

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: Ms Manda	TA: Aslom & Mrs Luker	CLASS: 6	TOPIC:	TERM: Spring	Expected length of topic: Spring
Core value: Joy and Love Empathy			Geography: Trading and Economics		

<p>KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW <i>In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</i></p>			<p>RESOURCES There are many websites offering ideas and resources regarding fair trade: 'Fair Trade (Explore!)' by Jill Powell explains the history of fair trade and explores some of the products available. 'Juliana's Bananas: Where Do Your Bananas Come From? (Is That Fair)' by Ruth Walton combines narrative and information texts to tell the process of shipping bananas to the UK. The following videos from the BBC also support this unit: Where does our food come from? Kenyan exports The impact of coffee farming in Mexico</p> <p>USEFUL WEBSITES</p>	
Inputs – engaging and exciting the children			How could you use P4C in this topic? What other speaking & listening opportunities are there?	How will you address the core value that you have identified? Empathy
<p>What opportunities are there for <i>active learning</i>? (e.g. which of the 25 ways of teaching without Talking will you use?) Class debate Hotseating</p>	<p>What will you do on your immersion days/theme weeks? Class display Challenges</p>	<p>What will your role play area look like? Relevant books displayed in the reading corner.</p>		
<p>Where will you go? (trips/visits/visitors)</p>	<p>What lessons will you teach? <i>Who Do We Trade With?</i> To 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 in the context of UK imports and exports. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links.</p>	<p>What writing opportunities are there? <i>What Do We Trade?</i> 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 in the context of UK imports and exports.</p>	<p>Outcomes – making the work meaningful and purposeful What are the display /project/home learning opportunities? explain what trading is; • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods</p>	<p>Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (link to theme week)</p> <p>Fair Trade Poster: Having learnt about fair trade products, the children design an advertisement poster for a fair trade product of their choice. A Global Meal: The children choose a variety of food items from home to create a meal, then find out the origins of each item and mark them on a world map.</p>

	<p><i>Trading with El Salvador</i> To 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 in the context of exports from El Salvador.</p> <p><i>Fair Trade</i> 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 in the context of fair trade.</p>		<p>from;</p> <ul style="list-style-type: none"> • use an atlas to find countries; • locate El Salvador on a world map; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times. 	
<p>What will you make?</p>	<p>What opportunities are there for using technology in your teaching? Research using computers on the following topics: Traid Craft Schools Oxfam FAIRTRADE Schools</p>	<p>What legacy will this learning leave?</p> <p><i>The Global Economy</i> 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 in the context of the global supply chain.</p> <p><i>How Has Trading Changed?</i> 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 in the context of changing trade links.</p>		