

***Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.***



**Forton Primary School  
Geography**

**Pendle Class  
Spring 1  
Year B**

**N.C. LINKS: Human and physical geography**

**Etymology – trade** - 540s, "tread a path," from **trade** (n.). The modern intransitive sense of "engage in trade; carry on commerce; purchase or sell goods, wares or merchandise" developed from 1560s; for sense development see the noun.

Pupils should be taught to:

- 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.



**Fair Trade First  
By  
Sarah Ridley**

**Key Concept: Trading and Economics**

**Key Question:** How are goods and services traded around the world?

**Unit Overview:**

UK Trade

Trading with El Salvador

**Vocabulary:**

- Trade
- Import
- Export

**Geographical Enquiry:**

Arial map, ordnance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass,

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<p>Fair Trade</p> <p>Trading throughout History</p> <p>The Global Economy</p>	<ul style="list-style-type: none"> <li>• Goods</li> <li>• Globalisation</li> <li>• British Empire</li> <li>• El Salvador</li> <li>• Global supply chain</li> </ul>	<p>direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km)</p>
<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"> <li>• To understand the distribution of natural resources in the context of importing and exporting.</li> <li>• To understand trade links.</li> <li>• To explain the trade links between El Salvador.</li> <li>• To understand what fair trade means and its importance.</li> <li>• To understand how trading has changed over time and why.</li> </ul>	<p><b>Building on Prior learning when B follows A:</b></p> <ul style="list-style-type: none"> <li>• To understand what settlers need when they decide on an area to settle.</li> <li>• To understand the need for electricity and where it comes from.</li> <li>• To understand the difference between renewable and non-renewable sources of energy.</li> <li>• To understand where our food comes from and the implication of food miles and locally sourced food.</li> <li>• To understand the need to save water, energy and food supplies.</li> <li>• To understand that the availability of natural sources varies in different countries and the impact that this may have.</li> </ul>	
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"> <li>• Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> <li>• Explain some links and interactions between people, places and environments.</li> <li>• Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> </ul>		

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- Recognise geographical issues affecting people in different places and environments.
- Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?

**Sequence of Lessons:**

1. **What do we trade?** – To understand and explain the UK's trade links with other countries.
2. **Who do we trade with?** To understand and explain UK's trade links with other countries. To use maps to show the UK's trade links with other countries.
3. **Trading with El Salvador** – To understand and explain the links between El Salvador and the UK.
4. **Fair Trade** – To understand and explain the importance of fair trade.
5. **The Global Economy** – To understand and explain the global supply chain.
6. **How has trading changed?** – To understand and explain how trading has changed through history.

**Enhancements:**

- Make a meal using a range of food items and explore the origins of each item, locating them on a map and understanding their journey.

**End of Unit Outcome:**

Information leaflet about UK trade.

**Oral Assessment:**

How are goods and services traded around the world?  
What do we trade with other countries?  
Who do we trade with?  
Can you explain the links between El Salvador and the UK?  
Can you explain the importance of fair trade?  
What is the global supply chain?

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How has trading changed?