

Year Group: 5	Term: Summer	Enquiry: Is trade fair?
NC Links		
<ul style="list-style-type: none"> • To locate Africa on a world map. • To locate Kenya and its neighbouring countries. • To understand key aspects of climate zones, biomes and vegetation belts. • To understand economic activity, including trade links and the distribution of natural resources. 		
Other Curriculum Links		
<p>Maths - data collection. PSHE - citizenship.</p>		
Links to Rights Respecting		
<p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>		
Links to North East Ambition		
<p>Introduce children to careers that link to the skills from this unit, such as Climate Change Analyst, Soil Conservationist.</p> <p>GATSBY BENCHMARK 4</p>		
Unit Overview		
<p>Children will build upon their knowledge of Kenya, considering its location in the world and the products are grown there. They will explore the natural resources in Kenya and develop an understanding about the importance of agriculture. They will develop an awareness of trade and how products make their way from Kenya to the UK and consider the range of roles involved in this process. They will draw some comparisons between imports and exports to and from Kenya and the UK. Children will find out about Fairtrade, what is it and consider their own opinions about the fairness and equality between different parts of the trade process.</p>		
Possible Visits/Visitors		
Essential Subject Skills to be covered		
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate Kenya. 		

- Identify the significance of Kenya's environmental regions.

Place knowledge

- Consider the diverse physical geography of Kenya (and how this links to agriculture)

Human and physical geography

- Describe and understand key aspects of Kenya's land use.
- Describe and understand key aspects of Kenyan and UK economic activity.
- Understand the range of roles in trade.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to describe features of Kenya.
- Use 6-figure grid references.
- Use symbols and keys on maps to identify features of Kenya.

Overall Learning Outcomes

This unit will allow children to use their geographical knowledge to consider how the physical geography of Kenya impacts the products that are exported from the country. They will understand that Kenya has limited fuel resources and therefore relied heavily upon agriculture for its trade and export culture. Children will look at the key parts of UK trade and compare these with Kenya. After learning about the main exports from Kenya, they will find out more about how products are moved from one country to another and the division of profit within this chain. This will lead children to consider the idea of fairness and equality and how Fairtrade supports this. Their learning of Fairtrade will also develop their awareness of the need for sustainable farming. As well as using their knowledge of human and physical geography within this unit, children will also be encouraged to consider their own views and opinions about fairness and equality and develop their ability to debate these.

Learning Intentions (for use in self assessment at end of topic)

- To locate Kenya and its neighbouring countries.
- To describe Kenya's location in the world and how this impacts the climate.
- To identify and compare the main exports from Kenya and the UK.
- To understand the key aspects of the trade chain.
- To understand the role of Fairtrade and how it supports farmers.

Year Group: Year 5	Term: Autumn	Enquiry: Is trade fair?
Possible Activities		
<p>https://www.twinkl.co.uk/resource/tp2-g-154-planit-geography-year-6-trade-and-economics-lesson-1-what-do-we-trade-lesson-pack - unit of work from Twinkl with some useful resources to consider the idea of trade.</p> <p>Look at a collection of food products - ask children to consider where they came from. Spend time exploring the origins of the food and ask them how they got here.</p> <p>Grid reference activity to locate products grown in Kenya - use 6-fig grid references to locate and use map to consider where they are located within the country and why.</p> <p>Consider products from Kenya and why we needed to have them sent from somewhere so far away.</p> <p>Consider the differences between products exports by Kenya and the UK.</p> <p>https://www.rgs.org/schools/teaching-resources/global-trade/ - lots of resources to support teaching of global trade, including Fairtrade and UK imports/exports.</p> <p>BANANA CHAIN GAME - consider the roles within the export and import of a product and profits made by different parties.</p> <p>Find out more about Fairtrade:</p> <p>https://schools.fairtrade.org.uk/teaching-resources/samuel/ 360° tour of coffee farm in Kenya - related activities</p> <p>https://vimeo.com/251291385 - Samuel's Fairtrade coffee farmer video</p> <p>https://vimeo.com/155704778 - my next Fairtrade adventure - video about sustainable farming and fairtrade in Kenya.</p> <p>https://vimeo.com/177997668 - M&S Fairtrade</p> <p>Prepare a presentation to tell other children/parents about importance of buying Fairtrade.</p> <p>Have a Fairtrade tea party.</p>		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Observations of children's geographical language during mapwork, fieldwork and discussions. • Photographs of children carrying out fieldwork. • Observations of fieldwork - photos and relevant comments from children. • Exercise books - examples of data collection, children's own maps etc. • Observations of children's ideas on debates. 		

Year Group: Year 5	Term: Summer	Enquiry: Is trade fair?	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children and work in their <i>Geography</i> book.			
	5.1	5.2	5.3
Locational knowledge	Identify features of some environmental regions in Kenya and some types of agriculture.	Identify and describe features of environmental regions within Kenya and how they impact agriculture.	Confidently identify environmental regions of Kenya and describe how they impact agriculture.
Place knowledge (human and physical geography)	Understand some aspects of trade and the difference between exports and imports. With support, identify some roles within the trade chain. Understand the basic role of Fairtrade.	Understand key aspects of trade between countries and describe the difference between exports and imports. Understand some of the roles within the trade chain. Understand the role of Fairtrade.	Understand key aspects of trade between countries and confidently describe the difference between exports and imports. Understand and describe some of the roles within the trade chain. Understand and describe the role of Fairtrade.
Geographical skills and fieldwork	Use 6-figure grid references to locate specific features on a map. With support, share some of their own ideas and opinions about fair trade.	Use 6-figure grid references to locate specific features on a map. Present their own ideas and opinions about fair trade.	Confidently use 6-figure grid references to locate specific features on a map. Confidently present and explain their own ideas and opinions about fair trade.

