

## **Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

Subject: Geography – Global Trade

Enquiry Question – How did trade get global?

Phase 3- Year A- Unit 2

NC/PoS:

### **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.
- Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian, and time zones (including day and night).

### **Place Knowledge**

- Understand geographical similarities and differences through the study of human and physical geography of Central America.

### **Human and Physical Geography**

- Describe and understand key aspects of:
  - Physical geography, including climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes, and earthquakes.
  - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy and food.

### **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, six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.
- Use fieldwork to observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.

Prior Learning (what pupils already know and can do)

Children can name and locate the world's continents and oceans and hot and cold places of the world. They can name and locate the countries in North America and describe the

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human and physical geography of these locations. Children can describe the climate zones and biomes in North America.
<p>End Points (what pupils MUST know and remember)</p> <p>Know that Central America is a tropical forest biome.</p> <p>Know that earthquakes and volcanic eruptions often happen in Central America as the region lies on the 'ring of fire'.</p> <p>Know that global trade is the buying and selling of goods and that countries have exports and imports.</p> <p>Know where our food comes from and a locations natural resources, climate and land mass determine what types of food they export and import.</p> <p>Use fieldwork to identify the most economical way of getting food from source to supermarket/fork and how to identify which products are fair trade products.</p>
<p>Key Vocabulary</p> <p>equator, longitude, longitude, Northern Hemisphere, Sothern Hemisphere, tropic of cancer, tropic of Capricorn, climate, biome, geology, topography, industry, local trade, global trade, trader, trade links, impact, economy, trade routes, import, export, food miles, natural resources, multi-step, manufactured, global supply chain, primary, secondary, tertiary, exports, complex manufactures, primary products, raw materials, fair-trade, global citizenship, poverty, consumers, highest-valued export.</p>
<p>Recommended Resources:</p> <p>Maps and atlases (world, Europe, North America, South America)</p> <p>Google Earth, online mapping tools</p> <p>Fieldwork materials (clipboards, recording sheets, cameras)</p> <p>VR headsets or 360° video tours (e.g., for virtual trade route exploration)</p> <p>Ordnance Survey maps</p> <p>Graph and chart tools for data collection</p> <p>Fair Trade Foundation website</p>
<p>Curriculum Connections:</p> <p><b>Science:</b> Biomes, ecosystems, and the study of natural resources.</p> <p><b>Maths:</b> Data collection, interpretation, and presentation.</p> <p><b>English:</b> Descriptive writing, persuasive writing (e.g., on fair trade).</p> <p><b>Art:</b> Drawing maps and creating geographical features.</p> <p><b>PSHE:</b> Understanding global citizenship, fairness, and sustainability.</p>
<p>Career Opportunities:</p> <p>Geographer</p> <p>Urban planner</p> <p>Civil engineer</p> <p>Archaeologist</p> <p>Environmental scientist</p> <p>Tourism officer</p> <p>Historian</p> <p>Teacher</p> <p>Supply chain manager</p> <p>Fair trade officer.</p>

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### Session 1:

Where in the world is Central America?

Using a range of maps, compass points, focusing on locational knowledge, longitude and latitude and where it is placed in relation to the equator. Explore Central America – Where is it? Major countries and cities. Climate, biomes, land use, trade, settlements, geology and topography. How do people live, industries, food, development of the continent/countries. Children's role – working/school. Wealth of the region. Comparison to where we live.

Vocabulary: equator, longitude, longitude, Northern Hemisphere, Southern Hemisphere, tropic of cancer, tropic of Capricorn, climate, biome, geology, topography, industry

### Session 2

What is global trade?

The buying and selling of goods and services we want and need. Consider whether we could live without exchanging goods and services. Explore the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time, from local to global. Look into how trade now links people in locations all over the world. Pupils explore what developments have enabled trade to be carried out on a global scale, focusing on improved technology, transport, and communications. The main activity involves creating a trade timeline which compares the scale of trade at three different time periods (The Stone Age, 17th Century and 21st Century).

What does the UK trade? How does the UK trade? Trade routes/Historical trade. What are the benefits of being a global trader? How do countries differ? How being a global trader impacts on us/other countries.

What and how does Central America trade? Trade routes, generating income, impact.

Compare these locations in relation to trade.

Vocabulary: local trade, global trade, trader, trade links, impact, economy, trade routes

### Session 3:

Where does our food come from?

Consider where food comes from. Use maps and atlases to locate the source of a range of popular food products from a typical shopping list. Introduce the terms 'import' and 'export' and discuss the natural resources available, land mass, and climate of a country determine what types of food they export and import. Global trade enables us to have access to many foods that cannot be obtained within the national borders of the UK.

Consider the journey food takes from source to sale discussing the trade link to the UK.

Fieldwork

Visit the local supermarket (Lidl) and butchers or greengrocers (if possible) Houghton F & Family? Bank Hall Park, Wharf St

Focus on either fruit and veg or meat.

View the source of the goods.

Calculate the miles travelled to deliver the goods.

What mode of transport was used?

How could the supermarket be sustainable.

Research more local suppliers/ local farms.

How can local people help to reduce emissions through their food choices?

Vocabulary: import, export, food miles, natural resources

### Session 4:

Introduce the multi-step journey of complex manufactured goods and the global supply chain they go through from source to sale. The definition of 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'

Explore the three broad stages of the global supply chain: primary, secondary and tertiary and learn what job roles and activities belong to each. Focus on the case study example

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<p>of cotton clothing and the multi-stop journey cotton goes on as it is transformed into clothing items.</p> <p>Vocabulary: multi-step, manufactured, global supply chain, primary, secondary, tertiary</p>
<p>Session 5:</p> <p>What does the UK export and where to?</p> <p>Examine global trade from a different perspective: what the UK exports to other countries and which countries the UK exports the most to. Interpret data and create graphs to show data related to UK exports in the system of global trade. Introduce the idea of a pattern of global trade: that more developed countries export valuable manufactured goods and import less valuable, primary products. Consider the geographical reasons behind this pattern, mainly related to human geography and how developed the country is. Create a bar chart to show the top 10 products exported by the UK and money made from each of these exports. Assess whether these are complex manufactured or primary products and raw materials.</p> <p>Vocabulary: exports, complex manufactures, primary products, raw materials</p>
<p>Session 6:</p> <p>Is global trade fair?</p> <p>Question the fairness of global trade. Introduced the idea of global citizenship: our actions impacting others in other locations around the world. Explain the benefits of fair global trade are explained how those living in less developed countries can help themselves out of poverty through their work with fairtrade organisations. Compare the prices of fair and non-fairtrade products and discover why it is that fairtrade products can cost a little more. Explore where the additional cost goes (supporting communities of producers and manufacturers ensuring good working conditions and fair wages). Explore the Fairtrade Foundation website to discover what products you can buy fairtrade and look at the website's interactive map to find the location of fairtrade producers. Look at the many countries with Central America. Debate why consumers should pay more for fairtrade goods.</p> <p>Vocabulary: fair-trade, global citizenship, poverty, consumers,</p>
<p>Session 7:</p> <p>Introduce the concept of 'highest-valued exports'. The highest-valued export of a country is the good that makes the country the most money through global trade. Thinking geographically, consider physical and human features of each country that determine what type of export makes that country the most money. E.g. Case studies of the highest value export of the more developed USA in North America and the less developed Nicaragua in Central America give pupils an in depth understanding of how it is both physical and human geography of a country that determines this (climate, resources, skills, technology and communication systems) Using online maps to match the highest-value export to country names found in an atlas or digital map. Research the physical and human features of each country to discover the reasons behind the highest-valued export.</p> <p>Vocabulary: highest-valued export</p>
<p>Future learning this content supports:</p> <p>The content of this unit will support other units on South America and climate change. This unit will support future learning on poverty, wealth and economic distribution in Asia, Africa and the Middle East and thematic mapping in year 7</p>