

# UNIT 2: MAPPING BANANAS

Age range: 7 - 11 years

<p><b>Outline</b> Learners will investigate some of the countries where the bananas we eat in the UK are grown. They will first locate these countries on a world map and explore the distances travelled by bananas when they are shipped to the UK. Learners will then find out about more information about these countries, researching aspects such as climate and key geographical features. Finally, learners will use their findings to identify some common characteristics of these countries, helping them to appreciate that different crops grow best in different regions of the world.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To be able to use an atlas or other reference source to locate countries and continents on a world map.</li> <li>To develop research skills.</li> <li>To appreciate that different crops are suited to different climates and regions of the world and specifically that bananas grow best in a warm, sunny and moist climate.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will locate some of the countries where bananas are grown on a world map.</li> <li>Learners will research one of these countries in more detail, investigating aspects such as which continent it is in, bordering countries, climate and key geographical features.</li> <li>Learners will identify common characteristics of these countries and use this knowledge to appreciate that bananas grow best in certain climates and regions of the world.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Where are these countries on the world map? Which country is closest to the UK? Which country is furthest away?</li> <li>What do you notice about the location of these countries?</li> <li>What do you already know about these countries? What would you like to find out?</li> <li>What is the climate of this country like? Does it have any distinctive geographical features such as rivers, mountains or lakes?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Go Bananas</i> slideshow: slides 14 to 15</li> <li>Activity sheets:             <ol style="list-style-type: none"> <li><i>Mapping bananas</i></li> <li><i>Country fact file</i></li> </ol> </li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>KS2 Geography</b> <i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe, and North and South America.</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of :             <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Wales</b> <b>KS2 Geography</b> <i>Locating places, environments and patterns</i></p> <ul style="list-style-type: none"> <li>Identify and locate places and environments using globes, atlases and maps.</li> </ul> <p><i>Investigating</i></p> <ul style="list-style-type: none"> <li>Observe and ask questions about a place, environment or a geographical issue.</li> </ul> <p><i>Range: ask and answer the questions</i></p> <ul style="list-style-type: none"> <li>How are places and environments linked/connected to other places and environments? How am I and/or other people linked to other parts of the world?</li> <li>How have people affected this place/environment?</li> </ul>	<p><b>Scotland</b> <b>Social Studies</b></p> <ul style="list-style-type: none"> <li>By exploring climate zones around the world, I can compare and describe how climate affects living things. <b>SOC 1-12b</b></li> <li>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. <b>SOC 1-13b</b></li> <li>I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. <b>SOC 2-13b</b></li> <li>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. <b>SOC 2-14a</b></li> </ul>
<p><b>Important teaching note</b> These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts. It is assumed that teachers will choose to spread the activities in a unit over more than one lesson.</p>		



**Activity 2.1 (25 min)***Mapping it out*

- Organise learners into pairs or groups of three. Print off A3 copies of *Mapping bananas* (Activity sheet 1) and give a copy to each pair or group.
- Ask learners to first mark the UK on their world maps.
- Show slide 14 of the *Go Bananas* slideshow and explain that this list shows some of the countries where the bananas we eat in the UK are grown. Ask learners to use an atlas or other reference sources to help them mark these countries on their world maps. *Note: Learners may find it difficult to mark the exact locations of some of the Caribbean countries on their maps, so it may be easier for them to mark their approximate locations.*
- Explain that the bananas we eat are transported from these countries to the UK by ship. Ask learners to use their maps to order these countries according to their estimated distance from the UK, from closest to furthest away. The correct order, as well as the distances in miles from each country to the UK, is provided on slide 15.
- Share that it takes on average about two weeks for bananas to be shipped from Colombia to the UK. Point out that it would therefore takes less time for bananas from some of the countries in this list and more time from other countries.

**Differentiation**

- *Make it easier: Learners could simply identify the continents which these countries are in and mark these on their world maps.*
- *Make it harder: Learners could use the internet to research the distance from each country to the UK themselves. See: [www.foodmiles.com](http://www.foodmiles.com)*

**Activity 2.2 (45 min+)***Where do bananas grow?*

- In their pairs or threes, ask learners to look again at their world maps and think about the countries where many of the bananas we eat are grown. Ask learners to consider and discuss the following questions:
  - *What do you notice about the location of these countries? Which continents are they in?*
  - *Are they in the northern or southern hemisphere? Are they close to or far away from the Equator?*
  - *What do you think the climate might be like in these countries? Why do you think this?*
  - *What do you already know about these countries? What would you like to find out?*
- Ask learners to choose one of the countries and work together in their groups to research some facts about it. Ideally the class will investigate a selection of different countries. *Note: If learners choose to research the Windward Islands, it may be easiest for them to investigate just one of these countries.*
- Encourage learners to consider aspects such as important geographical features and climate when they are conducting their research. You may wish to first agree as a class a shared list of

questions to be answered by their research.

- Allow time at the end of the activity for learners to share what they have found out about the different countries. Draw out any similarities between the countries in terms of location and climate. Explain that bananas grow best in tropical regions with a warm, sunny and moist climate (all of the countries in the list provided are located within 30° north or south of the Equator). Make the point that different crops grow best in different climates and regions of the world.

## Differentiation

- *Make it easier:* Learners could complete the Country fact file (Activity sheet 2) to help guide their research.
- *Make it harder:* Learners could create a leaflet, poster, blog post or slideshow to present the information which they have found out about their country.

## Further ideas

- Learners could investigate where in the world other common fruits are grown. For example, learners could locate on a world map some of the countries where apples are grown (such as New Zealand, South Africa, Chile, the USA and Spain). Support learners to think about any characteristics that these countries have in common, such as their location and climate, and how these compare with those identified for the countries where the bananas we eat are grown.
- Learners could investigate the countries of origin of other common foods in our shopping baskets.
  - See *Lesson 5: Unpacking the supermarket bag* in Oxfam's *Making a Meal of It* resource: [www.oxfam.org.uk/education/resources/making-a-meal-of-it](http://www.oxfam.org.uk/education/resources/making-a-meal-of-it)
- Learners could investigate the food miles of different fruits and vegetables when they are transported to supermarkets in the UK. Food miles are one way of looking at the environmental impact of the food we eat. The further food has to travel to reach the supermarket, the bigger the impact that this travel has on the environment. It is important to note that there are many other factors that affect the environmental impact of food such as farming methods and how it is packaged. Food miles may also not take into account the distance travelled by a consumer to a supermarket or the distance travelled in transporting, disposing of or recycling food waste.
  - See: [www.foodmiles.com/](http://www.foodmiles.com/)

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## Mapping bananas

## Activity sheet 1

Here are some countries where the bananas we eat are grown. Try and mark these countries on your world map.

Ghana                      Colombia                      Windward Islands                      Peru  
Dominican Republic                      Costa Rica                      Côte d'Ivoire                      Belize



Map source: Geographical Association [www.geography.org.uk](http://www.geography.org.uk)

**Country fact file**

**Activity sheet 2**

Country name: \_\_\_\_\_

Capital city: \_\_\_\_\_

Continent: \_\_\_\_\_

Country flag



Bordering countries: \_\_\_\_\_

Bordering seas or oceans: \_\_\_\_\_

Population: \_\_\_\_\_

Important geographical features (such as mountains, rivers, lakes, deserts and forests):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Climate: \_\_\_\_\_

Crops grown: \_\_\_\_\_

Languages spoken: \_\_\_\_\_

Interesting facts: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_