



Geography

Why is Fairtrade fair?

Year 5

Unit 2

Intent:

Perhaps better than any other topic, Trade exemplifies for young geographers, in an accessible way, the interconnectedness and interdependence of the world in which they live – 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad. This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road, which remains the world’s most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don’t have and are prepared to pay to obtain. China is the United Kingdom’s largest single-country trading partner and the pupils are supported to investigate exactly what the UK imports from China and why? There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. - David Weatherly, Connected Geography

Introducing the children to the concept of fairtrade opens their eyes and minds to global development issues in a child-accessible way and increases their understanding about where things come from and why relationships between people and countries are so important.

Pupils should be taught to:

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

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)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South 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, and the water cycle;

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

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 and graphs, and digital technologies.

Prior learning:

ELG	Year 1	Year 2	Year 3	Year 4	
People, culture and communities	What is the geography of where I live?	Where does our food come from?	Megacities and settlements	How can we live more sustainably?	

Key Vocabulary		
Tier 2 - Multiple meanings or high frequency		
import	transport	consumer
export	money / cost	producer
Tier 3 - Subject specific		
trade	economy	commodity
merchant		Fair-trade

Etymology and morphology		
Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.	From geographia (Greek) - geographie (French) - geography (English 15 th Century).
trade	<i>noun</i> the action of buying and selling goods and services. <i>verb</i> . buy and sell goods and services. exchange (something) for something else, typically as a commercial transaction.	late 14c., "path, track, course of action," introduced by the Hanse merchants, from Middle Dutch or Middle Low German <i>trade</i> "track, course" (probably originally of a ship), cognate with Old English <i>tredan</i> (see tread (v.)).
merchant	a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying goods to a particular trade.	"one engaged in the business of buying commercial commodities and selling them again for profit," early 13c., <i>marchaunt</i> (late 12c. as a surname), from Anglo-French <i>marchaunt</i> "merchant, shopkeeper" (Old French <i>marcheant</i> , Modern French <i>marchand</i>), from Vulgar Latin <i>*mercatantem</i> (nominative <i>*mercatans</i>) "a buyer," present participle of <i>*mercatare</i> , frequentative of Latin <i>mercari</i> "to trade, traffic, deal in"
Commodity	a raw material or primary agricultural product that can be bought and sold, such as copper or coffee.	<pre> graph LR L1[commodus] --> L2[commoditas] L2 --> OF[commodite] L2 --> EN[commodious] OF --> COM[commodity] EN --> COM style L1 fill:#ADD8E6 style L2 fill:#ADD8E6 style OF fill:#ADD8E6 style EN fill:#ADD8E6 style COM fill:#ADD8E6 </pre> <p>OLD FRENCH commodite</p> <p>LATIN commodus → commoditas</p> <p>LATIN commoditas</p> <p>ENGLISH commodious</p> <p>commodity <i>late Middle English</i></p>

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Why was this road so important 2000 years ago?</p> <p>L.O. Tbat explain why the Silk Road was such an important trading route.</p> <p>L.O. Tbat explain what trade is.</p>	<p>Connected Geography resource 1 – 2000 years ago this road was one of the most important roads anywhere in the world. Study the photographs carefully and identify and describe the landscape. Where in the world could this be? What was it a road between? What difficulties would people have faced 2000 years ago travelling along this road? How would they have travelled? What transport would they have used? Why do we use roads today?</p> <p>Use images in resource 2 to discuss why people were using this road. Explain that most of the people in the engravings were <i>merchants</i> and what they were transporting was very valuable – what could it have been? Use images in resource 3 to try to establish what the product was. Where in the world might this be?</p> <p>Resources 4 and 5 are images of silkworms and their cocoons.</p> <p>Explain to the children that, for hundreds of years, one country held the secret to making silk and that, even today, this country still has the reputation of producing the most delicate and beautiful silk. This country is China. Countries that did not possess the secret of making silk themselves were desperate to buy it. The road that the children have been looking at is called The Silk Road.</p> <p>Using resources 8, 9 and 10 children can make a list of all the present-day countries that The Silk Road passes through.</p>	1-3

		<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).</p> <p>https://video.link/w/KyzWc</p> <p>What does the word 'trade' mean? It's 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 the skills of using grapes to make wine.</p> <p>As a class, define / explain what trade is.</p> <p>https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr</p> <p>In their own words, children can explain what The Silk Road is and why it was so important for trade.</p>	
2	<p>What do we get from China?</p> <p>L.O. That identify and describe the commodities that are most frequently traded.</p>	<p>How do we transport commodities around the world now? Shipping and flight.</p> <p>https://video.link/w/Q8xWc</p> <p>Use this link to find out a little about Marco Polo the largest container ship in the world when launched in 2012. It carries goods which the UK is <i>importing</i> – bought from another country into ours. Where are the commodities coming from? China.</p>	4-6

The UK imports more commodities from China each year than any other country in the world. **N.B. This may now have changed since Brexit and the global pandemic.** What could be in those containers?

In groups, get the children to write down all the items and everyday things that they think we use in our lives that are imported from China.

Now tell the pupils that each year the United Kingdom imports (buys and brings in from China) products worth US\$960 billion (that's US\$960 000 000 000). In particular, Britain spends more than US\$1.5 billion a year on nine categories or groups of products from China.

In groups, use the images in resource 21 and challenge the children to: identify the commodity or item e.g. television; think of the group of products it might belong to e.g. electrical goods; then rank the categories in order from 1-9 in terms of how much money people in the UK spend on them each year.

The correct order is as below:

Apple iPhone	Electrical equipment	US\$18.5 billion
Drone	Machinery	US\$15.2 billion
Child's clothing	Clothes	US\$8.8 billion
Modelling dough	Toys and Games	US\$5.9 billion
Settee	Furniture	US\$5.5 billion
Trainers	Footwear	US\$2.7 billion
Plastic boxes	Plastic	US\$2.5 billion
Rolls of steel	Metals	US\$2.4 billion
Leather bag	Leather products	US\$1.8 billion

<p>3</p>	<p>What does the United Kingdom export to the people of China?</p> <p>L.O. That compare and contrast the range of commodities imported and exported between the UK and China.</p>	<p>Establish with the children that even though the UK imports more from China than any other single country in the world, every day there are container ships travelling in the opposite direction with <i>exports</i> (items made in the UK and sold to people in other countries) from British companies to China. Sales amount to approx. US\$1.5billion a month and in particular, the items shown in resource 22.</p> <p>Give the children time to discuss the items in resource 22 and identify them. Consider the collective name for items e.g. furniture.</p> <p>N.B. There are lots of different items and, at first sight, it 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 accessories from Dunhill (9 – this shop is actually in Hong Kong).</p> <p>https://www.worldstopexports.com/united-kingdoms-top-exports/</p> <p>This link gives more current data on global exports from the UK.</p> <p>Compare these items to the ones that the UK imports from China. What is similar what is different? Why do we import certain products? Why do we export certain products?</p>	<p>7-9</p>
----------	--	---	------------

<p>4</p>	<p>Why isn't trade always fair for some people?</p> <p>L.O. That reflect on why terms of trade are not always fair for some producers.</p>	<p>Provide the children with a range of food and food products which the United Kingdom imports from other countries e.g. pineapples, oranges, bananas, cocoa, rice, tea, coffee, sugar (the UK imports 55% of its sugar made from sugar cane), kiwi, grapefruit, lemons, melons, peaches. Why do we import these products? Our climate isn't appropriate for growing them.</p> <p>Links to information about how much food is imported to / exported from the UK https://www.bbc.co.uk/news/business-55408788 https://www.foodsecurity.ac.uk/challenge/your-food-is-global/ https://www.gov.uk/government/statistics/food-statistics-pocketbook/food-statistics-in-your-pocket-global-and-uk-supply figure 3.4 compares imported goods with exported goods.</p> <p>Farmers all over the world are growing these items in preparation to export them to the UK. Shoppers (consumers) will buy them, mostly from the large Supermarkets e.g. Asda, Tesco, Sainsbury's, Morrisons, Aldi or Lidl.</p> <p>Introduce the children to a banana farmer, Melvin, who lives on St Lucia. Use resources 23-25 to show the children Melvin and where he lives.</p> <p>Read Melvin's account about his trading of the bananas he grows and what he earns (resource 26). How have things changed for Melvin and his family when it comes to selling his bananas?</p> <p>'Divide the bar' activity to show who earns how much from the sale of the bananas – Connected Geography '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</p>	<p>10-12</p>
----------	---	---	--------------

		<p>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>Discuss with the children the fairness of the distribution of money earned from this process.</p>	
5	<p>Why is fair-trade fair?</p> <p>L.O. Tbat explain what fair trade is.</p> <p>L.O. Tbat compare and contrast the situation of Fair-trade certified farmers with that of non Fair-trade producers.</p>	<p>Provide the children with a selection of fair-trade food products from the supermarket.</p> <p>Discuss the children’s current understanding of what fair trade is. https://cafod.org.uk/Education/Education-resources/Fairtrade-school-resources</p> <p>https://www.oxfam.org.uk/education/classroom-resources/go-bananas-help-learners-aged-7-11-discover-where-their-food-comes/</p> <p>Fairtrade</p> <p>Use online resources to establish the concept of fair-trade and the journey of a fair-trade product e.g. bananas.</p> <p>Children can make a note of the process that happens so that imported goods arrive with them.</p> <p>What differences are there between the fair-trade examples and Melvin from the previous lesson? https://video.link/w/7j0Wc</p> <p>This link goes to a video where Nick Hewer meets a fair-trade banana farmer in St Lucia called Retina. What benefits does</p>	13-15

		<p>Retina have as a fair-trade producer compared to Melvin who isn't?</p> <p>Children can create a poster comparing Melvin and Retina's experiences.</p> <p>Explain the process from farm to consumer.</p>	
6	<p>Should we buy more fair-trade products?</p> <p>L.O Tbat understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.</p>	<p>https://cafod.org.uk/Education/Education-resources/Fairtrade-school-resources</p> <p>Use the link to learn about fair trade cotton.</p> <p>Complete a flow diagram to show the journey from plant to t-shirt / jeans / item of clothing.</p> <p>https://oxfamilibrary.openrepository.com/handle/10546/620664</p> <p>Divide the class into 5 groups to represent each of the 5 people in a whole class debate for and against fair trade.</p> <p>Would they buy clothes made in poor countries? Write a balanced argument or persuasive argument as to whether we should or shouldn't buy more fair-trade products including clothes.</p>	<p>Review all questions or a selection from across the unit of work.</p>