

Year Five: Geography

Resources, Trade and Sustainable Living

This unit allows children to explore human geography across the world, enabling them to discover the inequalities that exist between countries as a result of unbalanced trade deals. They will learn about land use in different areas before discussing how they might want the world to change in order for it to be more sustainable and fairer for everyone.

National Curriculum Objectives

- 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
- Use maps & atlases to locate countries and describe features studied

'Sticky Knowledge' & Skills

- I know what 'import' and 'export' mean.
- I know why countries import and export products.
- I know that all goods have a supply chain.
- I know that trade between countries can be unequitable.
- I know that land is used in different ways in different areas.
- I know that each person and country has a carbon footprint.

'Big Six' Vocabulary

import	export	supply chain
resources	carbon footprint	sustainability

Prior Learning

Year 4:

- human and physical features of its surrounding environment.

Children in Year Three have learned predominantly about physical geography (volcanoes and earthquakes). In Year Four, children learnt about human and physical features of North America. This unit focuses predominantly on human geography; this is the water usage of different foodstuffs first time that children will have learnt in-depth about fair trade. (volcanoes and earthquakes). In Year Four, children learn about human and physical features of North America. This unit focuses predominantly on human geography; this is the first time that children will have learnt in-depth about fair trade.

Key Questions

- Lesson:
- How can we locate a country using an atlas?
 - Why does Britain export/not export certain goods?
 - Are the countries with the most natural resources always the richest?
 - How much do you think each stage of the banana supply chain should receive? Why?
 - Why is it important to reduce our carbon footprint?
 - What can we do to protect our planet's future?

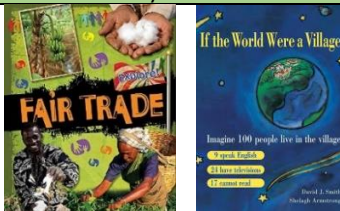
Future Learning

Year 6:

Children will build on their learning from Year Five's Vikings unit in History to understand more about why people migrate, including why so many people are forced to leave their home countries.

They will use their learning from this unit to help gain a clearer understanding of why some countries have more power than others and have a bigger voice in acts such as migration.

Key Texts



Assessment Opportunities

- Lesson:
- What does import and export mean?
 - Why do countries import particular products? Why do they export them?
 - Explain the supply chain of bananas/t-shirts/furniture.
 - What do you suggest should be the share of profits in the banana supply chain? Why?
 - 22
 - What can you and our country do to reduce our carbon footprint? Why is it important?

Unit Outcome

Children will reflect on their learning about:

- supply chains
- trade across the world
- why some countries import and export different goods
- why trade between countries is sometimes unfair, and
- our carbon footprints

in order to create opinions and suggestions for how we can protect our planet cleaner and fairer.

Learning Sequence	1	2	3	4	5	6	7	8	9	10	11	12
Key Learning	Where do our products come from?	Products' supply chains	Food miles of chocolate	Britain's exports	Exports of different countries	The Trade Game	Is the banana trade fair?	Land use in and around Grove	How is London's land use different to Grove's?	What is my carbon footprint?	How can we reduce our carbon footprint?	What is our global future?
Activity	Children locate the source countries of a range of our products and add them to a world map of UK imports.	Children order the supply chains of different products onto our shelves and explain which part of the process they would most and least like to do.	Children discover where the ingredients of chocolate come from, and calculate how far each of them have to travel to the UK to work out their 'food miles'.	Children order the UK's top ten exports and create a digital graph or a chart to show this data information.	Children find out the biggest exports of different countries and analyse the distribution of poorer countries around the world.	Children play a trade game to discover how inequitable trade partnerships are around the world based on countries' wealth and resources.	Children take on different roles in the supply chain of bananas to the UK, and try to justify how much they think they should be paid for each banana sale.	Children learn about different types of land use, before looking at maps of Grove to see how the land is used in our village.	Children analyse a land use map of London, and create a double bubble map to compare land use in a village and a city.	Children calculate their carbon footprint by answering a questionnaire and analyse the carbon footprints of different countries.	Children discuss the importance of reducing our carbon footprint before creating a thought bubble to show the ways in which we can reduce it.	Children will reflect on their learning this term to create a mind map of ways in which they would make a fairer and cleaner world.