

Irian Jaya/Papua New Guinea

Adapted from QCA Geography Unit 10 incorporating some elements of Unit 25

<p>ABOUT THE UNIT</p> <p>In this unit children develop ideas about a less economically developed country.</p> <p>When studying settlements in less economically developed countries children can gain an unrepresentative view of what life is like in the country. Opportunities will be made for the children to think about the geography of different parts of these islands in order to avoid this.</p> <p>The unit offers opportunities for links to literacy, design and technology, IT, the world of work and spiritual, moral, social and cultural development.</p>		
<p>PLACES</p> <ul style="list-style-type: none"> • Overseas locality • Widening range of scales • Wider context • Physical and human features • Similarities and differences 	<p>SKILLS</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Make maps and plans • Use globes, atlases and maps • Use secondary sources • Use ICT 	<p>THEMES</p> <ul style="list-style-type: none"> • Settlement: economic activities, land use
<p>VOCABULARY</p> <p>In this unit, children are likely to use:</p> <ul style="list-style-type: none"> • continent, country, settlement, village, city, hills, rivers, weather, climate, monsoon, human, physical, landscape, road, route, distance, airport, homes, houses, farming, agriculture, crops, industry, market, key, symbol <p>They may also use:</p> <ul style="list-style-type: none"> • market town, economic activity, trade, cash-crops, occupation, linear, nucleated, remote 		<p>RESOURCES</p> <ul style="list-style-type: none"> • globes • world map and atlas • CD-ROMs and books about village life in Irian Jaya/Papua New Guinea • photos • a maps of Indonesia, Irian Jaya, Papua New Guinea, Australia, South Asia • ground and aerial photographs of the local area • access to the internet
<p>EXPECTATIONS</p> <p>at the end of this unit</p> <p><i>most children will:</i></p> <p>describe a range of physical and human features of places using appropriate geographical terms; make geographical comparisons between localities studied; offer appropriate observations about locations of physical and human features; ask and respond to geographical questions; use maps and secondary sources</p> <p><i>some children will not have made so much progress and will:</i></p> <p>describe the main features of the locality being studied; begin to recognise differences between localities; make simple observations about features in the locality; begin to ask and respond to questions about places, based on their own observations and information provided by the teacher; use simple maps and secondary sources</p> <p><i>some children will have progressed further and will also:</i></p> <p>make geographical comparisons and offer reasons for their findings; begin to explain 'why things are like that', referring to physical and human features of the landscape; suggest appropriate geographical questions for investigation; use a range of skills when undertaking an investigation; investigate other places in India and compare these places with Tumogonem/the Baliem Valley, Irian Jaya/Papua New Guinea and their own locality</p>		

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Where are Irian Jaya/Papua New Guinea, the Baliem Valley and Tumogonem?			
<ul style="list-style-type: none"> to investigate places to respond to geographical questions to use and interpret globes, atlases and maps to use secondary sources to use ICT to access information to identify physical and human features 	<ul style="list-style-type: none"> Using globes, world maps, atlases and CD-ROMs, ask the children to locate the position of the UK, Europe, Australasia, Irian Jaya/Papua New Guinea, the Baliem Valley Using atlases, maps and aerial photographs of India, ask the children to find out which seas border the islands of the West Indies, their nearest neighbour countries and to investigate the weather and climate. Ask the children to use these resources to add the main physical and human features to a blank map of Irian Jaya/Papua New Guinea. 	<ul style="list-style-type: none"> locate UK and the West Indies draw maps to show locational knowledge and awareness of main human and physical features 	<p>To answer the enquiry question, focus activities on specific questions, <i>eg Which seas surround Irian Jaya/Papua New Guinea? Which countries are their nearest neighbours? What shape is Irian Jaya/Papua New Guinea? What are the main human and physical features of the area? What is the weather like?</i></p>
How is Tumogonem connected to other places? What do we think it will be like there?			
<ul style="list-style-type: none"> how places relate to each other to make maps to use and interpret atlases and maps to use secondary sources to apply mathematics to work in geography 	<ul style="list-style-type: none"> Ask the children how they would get to Irian Jaya. Ask them to use atlases, maps and secondary sources to plan a route to Irian Jaya, including information on possible airline routes, distance travelled and countries crossed. They should also note airports they would use. Discuss with the children what they think Irian Jaya/Papua New Guinea and the village of Tumogonem are like and ask them to list questions relating to what they need to find out to confirm their thoughts. Ask the children to use the straight edge of a piece of paper and the scale on a large-scale Ordnance Survey map to measure distances. Discuss what the scale actually means (<i>eg 4cm represents 1km means that 4cm on the map represents 1km in real life</i>) and ask the children to use the scale to work out distances from measurements they make on the map. (from Unit 25) 	<ul style="list-style-type: none"> prepare a simple map and commentary to show a route to the Irian Jaya describe what they think Tumogonem is like plan a route and work out the distance using the map scale 	

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What is the landscape of the Baliem Valley like?			
<ul style="list-style-type: none"> to identify main physical and human features to make maps 	<ul style="list-style-type: none"> Discuss with the children, using photographs in the Kolo book and the internet, what the landscape is like. Ask the children to create a sketch map of Tumogonem using the picture in the Kolo book. Ask the children to annotate their map noting the shape of the settlement and the main physical and human features. 	<ul style="list-style-type: none"> complete a map to show the main features of the settlement recognise main human and physical features 	Literacy: in this and subsequent discussion activities, children can be encouraged to reflect on their discussions, <i>eg by recording how well they sustained their talk over several sessions.</i>
What are the homes of the children in Tumogonem like?			
<ul style="list-style-type: none"> to use secondary sources about similarities and differences between places 	<ul style="list-style-type: none"> Divide the children into small groups and ask them to identify similarities and differences between homes in Tumogonem and those in their own locality, using photographs in the book and the internet. 	<ul style="list-style-type: none"> are aware of, and able to discuss, the main similarities and differences in homes 	

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What is the main type of work in Tumogonem?			
<ul style="list-style-type: none"> to use secondary sources about similarities and differences between places to identify land use to begin to understand the relationship between location and economic activity 	<ul style="list-style-type: none"> Using drawings and text in the book, ask the children to describe the work being done. Encourage them to focus on methods of farming, types of crops produced. Ask the children to compare the work done by the men and the women. Ask the children to compare the work people do in Tumogonem with what people do in Nottingham. They may use aerial photographs to identify differences in land use, <i>eg agriculture, industry.</i> 	<ul style="list-style-type: none"> are aware of economic activities use aerial photographs to identify and record different forms of land use in and around the village 	World of work: the comparison of jobs at home and in Tumogonem.
How do people sell and trade goods in the Baliem Valley?			
<ul style="list-style-type: none"> to use secondary sources how places relate to each other about similarities and differences between places 	<ul style="list-style-type: none"> Ask the children to identify and record the main similarities and differences between a village market in the Baliem Valley and the Victoria Centre and Arnold markets, using photographs from the Kolo book. Ask the children to think about what they would eat in Tumogonem. 	<ul style="list-style-type: none"> use secondary sources to identify and record similarities and differences in ways of selling and trading goods understand how different places are connected to each other 	To answer the enquiry question, focus activities on specific questions, <i>eg Are there shops and markets in the Baliem Valley? Where is the nearest market town? How does this compare with a market near to the child's home?</i>
Why do some Dani people go to live in the town?			
<ul style="list-style-type: none"> about similarities and differences between places to evaluate the advantages and disadvantages of a Dani moving to Wamena 	<ul style="list-style-type: none"> Ask the children to identify and record the main similarities and differences between life in Tomogonem and Wamena. Ask the children where they would prefer to live. Ask the children to recommend where Kolo should live. Ask the children to reflect on how someone's choices affects others. 	<ul style="list-style-type: none"> to identify similarities and difference between places 	

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What are the main similarities and differences between Nottingham and Tumogonem?			
<ul style="list-style-type: none"> • to use ICT to access information • about similarities and differences between places 	<ul style="list-style-type: none"> • Use the internet to gain up-to-date information about, and images of, Irian Jaya/Papua New Guinea. • Ask the children to identify and explain the main similarities and differences between Nottingham and the villages and towns of the Baliem Valley. • Ask the children to reflect on how their ideas about Irian Jaya/Papua New Guinea have changed and developed. Ask them to list further questions, which, if investigated, would give a more representative view of life in Irian Jaya/Papua New Guinea. 	<ul style="list-style-type: none"> • review and reflect on what they have found out and how it has affected their initial thinking • understand ways in which Irian Jaya/Papua New Guinea is similar to, and different from, their own locality 	IT: use of the internet.
			<p>Spiritual, moral, social and cultural development: children can consider cultural diversity to counter stereotypes. Where possible, they will be given opportunities to develop a broader, more accurate view of life in less economically developed countries. This could involve investigating a contrasting places in the country to help ensure a balanced, accurate and fair impression is developed.</p> <p>All efforts will be made to aware of bias and stereotypical images, which can sometimes be found in resource packs.</p>