



# FENISCOWLES PRIMARY SCHOOL

*Striving for Excellence*

## Fair Trade

### Medium Term Plan - Spring Term

Enquiry: <i>Why is Fairtrade fair?</i>																						
What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																				
<div><ul style="list-style-type: none"><li>What trade involves</li><li>How domestic trade is different from international trade</li><li>What exporting and importing goods means</li><li>What the Silk Road is</li><li>Why the Silk Road was once the most important trading route in the world</li><li>Why countries trade with each other today</li><li>What a container ship is and why Southampton is a very important container port in the UK</li><li>The main commodities that the UK imports from China and the most important goods it exports in return</li><li>Why the terms of international trade are sometimes not always fair to producers in poorer countries</li><li>Why St Lucia is an important banana producer</li><li>What being a certified Fairtrade producer of commodities such as bananas means</li><li>How being part of a Fairtrade co-operative can benefit producers in poorer countries</li><li>Why there might also sometimes be disadvantages for producers of being part of Fairtrade co-operatives</li><li>The range of Fairtrade products currently available in the UK</li></ul></div> <div>National Curriculum Coverage</div> <div>Locational knowledge<ul style="list-style-type: none"><li>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</li></ul></div> <div>Human and physical geography<p>Describe and understand key aspects of:</p><ul style="list-style-type: none"><li>human geography, including economic activity and trade links</li></ul></div> <div>Geographical skills and fieldwork<ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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</li></ul></div>	<div>Statistical representation:<p>Drawing and interpreting: bar graphs, climate graphs and divided proportional bars</p></div> <div>Mapwork<p>Interpreting OS 1:50,000 <i>Landranger</i> maps using the key, eight points of the compass and four and six figure grid references</p></div> <div>Imagery<p>Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro</p></div> <div>Disciplinary subject skills the pupils will use to understand what they know</div> <table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table> <div>SEND<p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	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Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<div>Pupils making a good level of progress will:</div> <div><ul style="list-style-type: none"><li><b>Explain</b> what trade involves and why countries trade with each other</li><li><b>Explain</b> how domestic trade is different from international trade</li><li><b>Explain</b> what exporting and importing goods means</li><li><b>Explain</b> what the Silk Road is and why the Silk Road was once the most important trading route in the world</li><li><b>Describe and explain</b> what a container ship is and <b>reach a judgement</b> based on a range of evidence as to why Southampton makes a good container ship port</li><li><b>Identify and describe</b> the main commodities that the UK imports from China and the most important goods it exports in return</li><li><b>Reach a judgement</b> as to the type of commodities that China imports from the UK and <b>compare and contrast</b> these with its exports to the UK</li><li><b>Explain</b> why the terms of international trade are sometimes not always fair to producers in poorer countries</li><li><b>Understand</b> why St Lucia is an important banana producer</li><li><b>Evaluate and reach a conclusion</b> regarding how being a certified Fairtrade producer of commodities such as bananas can be a benefit to producers</li><li><b>Explain</b> what a co-operative is and <b>evaluate</b> the benefits and disadvantages of producers joining one</li><li><b>Describe and critique</b> the range of Fairtrade products currently available in the UK and <b>reach a judgement</b> as to why some commodities and products are fairly traded and others are not</li></ul></div> <div>Pupils working at greater depth will also:</div> <div><ul style="list-style-type: none"><li>Demonstrate a broader <b>understanding</b> of the concepts of sustainability and sustainable development and how ethical trading and purchasing can contribute to achieving them</li><li><b>Understand</b> how events such as farmers’ markets and buying food locally in the UK benefit producers of food and the environment</li></ul></div> <div>Prior Learning</div> <div>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</div> <div><ul style="list-style-type: none"><li>About the physical and human features of a locality in St Lucia including the growing of bananas, cocoa and coconuts</li><li>The differences between the climate in temperate, tropical and polar regions</li><li>About ports and container ships in the Isle of Dogs when studying rivers</li><li>What an estuary is</li><li>Why Baghdad was the first city to reach one million inhabitants</li><li>About the importance of trade when studying the Golden Age of Islam Baghdad AD 600 in History</li><li>The kind of things that people, organsitions and communities are doing to live more sustainably</li></ul></div>
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