to all the children and families that participated in this project. Thanks also to CAFOD partners in El Salvador who supported this project, namely the Jesuit Development Service, the Sisters of St Clare and the Ana Manganaro Health Clinic. Thanks also to all contributing teachers for their comments and to St Edward's Catholic Primary School in Marylebone, for their support in developing this resource.



Photo card 1.1: Diego's story

Diego is eight years old. He lives with his family on the outskirts of San Salvador, the capital of El Salvador. The area has lots of poverty and violence from gangs. A river called the *Río Acelhuate* (pronounced "Asel-wa-taye") runs through the area. In the photograph you can see Diego with his mum and younger sister, Daisy, who is three years old.

Diego usually wakes up at twenty past six. He washes and dresses for school. For breakfast, the family eats cornflakes, coffee with cakes, or bread with rice and beans. After breakfast, Diego walks to school – it is just a few minutes away from the house. The bell rings for everyone to come into school at seven o'clock and the first lesson begins at quarter past seven. Diego loves going to school, his favourite subjects are maths, PE and art. Diego says: "School is really good, it's nice. I like learning because when I'm big I'll be able to get a job."

Diego enjoys fixing things and wants to be a mechanic when he grows up. He also loves drumming and he plays in a peace band at school – they practice every Saturday.

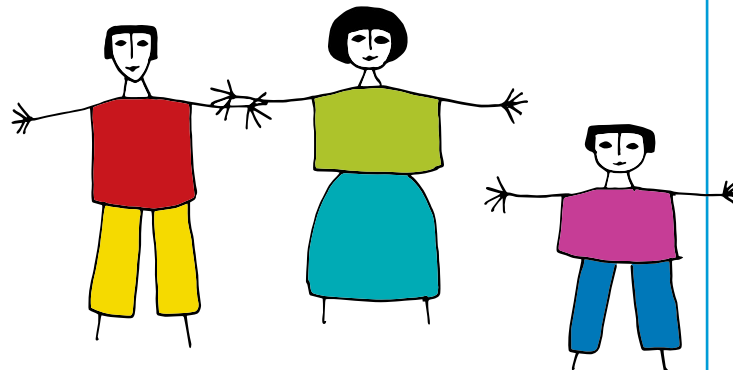
Diego thinks education is really important. He says: "It's really important that all the children go to school because then they'll learn and study hard. If they don't go to school they'll be on the street and they won't be educated".

School finishes at twelve o'clock and Diego goes home and has lunch. Sometimes he watches TV with his mum and sister while they eat.

After lunch, Diego does his homework and has a rest. In the afternoon, Diego loves going out on his bicycle and playing games with his friends. They play football and a game called *Mica* (pronounced "Meeka"), which is a bit like 'tag'.

Diego also helps out around the home. At the moment his family is building a new house. There were many problems with Diego's old home, as there are with others in the area. Diego's grandad and some other men are building the house, and Diego helps them sometimes. His mum used to work selling papers but she stopped working when the building work on the house started. The whole family is really excited about their new home.

The family has dinner together at about seven o'clock when Diego's dad comes home from work. Diego's dad works for a company in San Salvador, installing security alarms and cameras. Diego goes to bed between eight and nine o'clock.



What can you see?

Spend a few moments looking at and discussing photograph 1.1

- What can you see in the photograph?
- What do you think Diego and his family are thinking and feeling?
- What would you like to ask the people in the photograph?

Read the story

What is similar or different to your life? What else do you want to find out about Diego?

Watch the online film

Find out more about Diego at cafod.org.uk/geography

Photo card 1.2

El Salvador Geography pack



Photo card 1.2: Focus on rivers and the environment

Rivers are always changing. The photograph shows the *Rio Acelhuate* (pronounced “Asel-wa-taye”), which is the river near Diego’s home. The river looks different depending on the season. During the dry season, the level is low, and in the wet season it becomes very full. Sometimes it floods the houses along its banks, and people’s homes and possessions are destroyed. The *Rio Acelhuate* is also very polluted with chemicals from a nearby factory and rubbish that people throw into the river. The pollution is made worse by a poor sewage system.

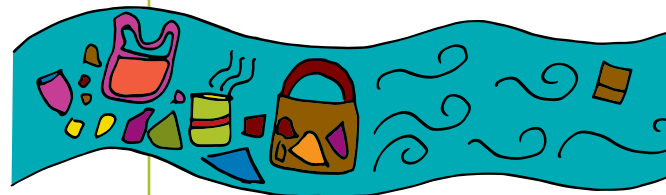
Rivers have many different uses – sometimes they are used for transport, as a water source, or for work. Diego talks about how rivers can also be used for pleasure: “I like going to *Ahuachapán* (pronounced “Awa-cha-pan”). It’s really fun – there’s a river there. I like the river there because I can swim and throw myself into the water and it’s like being at the beach. It’s different to the river here because this river is really dirty. Sometimes the river here smells horrible.”

Diego thinks it’s really important to protect his river. He says: “I feel really bad because people are polluting the environment. We should look after the environment because otherwise we’ll get sick.”

What can you see?

Spend a few moments looking at and discussing photograph 1.2

- What can you see in the photograph?
- What season do you think the photograph was taken in? Why?
- How does Diego feel about the river near his home? How do you think the people who live along the banks of the river feel?



Classroom activities

Year 3/4

- Research the features of a river. What features can be seen on the photograph? Children could annotate the online image on the interactive whiteboard or use sticky notes to annotate the photograph.
- Explore why rivers are important. Ask children to list as many different uses for rivers as possible.
- Explore the impact of pollution, using Diego’s story and the children’s own experiences. Discuss why it is important to protect rivers.

Year 5/6

- Explore the relationship between rivers and the water cycle. Encourage children to label a diagram of the water cycle.
- Research the *Rio Acelhuate*. Start by investigating its source. Challenge children to find out their own facts.
- Discuss the impact of flooding in different places and research ways to prevent flooding.

Independent learning: film activity

Find out how children in El Salvador are caring for their environment in the online films. Encourage the children to make notes as they watch.

Link to local geography

Research cases of flooding in the UK or in your local area. Find out how people are responding. For resources go to the Geographical Association website: geography.org.uk



Photo card 1.3: Focus on housing and land-use

Diego lives on the outskirts of San Salvador in a built-up area. His family is building a new home. As Diego explains, there were many problems with their old home: “In the old house, the roof was lower. There were holes in the roof and a lot of water came in. Sometimes we covered the holes with plastic and used rags or used plastic bags to fill them in.”

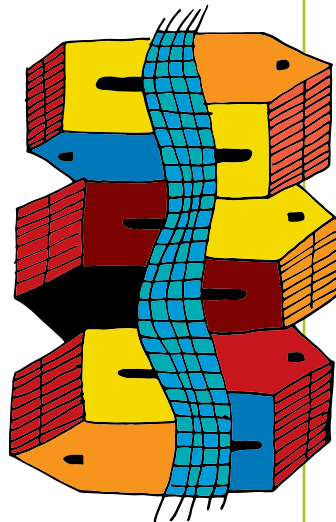
Because there is a lot of poverty in this area, many homes have similar problems. Houses tend to be small and close together. Some are made from concrete bricks like Diego’s new home, but many are made from mud bricks and scrap metal, which can get flooded in the wet season (see photograph 1.2).

Diego’s family is really excited about their new home. Sometimes Diego helps his grandad and the other builders by sweeping away the dust from the building work. Diego says: “I’m happy because we’re going to have a new house. Daisy and I are going to have our own bedroom. I feel really happy because it’s going to be really cool.”

What can you see?

Spend a few moments looking at and discussing photograph 1.3

- What can you see in the photograph?
- How do you think Diego and his family will feel when their new house is finished?
- What materials can you see being used to build Diego’s new home?



Classroom activities

Year 3/4

- Encourage the children to find out more about Diego’s home by watching the online films. Ask them to find the film about Diego and write down key words to describe Diego’s old and new home. Compare these. Be aware that this is just one example of housing in El Salvador, and there are many other types of houses, just as there are in the UK.

Year 5/6

- Find different maps of El Salvador and explore land use in the country. Use maps with keys and symbols for children to interpret. Pose questions such as: How much of the land is built-up? Where are the built-up areas located? How much of the land is agricultural, woodland or water, and where is this located?

Independent learning: film activity

Explore how the climate in El Salvador impacts on housing. Watch the online films to find out more about the climate in El Salvador and how families and communities in different areas are adapting. Encourage the children to make notes as they watch.

Link to local geography

Think about how homes in Diego’s community compare with homes in your local area. If you live in a rural area it might be better to compare with homes in a nearby urban area. Be aware that this is just one example of a community in El Salvador, so as to avoid stereotypes.

Photo card 1.4

El Salvador Geography pack



Photo card 1.4: Focus on Diego's community and physical and human features

Diego lives in a violent part of the city of San Salvador. There are lots of gangs in the area. CAFOD is funding a peace-building project in the area to help people in the community to find more peaceful ways of living together.

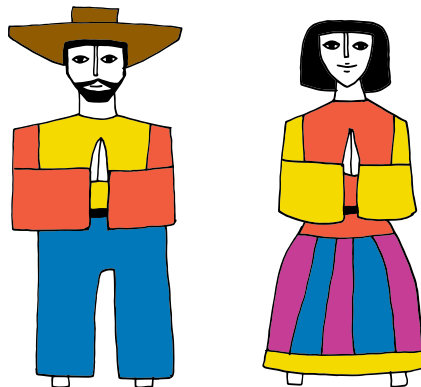
The school is a safe place for children to go. Diego says: "At school I feel very safe, I feel really good. I feel the time passes quickly. I feel happy because I'll be able to get a job when I'm older and I can learn. I like lots of things at school – I like studying and playing."

As part of CAFOD's peace building project, Diego's school runs different sport, music and dance activities for children to join. These activities help children like Diego to develop their talents. Diego learns to play the drum in a peace band. They practice every Saturday. Diego says: "I feel very happy when I drum because I feel in harmony. I like the sound, I like how it sounds, there are some pieces of music I know their rhythms."

What can you see?

Spend a few moments looking at and discussing photograph 1.4

- What can you see in the photograph?
- How do you think Diego feels to be part of the band?
- What do you think the children in this photograph are thinking?



Classroom activities

Year 3/4

- Using the photographs and online films ask children to note different physical and human features of where Diego lives. Compare this to Jacqueline (photographs 3.1-3.4), who lives in a more rural area of El Salvador.

Year 5/6

- Using the photographs and online films ask children to identify physical and human features as well as physical and human processes in Diego's community. Focus on photograph 1.2. Using coloured sticky notes allocate separate colours to show physical features (eg rocks, shrubs, river), human features (eg footpath, buildings), physical processes (eg weather and climate, the water cycle) and human processes (eg pollution). Compare this to Jacqueline (photographs 3.1-3.4), who lives in a more rural area of El Salvador.
- What is harmony? Challenge children to think of ways they can bring harmony to their own community, as well as to the surrounding environment.

Independent learning: film activity

Find out more about how Diego's community is working to build peace using the online films. Encourage the children to make notes as they watch.

Link to local geography

Compare and contrast Diego's community with your community. If you are from a rural community, it may be more relevant to compare your community with one of the other case studies. If required, prompt children to find five ways in which it is similar to your home locality, and five ways in which it is different.

Photo card 2.1

El Salvador Geography pack



Photo card 2.1: Karen's story

Karen is 10 years old. She lives with her family in the town of *Guarjila* (pronounced "Guar-heel-a"), *Chalatenango*, which is in the northwest region of El Salvador. The town is near the *Sierra Madre* (pronounced "Madray") mountain range that borders Honduras.

In the photograph you can see Karen with her family. Karen lives with her mum, grandmother and her brother, Omar, who is 14 years old. Karen's other brother, Marlon, recently moved to the United States. She misses him a lot.

Karen usually wakes up between five and six o'clock. For breakfast, Karen eats cornflakes or *pupusas* (pronounced "poo-poo-sas"). After breakfast, she washes and dresses for school. She walks to school with her mum. This takes about 10-15 minutes.

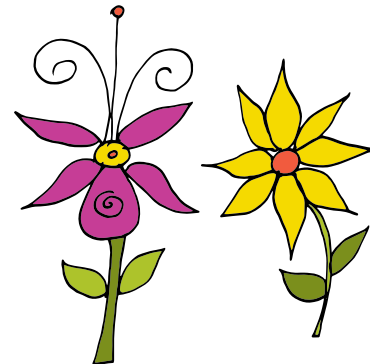
School starts at half past seven, and finishes around midday. Karen loves school and works hard – she wants to be a teacher when she grows up. Karen says: "I'll become a teacher by paying attention, studying hard, doing well in my exams and getting good marks."

After school, Karen comes home and does her homework. Then she has lunch, which is usually rice or chicken soup. After lunch, Karen has a little sleep before going to play with her friends.

Karen often goes to the Tamarindo youth centre in the afternoon. There Karen does lots of different activities and sports, like table tennis, skating, yoga and basketball. Karen says: "The Tamarindo is my favourite place. It's where I go when I've got the afternoon free to have fun. In the Tamarindo I'm really happy to be with my friends."

Karen loves to be busy. She is always doing something – if she is not at the Tamarindo youth centre, she is busy growing things or helping her mum around the house. Karen's mum is also very busy. She works drying fruit to sell. This is not always easy. There is not always enough fruit – if there is too much rain or if it is too hot the crops can be ruined. When this happens, Karen's mum has to find other ways to earn money. Sometimes she embroiders cloths to sell (see photograph 2.2).

After a busy afternoon, Karen has dinner with her family at about six o'clock. They eat tortillas, eggs, beans and soft cheese. Karen usually goes to bed at about half past eight.



What can you see?

Spend a few moments looking at and discussing photograph 2.1

- What can you see in the photograph?
- What do you think Karen and her family are thinking and feeling?
- What would you like to ask the people in the photograph?

Read the story

What is similar or different to your life? What else do you want to find out about Karen?

Watch the online film

Find out more about Karen at cafod.org.uk/geography



cafod.org.uk/geography

Photo card 2.2

El Salvador Geography pack



Photo card 2.2: Focus on settlement and migration

People move within countries or go to other countries for many different reasons. For example, during the civil war in El Salvador, there was a lot of fighting in the area around *Guarjila* (pronounced “Guar-heel-a”) so people had to leave and go to refugee camps in Honduras. After up to seven years in the camps, many of the people returned in 1987. They worked hard to rebuild the town of *Guarjila*, where Karen lives with her family.

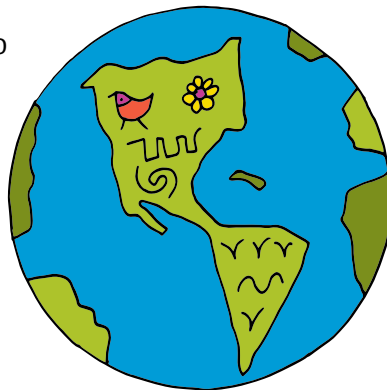
Recently Karen’s brother, Marlon, left *Guarjila* to move to the United States. He moved to find a job, as there are not many jobs for young people in El Salvador. The family misses Marlon a lot. Karen says: “I miss my brother. Every six or seven days we talk to each other on the phone.”

Marlon is saving money for the family, which will go towards building a new house. Like Karen’s family, many families in El Salvador depend on money that is sent home by Salvadorans living in the United States. Karen’s mum is also working hard to save money for the new house. In the photograph you can see she is embroidering cloths to sell.

What can you see?

Spend a few moments looking at and discussing photograph 2.2

- What can you see in the photograph?
- What do you think it feels like to migrate to another country?
- How do you think Marlon and the rest of the family feel?



cafod.org.uk/geography

Classroom activities

Year 3/4

- Watch the online film about jobs and migration. Using this and the information in the case study, identify reasons for people migrating. Discuss the difference between being forced to leave and choosing to leave.
- Working in small groups, ask the children to decide what they would take if they had to leave their home. You may wish to limit the number of items and do this on sticky notes, so children can add or remove items throughout the activity. Encourage children to give reasons for their choices. Discuss as a class the things that children value most and talk about the difference between ‘needs’ and ‘wants’.

Year 5/6

- Watch the online film about jobs and migration. Then set up various activities related to migration, encouraging children to:
 - identify a range of reasons that people migrate
 - find other examples of migration to add to this case study (in news, throughout history)
 - sort the reasons for migration into different categories such as forced migration and migration that involves a choice, or cases where people have/ don’t know if they have a safe place to go.
- Find out more about how remittances work and discuss how much and why El Salvador relies on this money.

Independent learning: film activity

Find out more about jobs and migration using the online films. How does migration impact on people’s lives in El Salvador? Encourage the children to make notes as they watch.

Link to local geography

Ask your class to research their own family migration stories. Where were the children, their parents and other family members born? In what different places have the children, their parents or other family members lived? On a large map, mark all of the different places to make a class migration map. Please note, this may be a sensitive issue for some children and families.

Photo card 2.3

El Salvador Geography pack



Photo card 2.3: Focus on weather and climate

Karen loves to grow plants, but at some times of the year it is more difficult to do this. Karen says: “There isn’t any water to give the plants in the dry season but in the winter there’s a lot of water. Sometimes there is no water for three or four days in the dry season. Plants are living beings and I feel really sad when I can’t give them any water and they die.”

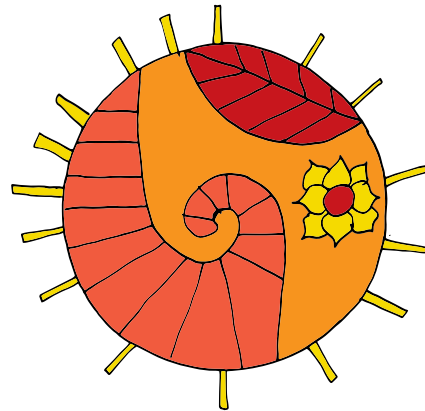
During the dry season the water supply in *Guarjila* (pronounced “Guar-heel-a”) is often cut off for a few days at a time. Karen, like many others in her community, has to go and collect water from nearby wells. In the wet season there is plenty of water. Karen says: “In the rainy season we have enough water and we can catch water because it rains hard. The ground gets wet and it smells really nice.”

The rainy season brings other challenges. Karen says: “The rain makes it difficult because we can’t go out to play when it’s raining. I feel very bored and sad because I’m not going out. Sometimes I write or I draw to pass the time.”

What can you see?

Spend a few moments looking at and discussing photograph 2.3

- What can you see in the photograph?
- What is Karen doing in the photograph? How do you think she feels?
- What season do you think this photo was taken in? Why?



cafod.org.uk/geography

Classroom activities

Year 3/4

- Discuss different climatic zones (polar, temperate or tropical) with the children. With the help of atlases ask the children to shade the different climatic regions on a world map. Locate El Salvador – which climatic zone is it in? What is the weather like?
- Watch the online film about climate. Then ask the children to imagine they are travelling to El Salvador. What would they need to pack in their rucksack based on their knowledge of the weather? How might this vary at different times of the year?

Year 5/6

- Discuss the position of El Salvador in relation to climate zones and the Equator. Talk about why the Equator is hotter and the polar areas are cooler (the sun’s rays are more intense at the Equator as the rays cover a smaller area than they do at the polar area).
- Watch the online film about climate. Then in groups, ask the children to find weather data for El Salvador, such as monthly temperature and rainfall. Further challenge children to find equivalent data for the local area and produce a graph for comparison.
- Discuss the difference between weather and climate (weather happens in a particular place at a particular time; climate is average atmospheric conditions in a region over an extended time). Link to science, and talk about climate change and ways to reduce our carbon footprint – for teaching resources go to cafod.org.uk/primary/climate

Independent learning: film activity

Find out more about the climate in El Salvador using the El Salvador information sheet and the online films. How does the climate impact on people’s lives? Encourage the children to make notes as they watch.

Link to local geography

Compare the two seasons in El Salvador with the four seasons in the UK. How do the temperatures and rainfall in El Salvador compare to the UK? How might this affect the lives of people in each area?

Photo card 2.4

El Salvador Geography pack



Photo card 2.4: Focus on Karen's community and caring for the environment

Karen and her community in *Guarjila* (pronounced "Guar-heel-a") work hard to look after their community. CAFOD supports Karen's local health clinic, which helps people in the area to stay healthy. The clinic has also painted many murals around *Guarjila*, which teach people about how to look after their health and the environment. The murals in the photograph say:

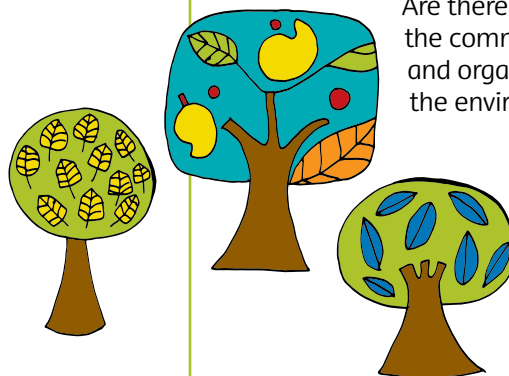
- What happened to my nest and my tree? (*Que fue de mi nido mi arbol?*), (pronounced "kay fway day mee needo mee arbol").
- Let's look after the environment (*Cuidemos el medio ambiente*), (pronounced "Kwee-day-moss el med-ee-oh ambee-yent-ay").

Karen goes to a local youth group called the Tamarindo, where she does lots of different activities. Together the Tamarindo, the school, and the health clinic organise clean up campaigns in the area. Karen and her friends help them. Karen thinks it's really important to care for the environment. She says: "I don't throw rubbish away. It's important not to throw rubbish out of the bus, so the drainage channels are clean and so that people enjoy coming here and have a good time."

What can you see?

Spend a few moments looking at and discussing photograph 2.4

- What can you see in the photograph?
- What do you think Karen's community is like?
- What do you think the landscape is like in Karen's area?



Classroom activities

Year 3/4

- Look at the murals in the photograph and ask children to discuss which one they prefer and why. Ask the children to design their own murals about caring for the environment.
- Discuss why it is important that rubbish does not go into the drainage channels in Karen's community. Investigate what happens to the rubbish at your school and home. Explore the positives and negatives associated with landfill, recycling and composting.

Year 5/6

- Choose one of the murals in the photograph to discuss. Ask children whether they think murals are a good way to get a message across. Why or why not?
- Introduce the 3Rs to children who are not familiar with them – reduce, reuse, recycle. Divide the class into groups to debate the question: The phrase the 3Rs, "Reduce, Reuse and Recycle," is quite well known but is it enough?

Independent learning: film activity

Find out more about how children in El Salvador are caring for the environment using the online films. Encourage the children to make notes as they watch.

Link to local geography

Are there any problems with pollution in your local area? Find out how the community is responding. Complete a waste audit in your school and organise a clean-up campaign. Design a mural about caring for the environment to put up in your school or local area.

Photo card 3.1

El Salvador Geography pack



Photo card 3.1: Jacqueline's story

Jacqueline is eight years old. She lives in a village in *Guaymango* (pronounced "G'why-mango") called *Puentecitos* (pronounced "Pwen-tess-ee-toss"). This is in the west of El Salvador, near the border with Guatemala. Jacqueline lives in a similar area to Aracely (see photo card 4.1). The landscape is beautiful, with steep hillsides and lots of volcanoes. On a clear day, you can see the Pacific Ocean from the hills around Jacqueline's house. This is one of the poorest regions of the country – it is difficult for families to find ways to earn money.

In the photograph you can see Jacqueline with her family. Jacqueline is standing at the front, in a white t-shirt and navy trousers. In the photograph, you can see (from left to right) Jacqueline's brother (two), mother, father, sister (17), and two brothers (11 and 13).

Jacqueline also has an older sister, who is away at university studying farming. Jacqueline says: "It's really good to have an older sister because she teaches us everything that we learn, she teaches us that we can go to university and she says that we should work for the needs of others." Jacqueline's sister hopes to be able to help pay for her sisters' and brothers' education in the future.

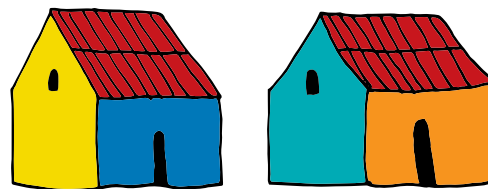
Jacqueline and her family wake up very early at four o'clock. Before breakfast, Jacqueline and her sisters and brothers help their dad to feed and clean their animals. They keep chickens and pigs.

Jacqueline's mum makes them all breakfast – usually they have coffee, tortillas, beans, eggs and cream.

After breakfast, Jacqueline goes to school. In El Salvador, children either go to school in the morning or the afternoon. Jacqueline goes to school in the morning but her older brothers and sister go to school in the afternoon. It takes them about 10–15 minutes to get to school on the bus.

After school, Jacqueline comes home and has lunch with her family. In the afternoon, Jacqueline plays with her friends and her little brother. She also helps out around the home. Sometimes she cooks tortillas with her mum.

The family's animals are really important as they breed them to earn money. With the money from selling pigs, Jacqueline's family has been able to build a new house. The old house was made of mud bricks with a floor of bare earth. The new house is a big improvement – it is made of concrete blocks with a tiled floor. The family loves their home. Jacqueline says: "It's really nice to live here because we've got all of our family with us and also here we can have our pigs."



What can you see?

Spend a few moments looking at and discussing photograph 3.1

- What can you see in the photograph?
- What do you think Jacqueline and her family are thinking and feeling?
- What would you like to ask the people in the photograph?

Read the story

What is similar or different to your life? What else do you want to find out about Jacqueline?

Watch the online film

Find out more about Jacqueline at cafod.org.uk/geography

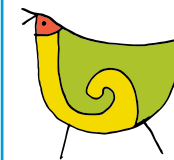


Photo card 3.2

El Salvador Geography pack



Photo card 3.2: Focus on land-use and economic activity

Puentecitos (pronounced “Pwen-tess-ee-toss”) is in one of the poorest areas in El Salvador – there are not many jobs so people have to find different ways to survive. In December and January, people find work picking coffee on the plantations in the nearby hills. Some people move to nearby cities to find jobs. Families in the area grow food to eat, but the steep, rocky land makes farming difficult. CAFOD has been working with people to find ways to farm the land better, for example by using low-cost, environmental farming methods. This means families are able to save money and protect their land from floods and droughts.

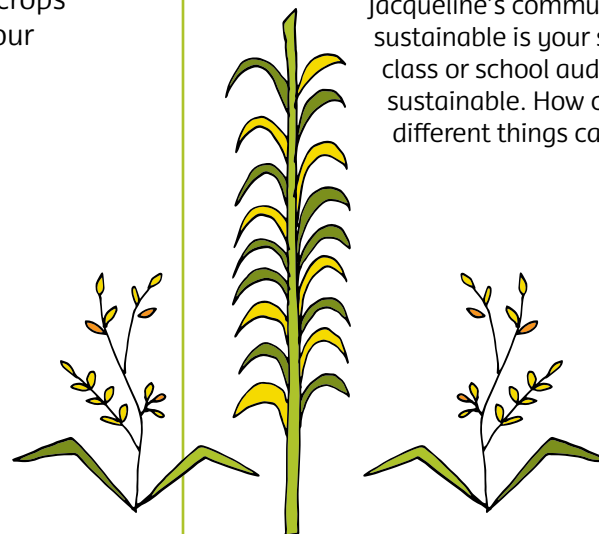
Many people in the area used to grow corn and beans, so families were not having a balanced diet. By learning to grow other nourishing crops, they now have a better diet and are healthier. They are also protecting their crops for the future. Diseases can spread more easily if the crops are all the same variety. By growing lots of different crops families are less at risk if one of their crops is destroyed.

Jacqueline’s family grows at least 43 different types of crops including corn, beans, tomatoes, peppers, yucca, bananas and marrow. The crops are all organic. Jacqueline’s dad says: “We’re working hard to give our children a better future and a better quality of food.”

What can you see?

Spend a few moments looking at and discussing photograph 3.2

- What can you see in the photograph?
- How do you think Jacqueline feels?
- Why is it important to grow things?



Classroom activities

Year 3/4

- Discuss the advantages and disadvantages of organic farming and of growing a variety of crops instead of one or two.
- Watch the online film about the landscape in El Salvador, before finding out what the main crops are. How do they compare to crops in the UK?

Year 5/6

- Discuss what sustainability means. Where is sustainability being shown in Jacqueline’s community?
- Research other activities which bring money into countries, such as the manufacturing of certain goods and tourism. Find out about El Salvador’s main attractions.

Independent learning: film activity

Find out more about the landscape and land-use in El Salvador using the online films. Encourage the children to make notes as they watch.

Link to local geography

Jacqueline’s community is working hard to be sustainable. How sustainable is your school? You may be doing a lot already. Complete a class or school audit, and draw up an action plan to become even more sustainable. How can you reduce your carbon footprint? How many different things can you grow?

Photo card 3.3

El Salvador Geography pack

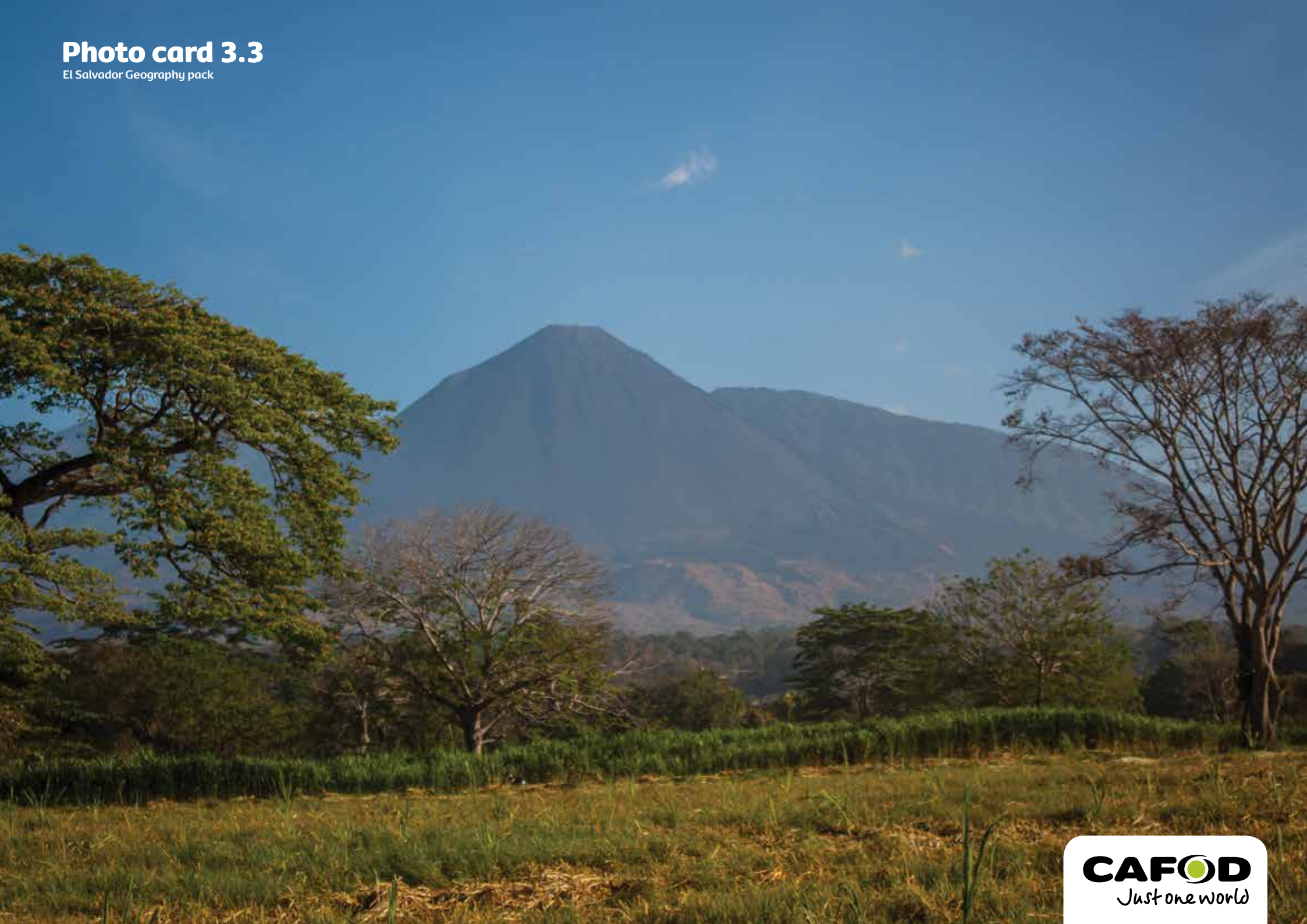


Photo card 3.3: Focus on volcanoes and earthquakes

There are over 20 volcanoes in El Salvador, including the *Izalco* volcano seen in the photograph (pronounced “Ee-salco”). Earth tremors and earthquakes are also common in El Salvador. This is because of where it is located in the world. The top layer of the earth’s surface, the crust, is made up of large pieces called plates. In El Salvador there are several plate boundaries, and there are earthquakes and volcanic activity when these plates move. The *Izalco* last erupted in 1966.

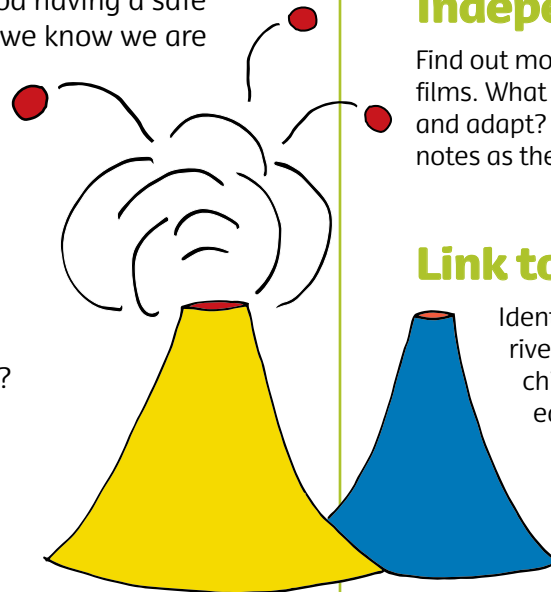
In school, Jacqueline and her friends learn about what to do if there is an earthquake so that they can stay safe. A few years ago Jacqueline’s family home was destroyed by an earthquake. The family had to build a new house. Their new house is much more stable and there is less risk of damage during earth tremors.

The family was able to use the money they earn from selling pigs to build their new house. Jacqueline’s parents received training from CAFOD to help them breed pigs. Jacqueline says: “I feel really good having a safe house to live in because when there’s an earth tremor we know we are safe and it won’t fall down.”

What can you see?

Spend a few moments looking at and discussing photograph 3.3

- What can you see in the photograph?
- What would it be like to visit this volcano?
- What do you think it feels like to live near a volcano?



Classroom activities

Year 3/4

- Introduce the lesson using the online film about volcanoes and earthquakes. Then research and label the features of a volcano.
- Find out the meaning of the following key words: dormant, active, extinct.
- The *Izalco* volcano (in the photograph) is nicknamed the lighthouse of the Pacific. Ask the children why they think it has this nickname. Find out facts about the *Izalco* volcano.

Year 5/6

- Introduce the lesson using the online film about volcanoes and earthquakes. Then explain that El Salvador is on the Ring of Fire. Find out what this means. Discuss with the children why there are so many earthquakes and volcanoes in El Salvador, focusing on its location in relation to the tectonic plates. For resources about plate tectonics, go to the Geographical Association website: geography.org.uk
- Look in the news and research the latest volcanic activity or earthquake in El Salvador. Record key information about this, including its impact on people.

Independent learning: film activity

Find out more about volcanoes and earthquakes in El Salvador using the online films. What is it like to experience an earthquake? How do communities respond and adapt? How do people protect themselves? Encourage the children to make notes as they watch the films.

Link to local geography

Identify physical features in your local area such as mountains, lakes or rivers. Find out facts to share with others in the class. Challenge older children by investigating why we do not have volcanoes or much earthquake activity in the UK.

Photo card 3.4

El Salvador Geography pack



Photo card 3.4: Focus on Jacqueline's community and physical and human features

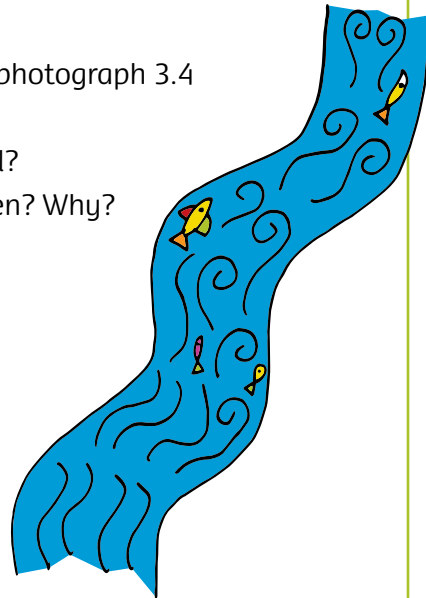
The name *Puentecitos* (pronounced "Pwen-tess-ee-toss") means 'Little Bridges'. There are several footpaths and bridges so people can cross over the river that runs through the village. The photograph shows one of the bridges in *Puentecitos*. This bridge was built a few years ago by the local women, using CAFOD funding. It is very important to the community.

Before this bridge was built, there was no way to cross over this part of the river safely during the wet season, as the river is too full and fast flowing. This meant that the families on the other side of the bridge were cut off from the rest of the community. To get to school the children had to tie ropes between trees on either side of the river to cross over. This was dangerous as children could fall into the river and be swept away. Now people can cross safely and children can go to school. In the wet season the river is much fuller and the water can get as high as the bridge.

What can you see?

Spend a few moments looking at and discussing photograph 3.4

- What can you see in the photograph?
- How do you think the people in the picture feel?
- What season do you think the picture was taken? Why?



Classroom activities

Year 3/4

- Discuss how families in *Puentecitos* might feel about the bridge – think about how they might have felt before it was built and how they feel now. You might like to do this as a drama activity with the children.
- Using the photographs and online films ask children to note different physical features and human features of where Jacqueline lives. Compare this to Diego (photographs 1.1-1.4), who lives in a more urban area of El Salvador.

Year 5/6

- Discuss with the children ways that humans can change local environments, such as by building bridges. Children could debate the question, are human interventions always positive?
- Using the photographs and online films ask children to identify physical and human features as well as physical and human processes in Jacqueline's community. Focus on photograph 3.4. Using coloured sticky notes allocate separate colours to show physical features, human features, physical processes and human processes. Compare this to Diego, who lives in a more urban area of El Salvador.

Independent learning: film activity

Find out more about how people in El Salvador are adapting to the climate, using the relevant online films. Encourage the children to make notes as they watch.

Link to local geography

Find out ways that communities locally or in the UK deal with climate, for example, responses to flooding and adapting to cope with future floods.

Photo card 4.1

El Salvador Geography pack



Photo card 4.1: Aracely's story

Aracely (pronounced "Ara-sell-ee") is ten years old. She lives in *Cachagua* (pronounced "Ca-cha-gwa"), a village in *Guaymango* (pronounced "G'why-mango"), in the west of El Salvador. Aracely lives in a similar area to Jacqueline (see photo card 3.1). The landscape is beautiful, with lots of trees and steep grassy hillsides. It is one of the poorest areas of the country. Many people grow food to survive, but the steep, rocky land makes farming difficult.

In the photograph you can see Aracely with her family. Aracely is wearing a black and red top, and is in the back row on the right, with her aunt and sister. Also in the picture, from left to right, are Aracely's two cousins, aunt, brother, mum and other brother. Aracely lives with her aunt (wearing a grey top). Her brothers and sisters live nearby with her mum and dad.

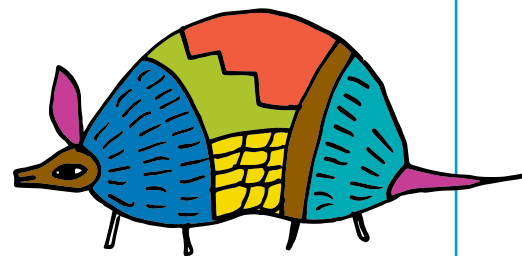
Aracely usually wakes up at half past six and has her breakfast. Sometimes she has rice, beans and eggs and sometimes she has fruit. After breakfast, Aracely walks to school, which is very close to her home.

School starts at seven o'clock and finishes at half past 12. Aracely likes going to school. She enjoys playing ball with her friends at playtime, and she loves learning new things. She says: "My favourite subject is science because we learn about what we should not do in the rivers. We shouldn't throw rubbish in the rivers."

After school Aracely comes back to eat her lunch. Usually she has beans and cheese, but sometimes she has chicken. In the afternoon, Aracely plays with her sisters and brothers, and she helps around the home. She helps to grow food for the family – they grow herbs called *chipilín* (pronounced "chip-ee-lin") and *mora*.

Aracely also does her homework in the afternoon. She knows how important this is for her future. She says: "My favourite thing is to study. My dream for the future is to be a professional, to be university educated. To do this, I'm going to work hard at school."

At seven o'clock Aracely has dinner with her family. They usually have beans with rice. At the weekend, Aracely helps to sell things in the shop that her aunt has set up at their home.



What can you see?

Spend a few moments looking at and discussing photograph 4.1

- What can you see in the photograph?
- What do you think Aracely and her family are thinking and feeling?
- What would you like to ask the people in the photograph?

Read the story

What is similar or different to your life? What else do you want to find out about Aracely?

Watch the online film

Find out more about Aracely at cafod.org.uk/geography

Photo card 4.2

El Salvador Geography pack



Photo card 4.2: Focus on natural resources

Natural resources are things that occur naturally and are useful to us, like water, food, energy and minerals. In *Cachagua* (pronounced “Ca-cha-gwa”) natural resources are not always available. Aracely says: “Sometimes we don’t have enough water to water the plants. Sometimes the water pipes are broken and water doesn’t come down to the house. If the plants don’t have any water they die.”

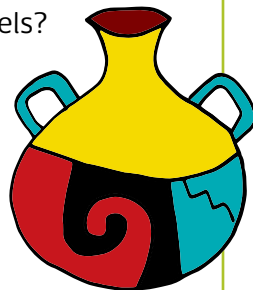
It is especially difficult for Aracely’s family in the dry season. Water is supplied to the house for only two hours every two days. The lack of water makes it difficult to grow food in the dry season. When the family runs out of water they have to walk and fetch water from a stream, which is about 20 minutes away. It is easier for Aracely to grow food in the rainy season because there is a greater supply of water and the plants don’t need to be watered as much because the land is moist.

Sometimes there is no electricity supply to the home. Aracely says: “My favourite programme is a cartoon that comes on at half past six. Sometimes there isn’t electricity to watch it, sometimes the cables are cut and the electricity doesn’t reach us. When there is no electricity we have to buy candles and light the house with candles. It happens often.”

What can you see?

Spend a few moments looking at and discussing photograph 4.2

- What can you see in the photograph?
- What do you think Aracely is doing? How do you think she feels?
- What season do you think the photograph was taken?



Classroom activities

Year 3/4

- Imagine the water supply has been cut off for the rest of the week. Explain to the children that a temporary water supply has been set up but it is a 20 minute walk away. Ask children to work out an action plan to collect water for the next week. Calculate how much water will be needed for their daily tasks of washing, cleaning, drinking and going to the toilet. Carry containers of water around the playground to experience how heavy they are. Ask children to imagine walking for 20 minutes with the container, like Aracely does. How would they feel?
- Discuss why natural resources such as water are so important. For teaching resources on water go to cafod.org.uk/primary/water

Year 5/6

- Discuss the difference between renewable and non-renewable energy. Research the advantages and disadvantages of different types of energy.
- Discuss the importance of renewable energy, particularly in relation to climate change. For teaching resources on climate and environment go to cafod.org.uk/primary/climate

Independent learning: film activity

Find out more about access to water in the online films about climate and life in El Salvador. Encourage the children to make notes as they watch.

Link to local geography

What is access to natural resources like in your local area? Are there any challenges such as power cuts or water bans during some summer months? Does this happen often in the UK? Ask the children to compare their access to natural resources to Aracely’s access.

Photo card 4.3

El Salvador Geography pack



Photo card 4.3: Focus on economics and trade

The area where Aracely lives is one of the poorest regions in El Salvador. Aracely's aunt says: "The big challenge here is making a living. It's hard to find paid work and that's why lots of people have to go to San Salvador or Santa Ana to earn some dollars."

People in this area often try to find work on nearby coffee farms so they can earn money. Sometimes there is not enough work. Recently a coffee disease in Central America has destroyed lots of coffee, so there have been fewer jobs for people on the coffee plantations. CAFOD has been training families in this area to set up their own small businesses.

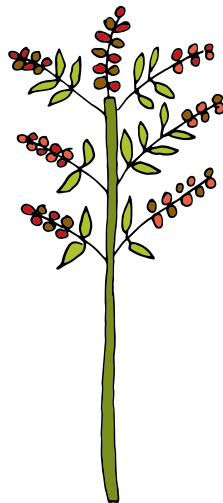
Aracely's aunt set up a small business making and selling coconut sweets with a group of women. As the coconuts grow in a different area the women had to arrange for the coconuts to be transported to them. The business was going well, but they stopped because they could not afford to pay the costs to transport the coconuts. They are hoping to agree a better price for transporting the coconuts so they can start again.

Aracely's family have now opened up a shop. It is going well. Aracely works in the shop sometimes. She says: "What I like most about living here is the shop. Everyone who lives here comes to the shop. I help to sell things, on Saturdays and Sundays. I really enjoy it."

What can you see?

Spend a few moments looking at and discussing photograph 4.3

- What can you see in the photograph?
- What do you think Aracely is doing?
- How do you think Aracely feels?



Classroom activities

Year 3/4

- Explain that trade is the way people around the world buy and sell goods and services to get the things they need or want. Ask the children to find examples of trade in the case study.
- Explain that trade is not always fair and explore the idea of Fairtrade with children. For resources, go to cafod.org.uk/primary/fairtrade

Year 5/6

- Introduce the idea of trade and ask the children to find examples of trade in the case study. Distinguish between local (coconut sweets) and international (coffee) trade. Explore how trade has changed over time, and how trade today connects people across the world, with many of our clothes or food coming from other countries.
- Although trade has the potential to benefit poorer countries, and help them trade their way out of poverty, the current system is making this impossible. Explore fair and unfair trade. For resources go to cafod.org.uk/primary/fairtrade

Independent learning: film activity

Find out more about the main crops, trade and jobs in El Salvador. Ask the children to find and watch the relevant online films, encouraging them to make notes as they watch.

Link to local geography

How many Fairtrade items can you spot in your local shops? Remember to celebrate Fairtrade fortnight. If you have not already done so, think about becoming a Fairtrade school.



Photo card 4.4: Focus on Aracely's community and natural disasters

El Salvador is vulnerable to natural disasters. It often has earthquakes and heavy rains, which can lead to damaged and unsafe buildings and landslides.

CAFOD is working alongside families in El Salvador to find different ways to deal with the climate. CAFOD supports communities during natural disasters like earthquakes and floods, by providing equipment like you can see in the photograph. CAFOD teaches communities how to use the equipment so they can help themselves in an emergency.

Aracely's aunt says: "Now we are better organised and we meet more frequently. We know that we are not on our own and we know what to do in a situation of emergency."

CAFOD is also working with farmers to find better ways to grow and store their food. For example, in the rainy season crops sometimes get wet and spoil, but by storing the crops in containers which are raised off the ground, farmers are able to keep their crops fresh.

What can you see?

Spend a few moments looking at and discussing photograph 4.4

- What can you see in the photograph?
- What do you think the equipment is for? How might it be used?
- How do you think Aracely and her community feel about having this equipment?



Classroom activities

Year 3/4

- Explore with the children what natural disasters are. Focus on floods – what causes floods? Why are they dangerous? Visit CAFOD's website to find out about the latest emergency we are supporting.
- Watch the online film about adapting to the climate. Then find out what people should do to keep safe during a flood. How can communities adapt to heavy rain and possible flooding?

Year 5/6

- Explore with the children what natural disasters are. Focus on earthquakes – find out the meaning of the following key words: epicentre, Richter Scale and seismometer. Visit CAFOD's website to find out about the latest emergency we are supporting.
- Watch the online film about adapting to the climate. Then find out what people should do to keep safe during an earthquake. How can communities adapt to earth tremors and earthquakes?

Independent learning: film activity

Find out more about how people in El Salvador are adapting to the climate in the online films. Encourage the children to make notes as they watch.

Link to local geography

Find out ways that communities locally or in the UK deal with climate, for example, responses to flooding and adapting to cope with future floods.