

Geography Medium Term Summer 1 Year 5 Unit **Global trade (with local fieldwork)**

Enquiry Question **Should we pay more for Fair Trade goods?**

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Year 1/2 Coastal study- what a port and harbour is, UK ports and seas Year 1/2 RE- investigating where products come from- apples from different places. Year 4- Rivers Year 5- The Amazon- trade links</p> <p>Fairtrade fortnight- worship</p>	<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: biomes, climate zones and rivers 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 Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Interpret and use thematic maps. Use the scale bar on maps. Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news 	<p>Port, harbour, Fairtrade,</p>	<p>Recent news articles about Fairtrade Fairtrade First By Sarah Ridley Putting the Planet First: Food and Fair Trade By Paul Mason Explore trade - BBC Bitesize</p>	
Year 5 Essential knowledge end point (substantive)	Year 5 Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>Key vocabulary meanings: trade, import, export, globalisation Where some products come from and how they get to us An example of a global supply chain The UK mainly exports manufactured, high-value items that require skill and high-tech machinery to produce and reasons for this Countries that the UK exports goods to What Fairtrade is Impacts of Fairtrade The views of a selection of Tesco customers in Accrington on Fairtrade Fairtrade product availability in a local supermarket in Accrington</p>	<ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Choose the most appropriate map/globe for a specific purpose. Observe, measure and record human and physical features using a range of methods including sketch maps, Interpret data collected and present the information in a variety of ways including charts and graphs. Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news 	<p>Fairtrade</p> <p><u>Possible misconceptions:</u> Trade only happens between big countries. The UK grows tropical crops like bananas and coffee. Fair Trade means goods are free or cheaper.</p>	<p>import, export, global trade, globalisation, shipping routes, natural resources, industrial, primary, secondary, tertiary</p>	<p>Ranking activity with explanations Creating surveys Multimedia response for final assessment</p>

	<ul style="list-style-type: none"> Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g. Multimedia software, webpage, blog, poster or app. 			
Enquiry question: Should we pay more for Fair Trade goods?				
Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Activities		
Lesson 1-What is global trade?	<p>Essential knowledge end point (substantive): Key vocabulary meanings: trade, import, export, globalisation Where some products come from and how they get to us An example of a global supply chain</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news 	<p>Starter to spark curiosity: Have a mystery box: inside: a banana, chocolate bar, cotton T-shirt, coffee jar. Children guess: <i>Where might these come from? Why do you think this? How do they reach us?</i></p> <p><i>Discuss what trade is (The definition of trade:: ‘The buying and selling of goods and services we want and need’)and how it happens across the world. Highlight that through time, trade has changed and become more global. Introduce the term- globalisation- “the process of the world’s countries becoming more connected as a result of international trade and cultural exchange” Explain to pupils that countries import and export goods in a system of global trade. You may want to explore the vocabulary before moving on or pre teach prior to the lesson.</i></p> <p>Full lesson plan and resources from RGS in folder for this – select what is appropriate for your class.</p> <p>Final activity below or use for a starter next week?</p> <p>There are a range of shipping and trading route apps available for children to explore that can be downloaded onto ipads. Ranking activity to get children thinking about fairness (in resources): ask children to choose 3 they think are ‘most fair’ and highlight them. They can then rank the 3 chosen from most fair. Ask them to explain why they have chosen these statements. Deeper learning: which do they think is most unfair and why?</p>		
Lesson 2- What does the UK export and to where?	<p>Essential knowledge end point (substantive): The UK mainly exports manufactured, high-value items that require skill and high-tech machinery to produce and reasons for this Countries that the UK exports goods to</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p>	<p>Full lesson plan and resources from RGS in folder for this – select what is appropriate for your class.</p> <p>Key Questions- What products does the UK export to other countries? - What are ‘trade links’ and ‘trade partners’? - Which countries does the UK export the most to? - Does the UK export raw materials or manufactured goods? - Why does the UK export this type of goods?</p>		

	<ul style="list-style-type: none"> • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • describe and understand key aspects of: physical geography, including: biomes, climate zones and rivers • 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 • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. 	
<p>Lesson 3- What is Fairtrade and why is it needed?</p>	<p>Essential knowledge end point (substantive): What Fairtrade is Impacts of Fairtrade</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Describe and understand key aspects of physical geography of places. ▪ Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries. ▪ Presenting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products. 	<p>An intro to fairtrade: What Is Fairtrade? University Of Lincoln</p> <p>Full lesson plan and resources from RGS in folder for this – select what is appropriate for your class.</p> <p>Key questions: -What is fairtrade? -Do fairtrade products cost more to produce and purchase than non-fairtrade products? -Why might fairtrade products cost the consumer more? -Why should we pay more for fairtrade products? What is the benefit?</p>
<p>Lesson 4- How is Fairtrade viewed in Accrington? (Fieldwork)</p>	<p>Essential knowledge end point (substantive): The views of a selection of Tesco customers in Accrington on Fairtrade Fairtrade product availability in a local supermarket in Accrington</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. 	<p>Children to visit Tesco. Record types of Fairtrade products available. Find out and record prices vs non-Fairtrade equivalents. They could take photos of any fairtrade products they see? Children could interview customers about Fairtrade products- could use survey monkey to create a survey to fill in on an ipad or have clipboards with printed copies to fill in when asking people. Survey to include: “Do you know what Fairtrade is?” “Do you buy Fairtrade goods?” “Would you pay more for Fairtrade?”</p> <p>Back in Class – Collate Data:</p> <ul style="list-style-type: none"> ○ Teacher/children export results as a table children can then use the data to present as a bar graph/pie chart (which every is more appropriate depending on the questions) ○ Groups interpret what the data shows about local attitudes in Accrington. <p><i>Are Fairtrade goods popular in Accrington? Why or why not?</i></p> <p>Ask pupils to bring in/organise to have a fairtrade product each for a fairtrade tea party in the last lesson of the unit. (bananas, chocolate, hot chocolate, jam etc.) You could buy these whilst at Tesco if not asking the children to bring?</p>

Lesson 5- Should we pay more for Fair Trade goods? Fairtrade tea party

Essential knowledge end point (substantive):

Key vocabulary meanings: trade, import, export, globalisation
Where some products come from and how they get to us
An example of a global supply chain
The UK mainly exports manufactured, high-value items that require skill and high-tech machinery to produce and reasons for this
Countries that the UK exports goods to
What Fairtrade is
Impacts of Fairtrade
The views of a selection of Tesco customers in Accrington on Fairtrade
Fairtrade product availability in a local supermarket in Accrington

Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):

- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Communicate geographical information electronically e.g. Multimedia software, webpage, blog, poster or app.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news
- Choose the most appropriate map/globe for a specific purpose.
- Interpret data collected and present the information in a variety of ways including charts and graphs.

Structured Argument to answer the overarching enquiry question:

Pupils create a **multimedia response** (poster/infographic, slideshow, large explanation text)
They must include:

Maps

A map showing where key Fairtrade goods come from

Data

Fairtrade availability in a local supermarket

Charts from the surveys (buying habits, preferences)

Any price comparisons

Explanations

What Fairtrade is and why it matters

Critical Evaluation

Pros and cons of paying more

Evidence from fieldwork

Final conclusion

Should we pay more? Why or why not?

Pupils justify using quantitative, mapped and written evidence.

Adaptive teaching: Sentence scaffolds for argument structure. Scribing.

Challenge: include predictions about future trade patterns.

You could conclude with a class debate (before or after they write this into their work in the final conclusion?):

Two lines: Yes / No. Pupils choose a side and justify using evidence collected.

Finish off the unit with a Fairtrade tea party!