Subject: Geography – Year 5, Unit 1, Central America & Global Trade

Enquiry Questions:

How did trade become global?

Where does my food come from?

NC/POS:

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.
- 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 (what pupils already know and can do):

- Children can name and locate the worlds continents and oceans.
- They can name and locate the countries in North America and describe the human and physical geography of these locations.
- Children can describe the climate zones and biomes in North America.

End Points (what pupils MUST know and remember):

- Know where Central America is located in the world.
- Know that Central America consist of seven countries Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.
- Know that Central America is a tropical forest biome.
- Know the main exports for trading in Central America are coffee and bananas, cotton and sugar.
- Know that global trade is the buying and selling of goods internationally.
- Know how improved transportation, transport links and technology helped trade become global.
- Know how the Panama Canal supports global trade.
- Know where our food comes from and how location, natural resources and climate determine what types of food a country can export.
- Know the three stages of the global supply chain: primary, secondary and tertiary.
- Know that the different stages of the global supply chain can happen in different countries.
- Know the main exports for trading in the UK are cars, petrol, gas and gold.
- Know that fair trade is designed to help disadvantaged workers and farmers.
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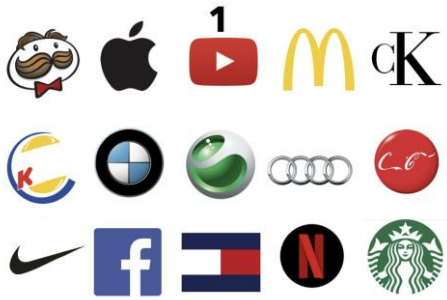
- Know that due to its place near to the Equator that Central America is a tropical forest biome.
- Know that Central America is a region of North America NOT a continent.
- Know that Panama was chosen for the location of a canal because it is the thinnest country.

Key Vocabulary: Equator, longitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, climate, biome, tropical forest, temperate biome, global trade, local, national, international, transportation, technology, economies, river, canal, trade route, location, natural resource, import, export, food miles, carbon dioxide, global supply chain, primary, secondary, tertiary, developed, global citizenship, fair trade, poverty, manufacturers, consumers.

SESSION 1: Where in the World is Central America?	**End points covered in this session:**
Using a blank World map, start with a retrieval session: • Recap where the five imaginary lines of the World are. • Recap where North America is on the same map. • LINK TO VOLCANOES IN Y4: New learning: draw the 'ring of fire' and learn that the combination of rich volcanic soil and tropical weather here makes the areas good for growing crops. On the same World map from the above retrieval session, circle the location of Central America. • Learn that Central America is a region and covers a small area at the southern part of North America but it larger than the UK. • Which two imaginary lines does Central America lie between? The Tropic of Cancer and the Equator. • Which Hemisphere is it in? Northern • Prediction question: What do they predict that the climate is like? (Since it is close to the Equator it is a warmer climate.) Using Google Maps and a blank map of the area, name and locate the seven countries of Central America: *Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.*	Know where Central America is located in the world. Know that Central America consist of seven countries Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama. **Vocabulary: Equator, longitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn.**
SESSION 2: What is the climate like in Central America and how is it different to the UK? Recap: what is a biome? Areas of the planet with a similar climate and landscape, where similar animals and plants live. Children learn that Central America is a tropical forest biome. • Recap that there are different types of forest biomes and that they will be focusing on two: tropical and temperate. • Children research the locations of tropical forests in the world and temperate forests and fill in a blank World map. • Ask the children why we need to use a key to help others use our map. • What do they notice about the location of the tropical forests in comparison to the temperate forests? Tropical are near to the Equator. • What can we predict about a tropical forest's climate then? It will be warm. • Which forest biome is the UK? Temperate. Explain that the children will compare the largest forests of Central America and the UK. • Recap and locate the 7 countries of Central America on a blank map. They then locate Tikal (an ancient Mayan City in the Maya Forest, Guatemala).	**End points covered in this session:** Know that Central America is a tropical forest biome. **Vocabulary: climate, biome, tropical forest, temperate biome.**

• Recap the 4 countries that make up the UK on a blank map. They then locate Newton Stewart (a town in the Galloway Forest Park, Scotland). • Children then research average day/night temperature, number of rainy days and average rainfall in a year for Tikal and Newton Stewart. ○ Children answer questions about their data, e.g. Which forest biome has the hottest temperature? Altogether in the year, which forest biome has the most rainy days? Children discuss and explain which forest biome they would prefer to live in and why. CHESTER ZOO LINK: Look at the wildlife of the rainforest – focus on the Jaguar (link to History topic of the Mayans – Jaguar significance to the civilisation).	
SESSION 3: What is global trade? Recap the meaning of trade and why we need to trade. What do they believe that *global* trade is? • Learn that global trade is the buying and selling of goods internationally. • Learn that geographers believe trade can happen 3 ways: locally, nationally and globally. Children explain what this means. • Look at logos of global businesses to show how global trade has made companies internationally recognisable.  Show the children these two examples of global companies in different locations: 	**End points covered in this session:** Know that global trade is the buying and selling of goods internationally. Know how improved transportation, transport links and technology helped trade become global. **Vocabulary: global trade, local, national, international, transportation, technology, economies.**

Look at this map of how the McDonalds franchise expanded: https://www.stepmap.com/map/mcdonalds-franchises-over-time-kLaZ1AlpMX

- Children use the map to answer questions e.g. What year did McDonalds begin? Where in the World did McDonalds start?

After this exercise, discuss why companies like McDonalds didn't exist in the Stone Age: lack of resources and knowledge, poor communication, poor transportation and poor technology.

ENQUIRY QUESTION: How did trade become global?

Think back to the McDonalds exercise, discuss why in history people started trading only locally and ask the children why they believe that we were able to start trading nationally and then globally. Children learn and outline in-depth reasons behind global trade:

- Improved methods of transportation - larger boats, invention of planes/lorries
- Improved transport links - more road and railway links, canals, airports
- Improved technology - helps with international communication (e.g. mobile phones, laptops) AND has provided us with the ability to produce resources on a mass scale efficiently (e.g. rather than humans having to create/package items, machinery and robots are used to speed up the process and be able to keep up with the demand for global resources). *To understand the importance of speed and production explain that Amazon delivers approximately 1.6 million packages per day in the UK.*
- Better economies – customers have the money to purchase products from across the globe AND companies have the money to keep up with the global demands.

Consider what life would be like before global trade: would they have liked to live then? Why or why not?

SESSION 4: How does the Panama Canal support global trade?

Recap the difference between a river and a canal – which is a physical/human feature?

- Retrieve their knowledge from Year 3 on the River Mersey and Manchester Ship Canal: why was the Manchester Ship Canal built? To help with trade (easier for a boat to navigate the straight canal rather than the bends of the River Mersey and it cut down journey time).

Children learn that American and British leaders/businesspeople wanted to build a canal somewhere in Central America.

End points covered in this session:

Know how the Panama Canal supports global trade.

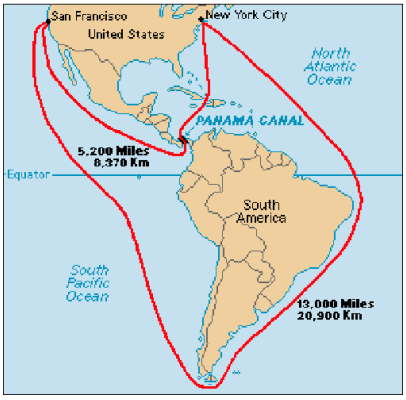
Vocabulary: river, canal, trade route.

- Ask the children (based on the discussion of the Manchester Ship Canal) to predict why they think that these people wanted to build a canal? To help with trade.
- Children plot the trade route from New York to San Fracisco:

  - Average journey 13,000 miles long and took a ship in the 1800s around six months to travel around South America.
  - Explain that the businesspeople wanted to dig out the land to create a canal to connect the Atlantic and Pacific Ocean, children draw an arrow to suggest where they would build a canal on this map and outline why. *(Hopefully most children will choose the thinnest bit of land: Panama)*

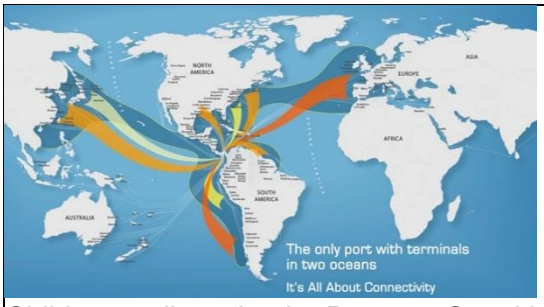
Tell the children that a canal was created in Panama.

- Why do they think that Panama was chosen to be the location of the canal? Because it was the thinnest country.
- Label the new trade route from New York to San Francisco.



  - New route is around 5200 miles and can be completed in about 18 days.
  - Other than shorter route, why else might this time be so much shorter? Improvement in technology/transport used (not sail boats anymore).

Using a World map (with the Americas in the centre), children research and plot the trade routes that the Panama Canal is used for and label the main countries that use the canal: *United States, China, Japan, Chile, South Korea and Mexico.*



Children outline why the Panama Canal is important and how it supports global trade.

SESSION 5: Where does our food come from?

Discuss where children get their food from: local shops/supermarkets.

- Ask the children if all our food is grown/produced in this country.
- Explain that we cannot grow/produce all food and must trade with other countries. Discuss how the location, climate and natural resources a country has can impact what they can grow/produce.
- Children learn the difference between imports and exports: imports involve bringing goods in from other countries, exports involve sending goods out to other countries.
- Link back to climate: what biome was Central America? Tropical Forest. What do they predict can be grown here? Explain that the main exports of Central are coffee and bananas, cotton and sugar.

ENQUIRY QUESTION: Where does our food come from?

Children research where different types of food come from and label a World map:

Bananas	Olives
Green Beans	Pineapple
Coffee Beans	Lamb
Tea	Tomatoes
Lemons	Rice
Sweet Potatoes	Coconuts

Children look at the implications of food miles by collecting and analysing data:

- Learn that 'food miles' refer to the number of miles it takes for the food to get from the place it was grown/produced to the place where it ends up e.g. your home/packed lunch.
- Watch the video about how many different places the different parts of a Big Mac could come from and how many miles they travel https://www.youtube.com/watch?v=c0mUV4zz9E4
- Discuss how cars/planes produce carbon dioxide when they are transporting food and how this has a negative impact on the environment.
- Children then use https://www.foodmiles.com/ to see how many miles different types of food travels and the carbon emissions that are released by this journey.

End points covered in this session:

Know where our food comes from and how location, natural resources and climate determine what types of food a country can export.

Know the main exports for trading in Central America are coffee and bananas, cotton and sugar.

Vocabulary: location, natural resource, climate, import, export, food miles, carbon dioxide.

Food	Country imported from	Miles to UK	Amount of carbon dioxide created by plane (in kg)
Bananas	Ecuador		
Green Beans	Kenya		
Coffee Beans	Brazil		
Tea	India		
Lemons	Spain		
Sweet Potatoes	USA		
Olives	Italy		
Pineapple	China		
Lamb	New Zealand		
Tomatoes	France		
Rice	Indonesia		
Coconuts	Philippines		

- They then create graphs using Microsoft Word to show which food produces the most carbon dioxide.
- At the end of the lesson, discuss how we can cut down food miles and carbon emissions by shopping at local farm shops, checking food labels for country tags and growing our own fruit/veg.
- Potential fieldwork opportunity at Tatton Park: 'Field to Fork' workshop.

Finally, look at the advantages and disadvantages of importing food. Give the children mixed up advantages and disadvantages and they sort them into the correct category:

- Advantages: enjoy seasonal fruit/veg year-round, jobs for workers, variety of flavours from around the world, opportunity to try food from different cultures, support farmers across the globe
- Disadvantages: carbon emissions, poor working conditions, little pay, chemicals to preserve food, plastic packaging, increased cost
- Children then decide whether they believe the positives outweigh the negatives.

SESSION 6: What is the global supply chain?

Use the RGS lesson 3 – The Global Supply Chain
https://www.rgs.org/schools/resources-for-schools/global-trade/the-global-supply-chain

- Children learn about the three stages of supply: primary, secondary and tertiary and outline what each mean.
- Then use the 'sorting card activity' resource: children sort the statements into whether the person is part of the primary, secondary or tertiary stage.

End points covered in this session:

Know the three stages of the global supply chain: primary, secondary and tertiary.

Vocabulary: global supply chain, primary, secondary, tertiary.

SESSION 7: What does the UK import and export?

Use the RGS Lesson 4 – What does the UK export and to where?
https://www.rgs.org/schools/resources-for-schools/global-trade/what-does-the-uk-export-and-to-where

- Children will look at the UK's top exports and the countries they export to.
- They learn that more developed countries (like the UK) export valuable goods compared to less developed countries.
- Children create a bar chart of the main exports of the UK.

Children research the main imports of the UK using the gov.uk website – The UK Trade in Numbers. They list the top 10 imports and the value of each.

End points covered in this session:

Know the main exports for trading in the UK are cars, petrol, gas and gold.

Vocabulary: exports, imports, developed.

SESSION 8: Is global trade fair? Introduced the idea of global citizenship: our actions impacting others in other locations around the world. Explain the benefits of fair global trade – those living in less developed countries can help themselves out of poverty through their work with fairtrade organisations. • Compare the prices of fair and non-fairtrade products and discover why it is that fairtrade products can cost a little more. • Explore where the additional cost goes (supporting communities of producers and manufacturers ensuring good working conditions and fair wages). • Explore the Fairtrade Foundation website to discover what products you can buy fairtrade and look at the website's interactive map to find the location of fairtrade producers. • Look at the many countries with Central America. • Debate why consumers should pay more for fairtrade goods.	**End points covered in this session:** Know that fair trade is designed to help disadvantaged workers and farmers. **Vocabulary: global citizenship, fair trade, poverty, manufacturers, consumers.**
Future learning this content supports: The content of this unit will support other units on global trade in different locations and also sustainability.	