

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Why is fair trade fair?	Year 5	Summer 2	9 hours

What knowledge and skills will children have gained by the end of this unit?

- Understand what fair trade is.
- Understand what the Silk Road is and where it is located.
- Describe the changes to the Silk Road over time.
- Explain why the silk road was the most important trading route in History.
- Explain what Marco Polo is and why it visits the UK each year.
- Discuss trading routes.
- Discuss how fair-trade affects farmers.
- Describe the exportation and importation of foods and how this affects fair trade.
- Locate trading docks across the world on a map.
- Identify how our school takes part in fair trade and suggest how we could improve.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	<p>Why was the Silk road so important two thousand years ago?</p> <p>By the end of this lesson children will be able to:</p>	<p>Explain to the pupils that 2000 years ago the road in the pictures that you are going to show them (Resource 1) was one of the most important roads anywhere in the world, although it may not look much today. Ask the pupils to examine the photographs carefully and to identify and describe the landscape through which the road passes. Where in the world might this road be? What was it a road between? What difficulties would people have faced 2000 years ago travelling along</p>	<p>Collins teacher notes</p> <p>Collin resources 1-7</p>	<p>Landscape</p> <p>Location</p> <p>Transport</p> <p>Engravings</p> <p>Commodities</p>

		<ul style="list-style-type: none"> <li>● Explain why the silk road was so important 2000 years ago.</li> <li>● Evaluate and reflect upon changes that occurred due to people using it.</li> </ul>	<p>this road? How would they have travelled? What form of transport would have been available back then other than walking?</p> <p>Now encourage the pupils to consider why this road was so important? Why do we have roads today? To travel from one place to another – so presumably this road would have been used for the same thing. Show the pupils the engravings in Resource 2, which depict people using this road during the Middle Ages (the period between 1000 and 1453). What evidence is there for what people might have been travelling along this road for? What might have been the purpose of their journey? What animals are the people travelling on? What other animals are there and what are they being used for? What are they carrying?</p> <p>Explain to the pupils that most of the people in the engraving were merchants – someone who buys and sells commodities for profit. The main commodity being carried on the camels was very precious and extremely valuable – what could it have been? The pictures in Resource 3 show this incredibly valuable product being manufactured and inspected in the early twelfth century. Are there any clues here as to what it might be or who is manufacturing it and where it may be taking place? Look carefully at the women – where in the world might they be?</p> <p>The next pieces of evidence are in Resource 4. What is this creature – a caterpillar or worm? They are photographs of a silk worm feeding on the leaves of a mulberry bush together with the cocoons that surround their larvae. The best-known silk threads are obtained from these cocoons (Resource 5), which can then be made into the most beautiful clothes such as the dress made between 1770 and 1780 in Resource 6.</p> <p>Explain to the pupils that, for hundreds of years, one country held the secret to making silk and even today, this country still has the reputation of producing the most delicate and beautiful silk. The country is China. The images in Resource 7 show women workers making silk in the early days of China and today, 2000 years later, stretching silk in a silk factory showroom in the city of Shanghai. The engravings in Resource 2 show merchants carrying silk loaded onto camel caravans from China along the Silk Road (the name of the road shown in the photographs in Resource 1) to countries that did not possess the secret of making silk themselves and were desperate to buy it.</p>	<p>Traveler</p>
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			<p>Children's Task</p> <p>This is an oral discussion based introductory lesson. Children can make notes or a printout of what occurred and the things children said can be typed up and put in books.</p>		
Lesson 2	1 hour	<p>Why was the Silk Road the most important trading route in the history of the world;</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why the silk road was the most important trading route.</li> <li>• Evaluate and reflect upon changes that occurred due to people using it.</li> </ul>	<p>Recap last lessons work on why this road was important and what it carried.</p> <p>Now move onto explain it was a dangerous thing carrying this silk.</p> <p>Go over why the Tarim Basin was avoided.</p> <p>Marco Polo was the most famous traveller on this road.</p> <p>The greatest mystery that surrounds the travels of Marco Polo, and remains unsolved to this day, is what exactly the 'huge serpent' was that he wrote about in his journal.</p> <p>Read this extract and children to create a sketch on this creature based on Marco Polos description</p>	<p>Collins teacher notes</p> <p>Collin resources 8 – 13</p>	<p>Travel Road</p> <p>Commodities</p> <p>Trading Goods</p>
Lesson 3	1 hour	<p>Why was the Silk Road the most important trading route in the history of the world.</p> <ul style="list-style-type: none"> <li>• evaluate and reflect upon some of the changes that occurred as a result of the</li> </ul>	<p>Carajan is in modern-day Myanmar (Burma) and covered in dense tropical rainforest and even today, huge areas are uninhabited. Could it be that some giant monitor lizards and their offspring survived unseen in the forest for all of those years?</p> <p>Finally explain to the pupils that the Silk Road remains the most famous trade route in the world even though merchants no longer use it to ship commodities from China to other countries (because it uses faster means of transport such as ships and aircraft). What does the word 'trade' mean? It's</p>	<p>Collins teacher notes</p> <p>Collin resources 14</p>	<p>Tropical Rainforest</p> <p>Locate Trading route</p> <p>Trade</p>

		<p>movement of people and commodities along it.</p>	<p>the buying and selling of commodities (a useful or valuable thing) between people, either in the same country (domestic trade), or between people in different countries (international trade). The Chinese merchants who travelled along the Silk Road to sell their valuable silk to the people of countries in Europe were engaged in international trade. Whilst in Europe, the Chinese traders encountered things that they had never seen before, which they took back home. These things included cucumbers, walnuts, sesame seeds, pomegranates and also the skills of using grapes to make wine.</p> <p>As a summative piece to this line of enquiry the pupils could write a journal entry in the style of Marco Polo's piece about 'black stones', imagining that they were seeing wine, a cucumber, walnut or pomegranate for the first time and observing the things that 'local' people did with it. This line of enquiry can be linked to a study of Baghdad in history at Key Stage 2. Baghdad was one of the most important cities to emerge as an incredibly important trading centre on the Silk Road during the Middle Ages. The Lower Key Stage 2 enquiry: Why do so many people live in megacities has an ancillary question focusing on Baghdad: Why did Baghdad become the first city in the world with 1 million people, which can be delivered in conjunction with this investigation if desired.</p> <p>Children's Task</p> <p>Journal entry in the style of Marco Polo's piece about 'black stones'</p>		
Lesson 4	1 hour	Why does Marco Polo visit the United	Children will learn through videos and resources – children will learn that Marco Polo was a container ship. Marco Polo	Collins teacher notes	Port

		<p>Kingdom every eleven weeks?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain Marco Polo was a container ship and how it was used.</li> <li>• Explore and analyse the port of Southampton.</li> <li>• Locate ports on a map.</li> </ul>	<p>was the largest container ship in the world when it was launched in 2012. Discuss what container ships are used for. On a map locate the destinations of docking areas for container ships. Focus on Southampton. There is an opportunity here for the pupils to carry out some satellite image and Ordnance Survey map interpretation focusing on the city and port of Southampton where the new docking berth has been constructed. For this they will require copies of the satellite images in Resource 17 and 18 together with a copy of the 1:50 000 OS map extract in Resource 19 and the activity sheet in Resource 20. Work in resource 20.</p>	<p>Collin resources 17 – 20</p>	<p>Container ship Southampton Map Locate Ordnance survey satellite</p>
Lesson 5	1 hour	<p>Why and how do countries trade with each other.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• identify and describe the commodities that are most frequently traded.</li> <li>• evaluate some benefits and</li> </ul>	<p>The United Kingdom imports more commodities from China each year than any other country in the world. Ask the pupils to consider what might be in the containers from China that will be sold to people in the United Kingdom. What things do we use in our everyday lives that are imported from China? Take time to encourage the pupils to make a list of everything they can think of that originates in China. Take feedback and make a summative list on the board.</p> <p>Britain spends more than US\$1.5 billion a year on nine categories or groups of products from China. An example of an item in each category is shown in Resource 21. Divide the pupils into pairs and give them a set of the images in Resource 21. Challenge them to:</p> <ul style="list-style-type: none"> <li>• identify the commodity or item e.g. a television</li> </ul>	<p>Collins teacher notes</p> <p>Collin resources 21</p>	<p>Trading Commodities Container United Kingdom Product</p>

		disadvantages of trading.	<ul style="list-style-type: none"> <li>think of the name of the group or products to which it might belong e.g. electrical goods</li> <li>place the categories in rank order from 1 to 9 in terms of how much money people in the United Kingdom spend on them each year – 1 is the most money spent and 9 is the least money spent. The correct order is as below. This data can be shown graphically if desired.</li> </ul> <p>Children to put this data into their books.</p>		
Lesson 6	1 hour	<p>What does the United Kingdom export to the people of China?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>It is important for the pupils to realise that, although the United Kingdom imports more from China than any other single country in the world, every day there are container ships travelling in the opposite direction with exports (items that are made in the United Kingdom and sold to people in other countries) from British companies to China. Sales amount to US\$1.5 billion a month and many people in China are particularly interested in purchasing items shown in Resource 22.</p> <p>Show each of these commodities to the pupils and ask them to identify them. Then consider the title of a collective group that they could all be named under e.g. a settee belongs to a group called 'furniture'. Encourage the pupils to discuss what they can see.</p> <p>There are lots of different items and, at first sight, it is may be a challenge to categorise them into one group. There are cars, food items, clothing, jewellery and cosmetics but they are all classed as premium, luxury and designer brands such as cars made by Jaguar Land Rover (images 1 and 2), coats from Burberry (3), Scottish salmon (4), Yardley cosmetics (5), hats made by James Lock (6), fine jewellery from Asprey (7), Pringle clothing (8) and clothes and</p>	Collins teacher notes  Collin resources 22	China England Export Import Journey Commodities Direction

		<p>explain the differences.</p>	<p>accessories from Dunhill (9 – this shop is actually in Hong Kong).</p> <p>An interesting activity linked to this line of enquiry would be for the pupils to research a commodity produced locally (or within their region), which they feel would appeal to Chinese consumers (given that there is a particular market in China for high-end and exclusive products with real British branding). They could draft, write, perform and record a 45-second commercial to be broadcast mid-evening for five nights by China Central Television (CCTV). <a href="http://english.cntv.cn">http://english.cntv.cn</a> has 45 channels and is viewed by hundreds of millions every day. The important messages to get across in a short time will be: British quality and craftsmanship and exclusivity – your neighbours will want this when they see/taste/drive/wear yours!</p> <p>Children's Task</p> <p>To create a tv advert based on china exports</p>		
Lesson 7	1 hour	<p>Why isn't trade always fair for some people such as Melvin?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>Describe, explain and reflect on why the terms of international trade are not always fair for some producers</li> </ul>	<p>We have seen the import and export between china and the UK.</p> <p>Why do we import things such as coffee, oranges, coffee, sugar etc.</p> <p>When the pupils eat a piece of fruit or chocolate bar, do they ever think about the farmer who has grown the fruit or important ingredients such as cocoa for the chocolate bar? Well, let's meet one of these farmers – Melvin Joseph who lives on the Caribbean island of St Lucia and grows bananas for supermarkets in the United Kingdom – see Resource 23 and Resource 24 (map of Caribbean) and Resource 25 (map of St Lucia).</p>	<p>Collins teacher notes</p> <p>Collin resources 23 – 26</p>	<p>Import</p> <p>Export</p> <p>Proportional bar</p> <p>International trade</p> <p>Trading</p> <p>Buying</p>

		<p>of goods in other countries around the world.</p>	<p>Print copies of the account written by Melvin in Resource 26 and read it through with the pupils. Take time to discuss the main points that Melvin is making here about his powerlessness in the face of what really constitutes a monopoly on the part of the buyers. How have things changed for Melvin and his family when it comes to selling his bananas?</p> <p>As a summative piece for this line of enquiry, the pupils could produce a divided proportional bar (100 mm long and 10 mm wide) divided into the following sections and colour coded with a key and the title: Who gets what from Melvin's bananas. If one kilogram of bananas sells for 68p then Melvin will receive 6.8p, the packaging and shipping company 20.4p, the wholesaler (someone who buys from the producer and sells to the retailer – a 'middleman') 6.8p, and the retailer (the company that owns the shop from which consumers buy things) 34p.</p> <p>Children's Task</p> <p>To create the proportional bar and from this create a piece of writing explaining whether Melvin is actually getting a fair price or not. Children use the numbers use in their proportional bar to back up their argument.</p>		
Lesson 8	1 hour	<p>Why is fair trade fair?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what Fairtrade is, compare and contrast the situation of</li> </ul>	<p>Assemble a range of fair trade food products – chocolate, coffee, tea, sugar and bananas – for the pupils to see and handle. From which countries have UK companies imported these products from? Encourage discussion about what food with the Fairtrade logo on (Resource 27) actually means. What experience do the pupils have already of buying Fairtrade? Is it something that they and their families think about when shopping?</p>	<p>Collins teacher notes</p> <p>You tube videos</p> <p>Newspaper reports</p>	<p>Fair trade</p> <p>Buying</p> <p>Trading</p> <p>Import</p> <p>Export</p> <p>Community</p>



		<p>Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification.</p>	<p>Now show the pupils the film at <a href="http://www.youtube.com/watch?v=wpGMeQXyr5w">www.youtube.com/watch?v=wpGMeQXyr5w</a> in which Nick Hewer travels to St Lucia to meet Retina, a Fairtrade banana farmer. Ask the pupils to consider what are the main benefits that Retina has that Melvin doesn't. How does Fairtrade benefit the farmer and the local community?</p> <p>The important things here are:</p> <p>Firstly, that Fairtrade-certified farmers are guaranteed a minimum price for their crop at the beginning of each year so they know what they are going to earn in advance of doing the work. Retina knows how much money she will receive allowing her to plan ahead e.g. knowing whether she will be able to afford to hire additional casual workers or invest in simple machinery.</p> <p>Secondly, for each box of bananas, Retina will receive a Fairtrade premium (a little extra money), which goes into a fund to develop the community. In what ways did the pupils see the community being helped in the film? Renovating a school, creating a clean water supply, medicines for the local hospital and college scholarships for young people.</p> <p>Thirdly, Fairtrade farmers are able to set up co-operatives. A co-operative means that all of the small farmers agree to support each other in their farming e.g. by sharing machinery and workers (which means that each individual farmer doesn't have to buy their own) and, most importantly, when negotiating the price of their bananas with supermarket representatives. Rather than negotiating individually with supermarkets all the small farmers in the co-operative speak with one voice through its chairman (which is Stephen in the</p>	<p>Fairtrade certified</p>
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			<p>film). This way they always achieve a better price than trying to negotiate individually.</p> <p>Children's Work</p> <p>At the end of this line of enquiry the pupils could produce an A3 poster entitled: Melvin and Retina: Banana farmers in St Lucia, which they can design in a way to show the differences between being a Fairtrade-certified farmer and a farmer that is not. For example, Melvin has no idea what he will earn this year and Retina has a guaranteed price for her bananas.</p>		
Lesson 9	1 hour	<p>How does our school engage with fairtrade? By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate and judge the extent to which their school currently engages with Fairtrade.</li> <li>• understand any constraints that exist.</li> <li>• reflect and make recommendations for the future linked, perhaps,</li> </ul>	<p>We are a fairtrade school so this will link into that.</p> <p>As an extension to this line of enquiry the pupils could be encouraged to investigate the extent to which the school currently purchases Fairtrade items and whether it is aware of the 4500 Fairtrade-certified products currently available. See <a href="http://www.fairtrade.org.uk/en/buying-fairtrade">www.fairtrade.org.uk/en/buying-fairtrade</a></p> <p>Children's Task</p> <p>To create a formal presentation to explain to stake holders why we are a fairtrade school and what we do to be fairtrade. Also suggest how we could become better at using fairtrade items and who it would benefit.</p>		Fairtrade

		to ultimately achieving Fairtrade School status.			
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### Links to the National Curriculum

#### 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.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

#### Human and physical geography

- 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.