


## Spring Term Overview YEAR 5/6 – Geography

### Spring Term Book(s) – Goodnight Mr Tom

Topic(s) -		Guide Time = 1 term
<b>Assessment:</b>	Quick quizzes AfL – re-cap terminology VIP quick quizzes	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• That deforestation is the removal of forests and sections of trees.</li> <li>• That deforestation can have a detrimental impact on the environment, local people, wildlife habitats and trade.</li> <li>• That a trade is an agreement between two countries to buy and sell goods.</li> <li>• Identify popular trade agreements and routes from the UK and list the goods imported and exported.</li> <li>• That natural resources are things such as palm oil and that this can be found in the rainforest and that removal of the forests threatens this trade.</li> <li>• That fair trade is an arrangement to help producers in developing countries achieve a ‘fair’ price for the items that they source to help them to improve their social and environmental situations.</li> <li>• That global supply chain is when one country supplies many other countries with a specific product.</li> <li>• That sustainability is a way of maintaining the supply of goods and that destroying of rainforests threatens the trade of products such as palm oil.</li> </ul> <p><b>Import</b> - bring (goods or services) into a country from abroad for sale.</p> <p><b>Export</b> - send (goods or services) to another country for sale.</p> <p><b>Trade</b> - the action of buying and selling goods and services.</p>
<b>Links to prior learning (sequencing)</b>	<p>When the Year 5 children were in Year 4, they used maps and atlases, and they will have already been introduced to the concept of Fair Trade, looking how it supports the distribution of natural resources.</p> <p>When the Year 6 children were in Year 5, they looked at various countries throughout the world, using a range of geographical resources and so should be familiar with the position of many of the countries for this unit. They will also have been introduced to the concept of economic activity and trade links and so will be able to build upon this knowledge in more depth.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p>History – rationing came into force when goods couldn't be imported in the same manner.</p> <p>English – children will produce a range of text types, including an information text, a persuasive letter and a balanced argument.</p> <p>PSHE – Children learn that their decisions impact on themselves and other people which links to big issues being explored in Geography lessons this term (such as deforestation). Also, they learn how to resolve conflicts, which links to possible issues regarding political issues.</p>	
<b>Links to future learning</b>	<p>History – students will be exploring prehistoric Britain – which will link to renewable resources.</p> <p>Geography – will be exploring map references, and identifying import/export on the map in lesson 1 will help them with this.</p>	

	<p>In Year 6, current Year 5 students will revisit trade links and economic activity. They will then evaluate the reasons for distribution of natural resources.</p> <p>In KS3, children will study the causes, consequences and effects of deforestation to a deeper level of understanding. They will also revisit palm oil production and sustainable development in relation to Malaysia.</p>	<p><b>Globalisation</b> - Globalization is the way that local or national ways of doing things become global, that is, done together around the world</p> <p><b>Supply chain</b> - A supply chain is a network between a company and its suppliers to produce and distribute a specific product to the final buyer</p> <p><b>Global network</b> – bringing people together from around the world through communication, transportation and trade.</p> <p><b>Deforestation</b> – cutting down and clearing large areas of trees.</p> <p><b>Species</b> – a group of the same living things. For example, humans are a species; Bengal tigers are a species of tiger.</p> <p><b>Biodiversity</b> – the variety of plant and animal life in a place.</p> <p><b>Protected area</b> – a designated area where no development or destruction is allowed.</p> <p><b>Fair trade</b> - Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.</p> <p><b>Distribution</b> - the action or process of supplying goods to retailers.</p> <p><b>Global</b> - relating to the whole world; worldwide.</p> <p><b>Sustainability</b> - Sustainability is ensuring that the planet and all of its resources can continue to provide a home for the humans, animals and plants that live here.</p> <p><b>Pollution</b> - the presence in or introduction into the environment of a substance which has harmful or poisonous effects.</p> <p><b>Renewable</b> - A resource that is renewable comes from a source that can continue to replenish itself.</p> <p><b>Non-Renewable</b> - are things that are not able to replenish themselves; there is a set amount of the resource available and once it is used, there is none left on Earth.</p> <p><b>Solar energy</b> - is light, heat, and other forms of energy given off by the Sun.</p> <p><b>Hydropower</b> - power that is generated from moving water such as rivers.</p> <p><b>Bioenergy</b> - is a renewable form of energy that turns biomass into a source of heat, electricity, or liquid fuel to run vehicles.</p>
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>British Values:        Mutual respect – students will explore caring for the environment, for others and future generations.        Democracy – students will create a debate which allows them to let their voices be heard on prevalent issues such as, globalisation.        Individual liberty – students will explore the protection of their rights and the right of others they work with. This will be particularly apart in the Fair Trade lesson.</p> <p><b>Thematic Questions:</b>  <u>The World Around Us:</u>        What can we do to help sustain our world and stop the threat of pollution?        Does globalisation bring the world together or drive it further apart?  <u>World Beyond Us:</u>        If humans are to live on the moon or another planet, what sustainable practices should they take with them?        What does this image mean?</p>  <p><u>Culture:</u>        When we put our clocks forward in the Spring and back in the Autumn do other countries in other time zones do the same?  <u>Modern Britain:</u>        How will 'Brexit' impact on modern Britain and its importation and exportation?        How can we make modern Britain more sustainable in the future?  <u>Technology in Action:</u>        How can we use technology to help us preserve the environment?        Why is sustainable technology so important?  <u>Healthy Body and Healthy Mind:</u></p>	<p><b>Fat Questions:</b></p> <ol style="list-style-type: none"> <li>How will we sustainably feed everyone in the coming decade and beyond?</li> </ol>

What alternative food options are available to us if we want to avoid palm oil?

2. How is the movement of people, goods, and ideas changing the world?
3. What can your breakfast tell you about the world?

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>An import is something that is brought in from abroad for sale.</p> <p>An export is a product or service sold abroad.</p>	LO: To identify key countries which export breakfast items to the UK	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.	<p><b>import</b> bring (goods or services) into a country from abroad for sale.</p> <p><b>export</b> send (goods or services) to another country for sale.</p> <p><b>trade</b> the action of buying and selling goods and services.</p>	<p><b>GD:</b> Greater depth children may be able to complete this task without the use of an atlas – or with reduced usage – due to already knowing where the countries are.</p> <p>Greater depth children may already be able to tell you where certain items are imported from and could add this to their maps as well.</p> <p><b>SEND:</b> Sentences provided which are a simplified version of the given information. Children could use this to label their map, or they could</p>	<p>Everything is grown and made in the UK</p> <p>Nothing is produced in the UK</p> <p>Smaller countries don't export goods to larger ones.</p>	<p>Slides and resources are on the system.</p> <p>Children to discuss what they eat for breakfast and to identify common breakfast foods and drinks. This will be a theme that weaves through all of the lessons in this unit.</p> <p>Children will be briefly introduced to the concept of import and export. They will try to decide what goods are imported and exported to and from the UK.</p> <p>Links will be made to rationing – the bombing of the supply ships reduced the ability to import goods and so these became short in supply.</p> <p>Children will be asked to think about where their breakfast items derive from.</p> <p><b>Year 5:</b> Children will read provided information and use this to find the relevant countries in an atlas (simple world map provided to print instead if no atlases available).</p> <p>Children will then find the country on their own version of a blank map and colour/label.</p>

				stick the sentences in as the labels.		<p><b>Deepen the moment:</b> Do you think that the UK should be focusing on using products which have been made in the UK rather than using importation? Explain your reasoning.</p> <p><b>Year 6:</b> Children will read provided information and use this to find the relevant countries in an atlas (simple world map provided to print instead if no atlases available).</p> <p>Children will then find the country on their own version of a blank map and colour/label.</p> <p>They will add additional pertinent information about the import/export trade deals etc. They need to include at least one extra fact about each item that they label.</p> <p><b>Deepen the moment:</b> How was exportation and importation useful during WW2?</p>
<p>Week 2</p> <p>Globalisation means that the world is becoming interconnected by trade and culture exchange. Globalisation has increased the production of goods and services. The</p>	<p>LO: To explore the positive and negative impact on Globalisation.</p>	<p>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.</p>	<p><b>Globalisation</b> - Globalisation is the way that local or national ways of doing things become global, that is, done together around the world</p> <p><b>Import</b> - bring (goods or services) into a country from abroad for sale.</p>	<p>Y5 – GD: Children should also provide a reasoned explanation of why they chose positive or negative. They could also present their work differently – rather than a table, they could write sentence e.g. I think .... would have a positive impact because...</p>	<p>Children may not realise that everyday brands they see are actually recognisable around the world.</p> <p>Children may not know that many of the brands they are familiar with originated in other countries.</p>	<p>Slides and resources are on the system.</p> <p>Children discuss where they think their jeans from. This is where the introduction to a global community begins as you discuss where each separate material comes from before reaching the UK.</p> <p>Children should then re-cap key terminology from Lesson 1: trade, import and export and discuss what they think globalisation and supply chain means.</p> <p>Children should then be introduced to global supply chain and what that means.</p> <p>Children should then watch the video which explains what globalisation is. It would be good</p>

<p>biggest companies are no longer national firms but multinational corporations with subsidiaries in many countries. It has been taking place for hundreds of years, but has sped up enormously over the last half-century.</p>			<p><b>Export</b> - send (goods or services) to another country for sale.  <b>Trade</b> - the action of buying and selling goods and services.  <b>Supply chain</b> - A supply chain is a network between a company and its suppliers to produce and distribute a specific product to the final buyer  <b>Global network</b> – bringing people together from around the world through communication, transportation and trade.</p>	<p>SEND: Instead of writing them out into their books, children could colour code the positives and negatives on their sheet.          Red for negative and blue for positive.</p> <p>Y6 – GD: Children will produce a more sophisticated evaluation. They will be able to evaluate the statements without the supporting resources available in the folder.</p> <p>SEND: Children can sort the statements into positive and negative impact. Children can write simplified sentences about the impact of globalisation.</p>		<p>opportunity to ask children if they can think of any examples of globalisation before discussing McDonalds on the next slide. Children should then complete the following tasks:</p> <p><b>Year 5:</b>          Create a table in your books. Read through the statements and decide whether they show that globalisation has a positive impact or a negative impact.  <b>Deepen the Moment:</b>          Write a paragraph explaining how you are connected with everyone around the world.</p> <p><b>Year 6:</b>          Evaluate the impact of globalisation. Read through the statements use those to help build your response. Word banks and supporting resources are available.  <b>Deepen the Moment:</b>          Do the benefits of globalisation outweigh the drawbacks?</p>
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<p>Week 3</p> <p>Deforestation is the clearing, or cutting down, of forests. The word is normally used to describe the actions of humans in removing forests from the planet, rather than destruction caused by such natural events as hurricanes.</p>	<p>LO: To understand the effects deforestation can have upon the world.</p>	<p>To debate, describe and report on the advantages and disadvantages of geographical issues.</p> <p>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.</p>	<p><b>Deforestation</b> – cutting down and clearing large areas of trees.</p> <p><b>Species</b> – a group of the same living things. For example, humans are a species; Bengal tigers are a species of tiger.</p> <p><b>Biodiversity</b> – the variety of plant and animal life in a place.</p> <p><b>Protected area</b> – a designated area where no development or destruction is allowed.</p>	<p>Y5 – GD: Children should independently present their work in their book rather than using the template.</p> <p>SEND: Children should colour statements based on whether they are for or against deforestation.</p> <p>Y6 – GD: Writing outcome so GD will be based on end of KS2 GDS writing expectations.</p> <p>SEND: Children should use the statements provided in order to write their letter.</p>	<p>That there are no benefits to deforestation.</p> <p>Only animals are affected by deforestation because they lose their homes.</p>	<p>Slides and resources are on the system.</p> <p><b>Reading for Productivity: Palm Oil.</b> This information should then be used within their lesson.</p> <p>Children begin by looking at images of deforestation and trying to explain what has happened to lead to the image. Children then discuss in pairs what they think deforestation is then share their answers with the class.</p> <p>Then, explain what deforestation is why it is happening in the world. This leads into the information about rainforests, where a lot of the deforestation occurs.</p> <p>Using the information from the lesson, the children should then complete the following tasks:</p> <p><b>Year 5:</b> The students will explore the debate topic: I think that deforestation should be made illegal. They will produce for and against arguments using information sheets provided.</p> <p><b>Deepen the moment:</b> What advice would you give someone who is wanting to buy alternate resources in the bid to stop deforestation?</p> <p><b>Year 6:</b> The students will use the information provided to write a letter persuading the Brazilian government to put a stop to deforestation.</p> <p><b>Deepen the moment</b> What reasons might the government have for not putting an end to deforestation? Explain.</p>
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<p>Week 4</p> <p>Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source to help them to improve their social and environmental situations.</p>	<p>LO: To understand how Fairtrade works, and its impact upon people around the world.</p>	<p>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.</p>	<p><b>Fair trade</b> Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.</p> <p><b>distribution</b> the action or process of supplying goods to retailers.</p> <p><b>global</b> relating to the whole world; worldwide.</p>	<p>GD: There is a separate task for Y5 GD children. Instead of recapping the process of chocolate making, can they read the statements about coffee production, put them in order and complete their double page spread about this. They must show how they have considered the impact of Fairtrade at each of the stages too – what could be unfair/ what needs to be in place?</p> <p>For Y6 GD children, they could do their piece of writing about the above coffee bean task. However, this is an opportunity for cross-curricular writing so the expectation will be that it is differentiated by outcome – end of Y6 GDS writing</p>	<p>Only one person per product is impacted by Fairtrade, rather than it being an ongoing process at each stage of manufacture/growth etc</p> <p>Chocolate comes from a place other than a cocoa bean.</p> <p>Not many people are involved in the manufacture and distribution of chocolate.</p>	<p>Slides and resources are on the system.</p> <p>Children will begin by attempting to fill in the missing words in the VIP.</p> <p>Children will discuss their thoughts on how their breakfast has an impact on other people. They will try to think about who is involved in the supply chain and they will link the VIP to this. They will see slides to remind them that there is a 'Growing and Making' process, a 'Shipping' process, and finally, 'Selling'.</p> <p>They will be introduced to fair trade / Fairtrade both as a concept and as an organisation. They will examine the products that are available as Fairtrade-supported items and they will look at the logo to see how to recognise Fairtrade.</p> <p>Then, they will apply what they know about the supply chain to an explicit product – chocolate. They will find out information from each part of the bean to bar process and also look at how Fairtrade has had an impact at various stages.</p> <p>You may want to ask the children to make notes as they go along and also print off the supporting resources for the tasks.</p> <p><b>Year 5:</b> Use a double page spread to illustrate the journey chocolate takes from bean to bar. They must also include the impact of Fairtrade where relevant. You may want them to present this in a cycle as illustrated on the slides, or they could draw boxes around and decorate once they have written the information. There is also a template available for those who need it.</p>
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				<p>features will need to be exemplified.</p> <p>SEN: There is a template for the children to complete – called SEN Fairtrade Tracking Chocolate Sheet. This mimics what they have already seen on screen. You may want to allow them to complete the sheet as the lesson progresses.</p> <p>Additionally, there is an information sheet to accompany the lesson which will help children with working memory limitations. (Not suitable for children with reading difficulties.)</p>		<p><b>Deepen the moment</b>          What arguments would you use to convince more people to use Fair Trade?</p> <p><b>Year 6:</b> Write an information text based on the process of making chocolate from bean to bar, including details on how Fairtrade has had an impact.</p> <p>Each paragraph should be based on a different part of the process and be as detailed as possible. Children could still present this across a double page spread if desired.</p> <p><b>Deepen the moment</b>          To what extent is our world driven by trade?</p>
<p>Week 5</p> <p>Sustainability is ensuring that the planet and all of its resources can continue to provide a home for the humans, animals and</p>	<p>To explore the concept of sustainability and its impact.</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>	<p>Sustainability          Resources          Thrive          Pollution          Renewable          Non-Renewable          Solar          Hydropower          Bioenergy</p>	<p>Y5 – GD:          Extra section on the planning sheet which allows students to explore the possible future of the planet.</p> <p>SEND: A planning sheet which has</p>	<p>All non-renewable resources are man-made.</p> <p>Meat is a non-renewable resource.</p>	<p>Slides and resources are on the system.</p> <p>Children will re-cap on terminology they have learned in the unit so far, focusing on those which will link with sustainability. In pairs, students will discuss what they think sustainability is and why they think it is important to be sustainable in the world. Class discussions should lead towards issues in the world right now, such as loss of homes for</p>



<p>plants that live here.</p>		<p>natural resources including energy, food, minerals and water.</p>		<p>sentence starters on them, meaning that they fill in the gaps of information.</p> <p>Y6 – GD: GD children should aim to use subjunctive form and choose which rhetoric style to use within their speech.</p> <p>SEND: Children can use the same planning sheet as the Y5 SEND in order to write their speech.</p>	<p>animals, etc. and how this will impact on future generations.</p> <p>Children will then explore both renewable and non-renewable resources and give examples. Discussions could include alternatives we could use for non-renewable resources e.g. the future car ban 2030 (no petrol or diesel cars will be sold after 2030).</p> <p>Children will then watch a video which explore the different types of renewable resources that we could use. The video gives both advantages and disadvantages of each resource. You may want to pause the video and discuss with the children whether they have seen any of these resources locally, etc. Children should then discuss the different ways that we could be sustainable, especially focusing on recycling.</p> <p>Using all their notes that they have created during the lesson, children should complete the following tasks:</p> <p><b>Year 5:</b> Create a brochure which explores the idea of sustainability within the world. You must cover:</p> <ul style="list-style-type: none"> <li>- What it is.</li> <li>- Why we should do it.</li> <li>- How we can achieve it.</li> </ul> <p><b>Year 6:</b> Using the information gathered during the lesson, create a speech which aims to persuade people to be more sustainable. You must cover:</p> <ul style="list-style-type: none"> <li>- What it is.</li> <li>- Why we should do it.</li> <li>- How we can achieve it.</li> </ul> <p><b>Deepen the moment</b></p>
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						How will we sustainably feed everyone in the world in the coming decade and beyond?
<p>Context (big picture learning): 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.</p>						

Link to resources (T:\Primaries\Departments\KS2\Year 5 & 6 Curriculum Planning\Cycle B\Spring - Goodnight Mr Tom\Geography)

Folder name ('Goodnight Mr Tom - Geography')

Week 1 – Import and export

Week 2 - Globalisation

Week 3 – Palm oil/Deforestation

Week 4 – Fair trade

Week 5 – Sustainability

# Knowledge Organiser

## VIPs

Deforestation can have a detrimental impact on the environment, local people, wildlife habitats and trade.

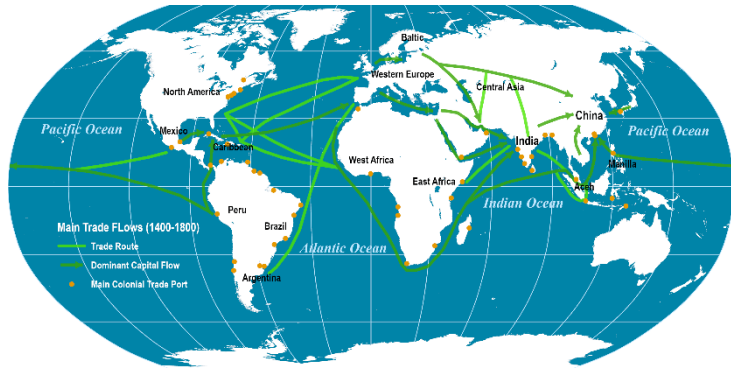
A trade is an agreement between two countries to buy and sell goods.

Natural resources are things such as palm oil. This can be found in the rainforest and that removal of the forests threatens this trade.

Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source to help them to improve their social and environmental situations.

Global supply chain is when one country supplies many other countries with a specific product.

Sustainability is a way of maintaining the supply of goods and that destroying of rainforests threatens the trade of products such as palm oil.



## Fat Questions

What can my breakfast tell me about the world?

How is the movement of people, goods and ideas changing the world?

## Intent

In this unit, you will learn all about how our country trades with others. You will also examine how various things have an impact upon the environment and the lives of people around the globe, and what steps we can take to help to look after our world.

## Vocabulary

**Import** - bring (goods or services) into a country from abroad for sale.

**Export** - send (goods or services) to another country for sale.

**Trade** - the action of buying and selling goods and services.

**Distribution** - the action or process of supplying goods to retailers.

**Globalisation** - Globalization is the way that local or national ways of doing things become global, that is, done together around the world

**Supply chain** - A supply chain is a network between a company and its suppliers to produce and distribute a specific product to the final buyer

**Deforestation** – cutting down and clearing large areas of trees.

**Fair trade** - Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

**Global** - relating to the whole world; worldwide.

**Sustainability** - Sustainability is ensuring that the planet and all of its resources can continue to provide a home for the humans, animals and plants that live here.

