



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



*Why is trade important?*

**Year 6 Autumn 2**

# Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 6	Is trade important?	Term: Autumn Term 2
<p><b>Context:</b></p> <p>This enquiry will consider why trade is important and will look at both local and global trade. We will start by investigating the UK and what items we export and to where. This will also involve using maths skills to interpret graphs and data related to the UK in terms of its global trade. We will move on to look at the differences between items which are either exported or imported from developed and less developed countries and whereabouts on the supply chain they are. This will allow us to consider the geographical reasons behind this. As we continue our learning, we will look at fair trade and global citizenship. Pupils will compare the prices of fair and non-fair trade products and why it is that fair trade can cost more. Finally, we will look at 'highest valued exports' and that the highest valued export of a country is that which makes it the most money through global trade. The children will consider both global and human features of each country studied to determine what type of export makes the most money.</p>		
<p><b>Prior Learning (Direct Pathway)</b></p> <p>Children can link to learning about the Industrial Revolution and the impact of a society shifting from objects made by hand to a manufacturing process and how this led to increased production and efficiency, lower prices, more goods, improved wages and migration from rural to urban areas To consider trade through ancient civilisations and how and why this has evolved over time</p> <p>Y2 unit on where our food comes from</p> <p><b>History – Using sources as evidence</b> Pupils understand that sources of evidence can be used to help us investigate questions which we have from the past. Pupils will consider the reliability of sources, especially those linked to propaganda at the time</p> <p><b><u>Change (in and between periods)</u></b> <b>To understand how trade has evolved over time</b> <b>To know what and how ancient civilisations would trade and why</b></p> <p><b><u>Cause and effect (including key aspects such as invasion)</u></b> <b>To understand the impact of the Industrial Revolution</b> <b>To know what the UK has imported and exported over time and the reasons for change</b></p> <p><b><u>Significance</u></b> <b>To know the significance of Fair trade and why it has become so important</b></p>		
<p><b>Prior Learning (Indirect Pathway)</b> Science – Electricity Y3 Children have previously learnt about electricity and we will link this to development of the manufacturing process within trade and the changes due to electricity during the Industrial Revolution</p>		

## Rose Wood Academy: Enquiry Driven Learning Overview

Throughout the study, children will discover how goods and services are traded around the world. They will explore the UK's trade links today and, in the past, finding out about goods imported and exported and the methods of transport used. The children will learn about the benefits of trading internationally as well as the risks involved in this global movement. The children will also learn about fair trade and why it is so important within a global market.

### Enquiry Question

Why is trade important?

### Content on Direct Pathway

Children will start by being given a clear definition of what trade is and how it directly impacts upon them and their lives. We will consider some objects which will help them to understand the process such as regular food eaten and make links to football. Children will consider the geography of the Enquiry, revisiting countries previously studied and introducing others along the supply chain where they will consider how a geographical location might impact upon good produced and an objects location within the supply chain. Maths will link into the topic as children consider what statistics are telling them and create graphs to clearly demonstrate their findings.

Children will use the non-fiction text 'First Trade First' by Sarah Ridley which looks at fair trade products, and where and how they are made. We will also read the book 'Offside' by Tom Palmer which is about the sixteen-year-old son of a cocoa farmer who is trafficked from Ghana to England. The children will use this book as a basis for the English Skills lessons.

### Learning Showcase

Children will hold a Presentation on explaining what trade is, imports and exports and the importance of considering fair trade

## **Rose Wood Academy: Enquiry Driven Learning Overview**

### **Knowledge Narrative**

**Trade is important to give us access to a wide range of goods and products. For some things, we need to trade globally, but, where possible, locally is better for the planet and our economy. We have a duty to make sure trade is fair for everyone.**

## Rose Wood Academy: Enquiry Driven Learning Overview

<b><u>Year Group:</u></b>	<b><u>Term:</u> Autumn 2</b>
<b><u>Title:</u> Why is trade important?</b>	<b><u>Key Focus:</u> Geography</b>
<b><u>Project Enhancements:</u></b> <ul style="list-style-type: none"><li>• Visitor from a local business to talk about trade and who they trade with</li></ul>	
<b><u>How can you help?</u></b> <p>At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise. We would also like you to help your child to learn to tell the time and learn their times tables.</p> <p>We will be posting the grapheme list for our spellings each week. Please help your child to look at and rehearse these as well as looking out for them whilst reading.</p> <p>You could also:</p> <ul style="list-style-type: none"><li>• Take a trip to your local supermark and make a list of where different foods have travelled from</li><li>• Make a smoothie or meal using only Fair trade ingrediants</li><li>• Make some Fair trade bunting</li><li>• Research Fair trade and make a poster advertising it</li></ul>	

## Rose Wood Academy: Enquiry Driven Learning Overview






### Unit Title: Why is trade important?

<p>Y6 Autumn 2</p>	<p><b>End points - The aim of this unit is for pupils to:</b></p> <ul style="list-style-type: none"> <li>• To know the meaning of trade and why/how it became global</li> <li>• To understand the term 'supply chain' and that steps throughout the process might not necessarily take place in the same location</li> <li>• To know what Fair Trade is and how actions can impact on others</li> </ul> <p><b>End of unit assessment task:</b></p> <ul style="list-style-type: none"> <li>• Presentation on explaining what trade is, imports and exports and the importance of considering fair trade</li> </ul>
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<p><b>Links:</b> Text – 'Fair trade first' by Sarah Ridley           'Off side' by Tom Palmer History -Links to prior learning about Ancient Egypt and items they would trade as well as links to the Vikings and the trading of slaves</p>
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<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>• Links to other countries which used trade whether that be objects or people: Ancient Egypt, Vikings and The Romans</li> <li>• Be able to locate key countries previously learnt, independently on a world map</li> <li>• Understand geographical similarities and differences</li> </ul>
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#### Key Aspects of the Unit:

	<b>Map and atlas work/Fieldwork and investigation</b>
	<b>Location</b>
	<b>Physical Features:</b> Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.
	<b>Human Features:</b> Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	<b>Diversity:</b> To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.

## Rose Wood Academy: Enquiry Driven Learning Overview



**Human Processes** understand the processes that humans have developed across the globe including travel trade and economics.

### Key Knowledge:

- Locate the countries of the world on a world map
- Identify the equator, the tropics of Capricorn and Cancer and lines of latitude and longitude and how they influence climate and types of trade
- To understand the definition of trade and discuss whether we could live in the modern world without exchanging goods and services
- To understand the terms 'import and export' and how the climate of a country impacts upon which food types it can trade
- To know what the UK imports and exports and the reasons for this
- To know about global trade and the difference between developed and undeveloped countries both within the supply chain and their ability to expensive manufactured goods or those which are less valuable
- To discuss the fairness of global trade and global citizenship

### Geographical Skills:

#### Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Draw a variety of thematic maps based on data
- Use symbols and a key with confidence and Use/recognise atlas symbols
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Internet map sites

#### Fieldwork:

- Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results
- Evaluate own observations, compare them with others and draw conclusions
- Apply age-appropriate Maths knowledge to understanding of Geography

### Vocabulary

agriculture	Farming and the methods that are used to raise and look after crops and animals
arable	Farming that involves growing crops such as wheat and barley rather than keeping animals or growing fruit and vegetables
atlas	A book of maps

## Rose Wood Academy: Enquiry Driven Learning Overview

biome	A natural area of vegetation and animals
city	A large town
climate	The general weather conditions that are typical
coastal	An area of land close to the sea
compass points	Any of the main points of a compass: north, south, east, west, north-east etc
continent	A very large area of land that consists of many countries such as Europe
country	An area of land that is controlled by its own government
farm	An area of land used to produce crops or to breed animals and livestock
harbour	A sheltered port where boats can be left safely
landscape	Everything you can see when you look across an area of land including hills, trees, buildings, rivers and plants
map	A drawing of a particular area such as a city, country or continent
population	All the people who live in a country or area
port	A harbour area where ships load and unload goods or passengers
river	A large, natural stream of fresh water that flows into the sea or a lake
rural	Places that are far away from large towns or cities
topographical	The physical features of an area of land, for example its hills, valleys and rivers
trade	The activity of buying, selling or exchanging goods and services
urban	Belonging to, or relating to, a town or city
weather	The condition of the atmosphere in one area at a particular time, for example, if it is hot, raining or cold.
vegetation	Plants, trees or flowers
village	A small group of houses, perhaps with a few shops



## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: Why is trade important?

History  
Y6  
Autumn 2

**End Point - The aim of this unit is for pupils to:**

**Change (in and between periods)**

To understand how trade has evolved over time

To know what and how ancient civilisations would trade and why

**Cause and effect (including key aspects such as invasion)**

To understand the impact of the Industrial Revolution

To know what the UK has imported and exported over time and the reasons for change

**Significance**

To know the significance of Fair trade and why it has become so important

**End of unit Assessment:**

Children will hold a Presentation explaining what trade is, imports and exports and the importance of considering fair trade

- What is the purpose of a geographical supply chain and how does this impact on each link of the chain?
- Is it right that, usually, the company at the end of the chain makes the most money? Explain your reasoning.
- Is trade fair?

**Links:**

Text – 'Fair trade first' by Sarah Ridley

'Off side' by Tom Palmer

History – Links to the Industrial Revolution

## Rose Wood Academy: Enquiry Driven Learning Overview

### Prior Learning:

- Children can link to learning about the Industrial Revolution and the impact of a society shifting from objects made by hand to a manufacturing process and how this led to increased production and efficiency, lower prices, more goods, improved wages and migration from rural to urban areas
- To consider trade through ancient civilisations and how and why this has evolved over time

### Key Aspects of the Unit:

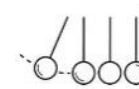
Skills:



Knowledge:



Concepts (end points):



### Key Historical Knowledge:

- To know about how trade has evolved over time
- To know what the Industrial Revolution was and its impact on the manufacturing process
- To know that trade occurred within all ancient civilisations

### Historical Skills:

#### Sources of evidence

- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.

#### Sequencing the past

- Pupils will use secondary sources to develop a brief understanding of the history of trade

### Vocabulary

Industrial Revolution	The transition from creating goods by hand to using machines
Victorian Era	A period of time when Britain was reigned by Queen Victoria
Steam train	A train which is powered by a steam engine

## Rose Wood Academy: Enquiry Driven Learning Overview

### **Spiritual**

Children to understand and discuss their own feelings and emotions around Fair Trade and explore the values within this.

### **Social**

Many workers over time have protested against working conditions and that those at the lower end of the supply chain are paid far less than those further up. Are trading countries likely to be fairer when they share more social connections?

### **Be kind and REAP the rewards**

Children will be expected to be kind and respectful when learning about parts of the supply chain in other countries which might be very different to their own life experiences.

### **Moral**

Is it right for some companies to make millions in revenue when others along the supply chain make very little?

Links to the history of slave trade.

### **Cultural**

Discuss how trade routes were the communication highways of the ancient world. That new inventions, religious beliefs, artistic styles, languages and customs were transmitted from one place to another.

## Rose Wood Academy: Enquiry Driven Learning Overview

### British Values through EDC

<b>Democracy</b>	<b>Links to Fair Trade and trade liberalisation and how some companies have a monopoly on goods and services whereas many aim for a more democratic process</b>
<b>The Rule of Law</b>	<b>Children will discuss the development of an International Trade Law which includes rules, regulations and customs governing trade between nations.</b>
<b>Individual Liberty</b>	<b>To discuss whether everyone on the supply chain has the individual liberty to express their thoughts and views and consider whether their voice is always heard</b>
<b>Mutual Respect &amp;Tolerance</b>	<b>Children will be expected to show each other respect through their speaking and listening skills as well as through their actions. Children will consider the differences in how the treatment of workers can differ in varying countries and that what is accepted as good working conditions can differ. Is this okay? Should we respect and honour all differences?</b>