

Year 5/6 Geography based 'Trading Places' - 3 weeks



Overview of unit: Children will be exploring the geography of the UK including naming and locating key towns, cities and counties. They will look at different land use in the UK and the trades that are in different places. For example, groups of children may look into different counties and identify the major towns, cities and economies. They will also look at how the UK trades with the rest of the world (in particular, South America) - what we export and what we have to import. They will explore how trade is linked to finance and the economy in the developed and undeveloped world, looking at how they need to look after their own money. They will develop a deeper understanding of money, including the impact it has on communities. They will explore trade relationships through a game such as:

http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx

<u>Geography skills</u>	<u>PSHE skills (Financial capability - non-statutory)</u>
<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers) and land-use patterns • identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics of Cancer/Capricorn and time zones • understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America • describe/understand physical geography (climate zones, biomes and vegetation belts, water cycle, mountains) • describe/understand human geography (types of land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and computer mapping to locate countries and describe features studied • use six-figure grid references, symbols and keys to build knowledge of UK and wider world • biomes • vegetation belt • import/export • tropics 	<ul style="list-style-type: none"> • Have a broad view of what money is, including history, trade and currencies. • Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. • Understand how our choices can have an impact on the local and wider communities. • Understand that managing money is complex and may involve risk. • Have a broad view of what we mean by poverty and know something of its links with trade and charities. • Understand that feelings around money can be complex, difficult and changeable. • be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget • Identify a range of jobs and explain how to develop the skills required to work in the future • Demonstrate how to save and look after money • Enterprise • Credit

Previous knowledge:

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

Use the eight points of the compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world

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

Describe key aspects of:

physical geography, including: rivers and mountains

human geography, including: settlements and land

use. (learn key facts for each country e.g. population)

Previous Vocabulary: Latitude longitude Equator

Northern hemisphere Southern hemisphere Tropic of

Cancer Tropic of Capricorn Arctic Circle Antarctic Circle

Prime/Greenwich Meridian

- Debt management

- Budget

Previous knowledge: New learning

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- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

(make reference to this through topic)

- seasonality
- processed
- reared

Previous knowledge:

Understand that certain foods are seasonal and choose seasonal produce for their recipe.

Previous Vocabulary - Seasonal, Recipe, Ingredients

We trade with countries around the world, importing products we cannot produce here and exporting products, which are produced here.

Climate and cost are two reasons why we trade with other countries.

Trade can occur on a local, national or international scale.

The climate will become hotter the closer to the Equator it is situated.

Consumers can affect the lives of those producing things in other countries (fair trade).

Fair trade is trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

What can be grown is determined by the climate or seasons and therefore certain produce is only produced in particular parts of the world.

Trade

Longitude

Latitude

North/south hemisphere

Tropics (cancer/Capricorn)

Biomes (south America)

supply chain

Fair trade