

YEAR 5 UNIT 3 – JOURNEYS – TRADE:

Where does all our stuff come from?

Unit overview

In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.

Knowledge, skills and concepts

In this unit, the children will:

- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Background information

The UK imports goods from all over the world. The top five products imported by the UK are: petrol, cars, packaged medicaments, computers and vehicle parts. The top five import origins to the UK are Germany, China, Netherlands, USA and France.

Cross-curricular links

- **English:** compiling a leaflet explaining clothing production, with advice on ethical consumerism (Week 3); scripting a documentary discussing issues involved in buying locally produced versus imported products (Week 5); writing an adventure story on the journey of a product (Week 6).
- **Mathematics:** creating a frequency chart and bar graph showing countries of origin for products at home (Week 1); handling data to create tables, graphs and charts (Week 4); calculating food miles (Week 5).
- **Science:** learning about seasons, the life cycle of plants and seed dispersal (Week 2).
- **Art & Design:** drawing and annotating: school uniform (Week 1); fruits and their origins (Week 2).
- **History:** discussing exploration and trade, with a particular link to Tudor times (Week 2).

The Big Finish

The children will write a story, based on what they have learned about the journey of their 'stuff' during this unit of work. They will write an adventure story about the journey of their chosen product. They may choose to feature a product imported from abroad; an assembled product, where various elements are made in different locations; a locally made product or a recycled product.

Map work

During this unit, the children will work on a variety of mapping tasks, from mapping the locations where their clothes and lunch originate, to working with climate zone maps. They will also look at the journeys of various familiar foodstuffs, household products and recycled items.

Fieldwork

In Week 4, the children will go on a field visit to investigate the products available in the local area, and find out about which products are produced locally and which are imported. They will be posing their own enquiry questions and collecting the information to answer their questions.

Independent learning area

Create an area of the classroom to represent a market stall. Allow the children to make junk models of the products they would like to sell on the stall. Challenge the children to add an information caption giving some background information on the product: Where does it originate from? How far has it travelled? Is it a seasonal product? Does it have a 'Fair trade' logo?

Assessment

All children can:

- use an atlas to locate countries
- know the journey of how at least one product get to their home in detail
- pose their own enquiry questions
- explain what 'fair trade' means
- explain where in the world several different fruits originate
- name and locate several countries where their clothes and food originate.

Most children can:

- explain the views of different groups of people on a geographical issue
- understand that there are advantages and disadvantages to imported and locally produced products
- understand that there are various outcomes for items of clothing that are no longer wanted
- explain how cotton clothing is produced
- explain that each type of fruit grows in particular climatic conditions.

Some children can:

- understand there are many routes that products can take before arriving in our homes
- understand that our shopping choices have an effect on the lives of others.