

Year 6:

GEOGRAPHICAL CONTEXT: Global Trade



KEY VOCABULARY:

Sustainable:	something that can be continued or a practice that maintains a stable condition without harming the environment
Resources	Sources of value or economic wealth
Minerals	Valuable or useful chemical substances found naturally in the ground
Global warming	A gradual rise in temperature of Earth's surface
Fossil fuels	A fuel, formed in the Earth from plant or animal remains from millions of years ago
Climate change	A large scale, long term shift in the planets weather patterns and average temperatures.
Carbon footprint	The amount of carbon dioxide people produce in their daily lives.

Pupils should describe and understand key aspects of 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

WHAT?

What is 'trade'? Could we live without trade?

Do fairtrade products cost more to produce and purchase than non fairtrade products?

What products does the UK export to other countries?

What resources do different regions have?

What different stages do manufactured goods go through on their journey from source to sale

How does a country's physical geography determine its highest-value export?



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Lesson 1

Locational Knowledge

Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world.

Starter: Logo quiz: pupils are asked whether they recognise a range of well-known logos from global companies. Teacher reveals the answers and background information on the company hidden underneath each image. The global nature of the companies is put into context for the pupils by explaining that a class in a range of other countries would also recognise these logos.

Place Knowledge

Main teaching: Pupils are given the definition of trade: 'The buying and selling of goods and services we want and need'. Pupils discuss whether they agree with the Adam Smith quote: 'Every man lives by exchanging'- could they live without trade? 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"

Main Activity: Pupils research how and why trade has changed through time. Table groups are assigned one of three important time periods of trade (Stone Ages, 17th Century, 21st Century). They work with a partner and use the information sheet on trade during their time period to create a section of the trade timeline and caption images.

Human and Physical Geography

Physical geography: Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale. Human geography: Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'.

Plenary: Groups peer-teach their classmates about trade during their time period. Sections of the timelines are joined together for display.

Geographical Skills and Fieldwork

Use research and enquiry skills to discover more about trade through time, picking out key points and recording.

Assessment

Formative assessment: Have pupils included at least 3 bullet points on how trade was carried out during their time period? Have pupils considered possible reasons why? Have they included information on the scale at which it was carried out?

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Lesson 2

Locational Knowledge

Pupils use maps and atlases to locate the source of a range of food products.

Place Knowledge

To compare the resources of different places and understand that different places import and export different goods.

Human and Physical Geography

Physical geography: Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Human geography: Describe and understand key aspects of human geography, including how trade connects different countries and their populations.

Geographical Skills and Fieldwork

Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.

Starter: Revisit the definition of trade. Highlight to pupils that everything we want and need cannot always be obtained within the national borders of the UK, so we must import these goods from other countries to meet demand. Ask pupils to consider their favourite food and think about where the ingredients may have come from to make that food could they be grown in the UK?

Main teaching: Explain to pupils that countries import and export food in a system of global trade. Define the terms import and export using the definitions on the PPT. Explain that physical geography of a country determines whether foods can or cannot be grown there. Give the example of climate and tropical fruit and landmass for crops like wheat. Quote Martin Luther King Jr: 'Before you finished eating breakfast this morning, you have depended on more than half the world!'. Give possible sources of breakfast ingredients. Touch upon the issue of locally sourced food and that it is a good idea to buy local when possible. **Main activity:** Discuss the shopping list on the PPT. Go through the items as a class and assess pupils' existing knowledge of where these items may have come from. Pupils use Food Sources with Images sheet to mark the locations on a blank world map. They first label and shade relevant countries, then label oceans and stick the image of the food at its source location. As an extension, high ability pupils can use the map key to work out the distance travelled by each item and add this to their map.

Plenary: Whole class discussion. Pose questions such as: which item travelled furthest? Would it be possible to source this food within UK borders? Why/why not?

Assessment

Assess pupils' ability using the atlas and labeling country locations. Have pupils included a map key? Which pupils have excelled and managed to use the map scale? Observe contributions to whole class discussions and note

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Lesson 3

Locational Knowledge

Pupils use maps and globes to locate less developed and more developed countries.

Starter: Manufactured goods e.g. toys, cars, electronics go through a global supply chain from source to sale, where constituent parts are gathered and the product is processed at different locations around the world. Define global supply chain: 'the journey travelled by clothing, food items and other products through different factories, suppliers and warehouses before ending up as the finished product we buy in shops'

Place Knowledge

Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.

Main teaching: Explain the three stages of production manufactured goods go through: Primary- extracting the raw materials e.g. farming, mining, fishing, and forestry. Secondary- Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers. Tertiary- Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the globe falls into this sector. Pupils follow a global supply chain through the case study example of cotton clothing's source in Peru to sale in shops in Europe and the USA. They are shown the different locations of each stage of the supply chain on google earth. **Main Activity:** Pupils use the sorting cards to order and organise statements from different workers involved the supply chain of cotton clothing into primary, secondary and tertiary stages

Human and Physical Geography

Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate. Human geography: Describe and understand key aspects of human geography, including trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries.

Plenary: Pupils compare their order of events and organising into stages with one another. Teacher poses questions to facilitate further discussion e.g. do the value of the clothing increase along the supply chain?

Geographical Skills and Fieldwork

Use atlases, globes and digital/computer mapping to locate countries.

Assessment

Teacher to assess pupils' understanding of the global supply chain and the different between the key primary, secondary and tertiary stages involved. Have pupils correctly ordered the stages of the supply chain and organized them into correct columns on the handout?

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Lesson 4

Locational Knowledge

Locating the countries that the UK exports goods to.

Starter: Explain to pupils that this lesson involves looking at global trade from a different perspective- what the UK exports to other countries. Revisit previous learning: definitions of import and export on the PPT.

Place Knowledge

A closer look at the geography of the UK, to consider why we export the types of goods we do.

Main teaching: The table on the PPT shows where the UK exports the most to. These are 'top trading partners' and most money is made through trade with these countries. Pupils discuss the pie chart and bar chart showing UK export data on PPT and feedback for whole class discussion. Explain patterns of global trade: more developed countries export valuable manufactured goods and import cheaper goods such as unprocessed fruits or tea and coffee. Highlight that the UK is a more developed country and exports valuable manufactured goods. The physical and human geography of the UK determine what we export.

Main activity: Pupils interpret data and create graphs related to the top 10 exports of the UK. Extension: Create a bar chart calculating percentages of total money from exports

Human and Physical Geography

Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links.

Plenary: -What have you discovered about what products the UK exports? Does this surprise you? - Does the UK export valuable manufactured products or raw materials? -How does the human and physical geography of the UK affect what we export? Ask pupils to bring in a fairtrade product each for a fairtrade tea party next week.

Geographical Skills and Fieldwork

Geographical skills and fieldwork: Presenting data related to global trade in table and graph form, and draw conclusions on which country the UK exports the most to.

Assessment

Note responses from pupils to questions in the plenary. Have pupils drawn the bar chart accurately? Have pupils understood that the physical and human geography of a country determines what it imports and exports and the part it plays in global trade?

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Lesson 5

Locational Knowledge

Pupils are introduced to case studies of fairtrade industry in a range of locations globally.

Starter: Recap the global scale of trade in the 21st Century. Highlight there are huge benefits to global trade but it needs to be done in a way that also benefits workers involved in the primary stages of the supply chain (farmers, miners etc.). Introduce the terms 'more' and 'less developed' countries.

Place Knowledge

Learning about conditions of places and populations practicing fairtrade.

Main teaching: Define the fairtrade approach to global trade: "Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers". Pupils watch an introductory video on fairtrade on YouTube. Go through the benefits of fairtrade as a class and examine the interactive map of fairtrade producers on the Fairtrade Foundation website. Conclude from bar chart or morning findings in Mathematics lesson that fairtrade items do cost more to buy. **Main activity:** Pupils create a poster 'Why Pay More?' On the poster they write key benefits to fairtrade for farmers and producers. Pupils mark the source location of the five specified fairtrade products on the map in the centre of the template and illustrate their poster.

Human and Physical Geography

Physical geography: Describe and understand key aspects of physical geography of places. **Human geography:** Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries.

Plenary: Discussion questions. Pupils show their posters and provide feedback to one another through peer assessment.

Geographical Skills and Fieldwork

Presenting data related to global trade in table and graph form, and draw conclusions on the data on fairtrade and non-fairtrade products.

Assessment

Have pupils shown five products and linked these to five places they have located using their atlas? Have pupils listed at least three reasons why consumers should pay more for fairtrade products?

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Lesson 6

Locational Knowledge

Locating continents and countries using a digital world map to determine what each country's highest value export is.

Starter: Revisit previous learning by asking pupils to define the terms 'import' and 'export'. Introduce the new term 'highest-value export' and provide definition: the highest-valued export is the product that makes the country the most money through global trade' Go to the Business Insider website: <http://www.businessinsider.com/every-countrys-highest-valued-export2014-5?IR=T> Look at the first map (world map of countries highest-value exports).

Place Knowledge

Case studies of the USA and Liberia to demonstrate the impact of geography on what a country exports to other countries. Pupils also do independent online research to explore the human and physical geography of other countries and how this impacts their highest-value export.

Main teaching: Explain that the physical geography of a country determines what it can produce and export. (E.g. natural resources, bodies of water, climate). As examples, follow the sequence of the PowerPoint and discuss the photographs on slide four (oil rig, coast, and mango tree). Explain that the human geography of a country also determines what a country's highest-value export is. The education and skills of a population, technology and communications available, and manufacturing facilities. Use the USA case study to demonstrate that complex manufactured products that need high-tech machinery and highly skilled workers are valuable exports. Use the contrasting case study of rubber farming in Liberia and explain that the climate of Liberia allows this plant to grow. Touch upon the human geography of Liberia as a less developed country. **Main Activity:** Assign pupils a focus area to research and become an 'export expert' of: North America, Central America & the Caribbean, South America, Europe, Middle East & Central Asia, Africa or Asia. Pupils choose 4/5 different highest value exports and match them to the correct country using an atlas or digital map. They record information on the country and its highest-value export on the Highest Valued export handout.

Human and Physical Geography

Physical geography: Describe and understand key aspects of physical geography of places including climate, oceans, rivers, lakes, and natural resources. • Human geography: Describe and understand key aspects of human geography, including level of development, education, skills and industry

Plenary: Pupils form mixed groups and peer-teach their findings. Teacher poses questions to extend the more able pupils e.g. • Why is the country's highest-value export electronic machinery when they export so much tropical fruit too? (Because the value and money made from electronic machinery is much greater than the money made from tropical fruit). Lesson and unit ends with an assessment and fairtrade tea party.

Geographical Skills and Fieldwork

Online research and map work relating to global trade and highest value exports

Assessment
Take note of pupil's responses in whole class discussion. How well have the pupils been able to teach their peers about the exports and physical/human geography of their focus area? Summative assessment (see downloadable resources).