

Topic: Geography Locational Knowledge/ Key question	Year group	Term
Trade and Economy <i>Why is Fair Trade fair?</i>	Year 6	Autumn 10 to 12 sessions

Background knowledge

Through this enquiry pupils investigate the issue of trade at a range of scales - from the personal to the global context. At an individual level the pupils reflect on what they and their families buy and from where it originates e.g. as part of the suggested homework exercise looking at clothes and fashion.

In the final line of enquiry the pupils consider to what extent Fairtrade purchases form part of their school's procurement and how this might be increased through the process of becoming a Fairtrade-accredited institution. The international location of St Lucia is the context for the pupils to explore how Fairtrade operates through the experiences of two small-scale farmers producing bananas. The enquiry itself begins with an exploration of the great *Silk Road* trading route of the Middle Ages between China and Europe.

Purpose of the enquiry

This topic focuses on the interconnectedness and interdependence of the world in which our pupils live - 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad.

This enquiry enables pupils to understand what international trade entails - the manufacture, selling and buying of goods and services between countries through exports and imports - and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade - producing commodities that other people around the world don't have and are prepared to pay to obtain. Two thousand years later, China is the United Kingdom's largest single-country trading partner and the pupils are supported to investigate exactly what the UK imports from China and why?

There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within Beech Hill Primary School and to consider how we might go about becoming an accredited Fairtrade School.

What should I already know?

Year 5

Geographical enquiry

- To ask and respond to simple closed questions.
- Use information books/pictures as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. countries, continents.

Map Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Using Maps

Maps, atlases, globes and digital/computer mapping

Eight points of compass

Map symbols and key

Direction/Location

Follow simple directions

National Curriculum Objectives / Key Skills	The Journey
Pupils will be taught: Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it; Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading; Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences; • Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world; Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification;	1: Why was this road so important? 2: Why was Marco Polo so significant? 3: Why does Marco Polo still visit the UK? 4 What does the UK export to China? (speaking and listening task) 5: Why isn't trade always fair? 6. Why is Fair Trade fair? 7. Compare Fair Trade prices 8. How much does Melvin get for his bananas?

Evaluate and **judge** the extent to which their school currently engages with Fairtrade, **understand** any constraints that exist; **reflect** and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status;

Understand what the ethical production and purchasing of clothes entails, **evaluate** and reach a **judgement** regarding the practice of popular clothing companies.

Big question and key skills

Key Question:
Why is Fair Trade fair?

National Curriculum Coverage:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Human and physical geography

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.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.

Outcomes

An overview of what children will know / can do

Working towards: Can Describe why the Silk Road was the most important trading route in the history of the world, supported. To explain why and how countries trade with each other.

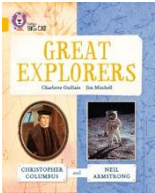
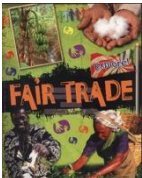
Expected: Can Describe and explain why the Silk Road was the most important trading route in the history of the world. To Compare and contrast the range of commodities commonly imported by the United Kingdom from China. Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world.

Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification;

Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status;

Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.

Exceeding: Can Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it. To explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading. To Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences;

Key Vocabulary	Timeline / Diagrams
Key vocabulary / spellings. • Import • Export • International Trade • Manufacture • Commodities • Ethical • Welfare • Sustainable • Profit • Co-operative	 
Text linked to topic	
Great Explorers - Charlotte Guillain  Fair Trade 	 

Key people / places
United Kingdom North East West Denton China

Questions of the week:

- What is the Silk Road and where in the world is it located?
- Describe the physical features of the area surrounding different parts of the Silk Road - how would this have affected the journey made by merchants?
- Why has the use of The Silk Road changed so much over time? Link this to your existing knowledge of manufacturing and travel.
- Who was Marco Polo?
- Why was he such a significant traveller?
- How did his journey along The Silk Road impact on international trade and knowledge of the wider world?
- How are goods imported and exported out of Southampton?
- Which types of products/commodities are imported from China to the UK?
- Why do we import so many commodities from other countries rather than manufacturing them in the UK?
- Which commodities does the UK export to China?
- Why are these commodities desirable to people in China?
- Which commodities are locally produced in the North East of England that would
- Which food products are imported to the UK from around the world? Why?
- What are the main challenges faced by farmers around the world linked to trade?
- What suggestions do you have to make trade fairer around the world?