

### Key Objective and Rationale:

Within this enquiry we will understand what trade is, how it operates between countries and why Fairtrade is considered beneficial for producers in poorer regions of the world. This builds on our key learning in KS1 and LKS2 where we learnt about economic activity, trade and how to read different types of maps.

### Important Things I Will Know:

- Trade involves the transfer of goods and services from one company to another, often in exchange for money.
- Domestic trade involves goods and services that are available within a country. International trade allows countries to export surplus goods and import scarce ones from other countries.
- Exports are goods that are sold in a foreign market, while imports are foreign goods that are purchased in a domestic market.
- The Silk Road, was a network of Eurasian trade routes active from the second century BCE until the mid-15th century. It was important for trading goods and sharing new inventions across Asia and Europe.
- Container ships carry most of the world's manufactured goods and products.
- Southampton is a very important container port in the UK receiving many goods from China.
- International trade is not always fair to producers in poorer countries, they may get less income than rich countries.
- A Fairtrade certified producer of goods is small-scale farmer groups which must be fair and transparent.
- Fairtrade is about better prices, decent working conditions for farmers and workers in the developing world.

### Maps I Will Refer to:

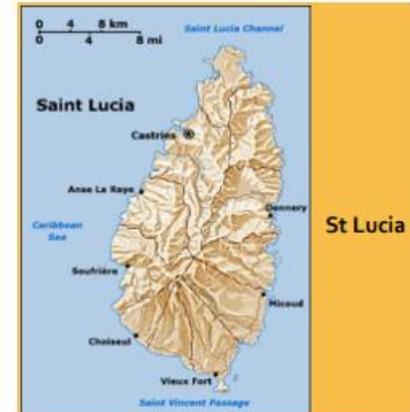
#### Important Places I will visit



China



Baghdad



St Lucia

#### Important OS map I will interpret



Southampton Docks

### Geographical Techniques I will Use to Support my Learning

|                                   |  |
|-----------------------------------|--|
| <b>Statistical representation</b> | <b>Drawing and interpreting: bar graphs, climate graphs, divided proportional bars.</b>              |
| <b>Mapwork</b>                    | <b>Interpreting Ordnance Survey maps, a key, a and four and six-figure grid references .</b>         |
| <b>Imagery</b>                    | <b>Terrestrial, aerial, satellite photographs (orientating map locations) and Google Earth Pro .</b> |

## Important Vocabulary I Will Learn and Use

|   |  |   |
|---|--|---|
| <b>Goods</b>                              | objects that are produced or manufactured and then bought by people                |  |
| <b>Services</b>                           | skills, amenities and experiences that people pay others for (not physical things) |  |
| <b>Consumer</b>                           | someone who buys goods and services to use   |  |
| <b>Producer</b>                           | someone who makes goods or provides services                                       |  |
| <b>Ethical</b>                            | considering the moral rights and wrongs of situations encountered in life          |  |
| <b>Co-operative</b>                       | a business which is owned and run by its members and who share the profits         |  |
| <b>Premium</b>                            | a price for a product higher than what would normally be paid                      |  |
| <b>Port</b>                               | a place along a coastline where ships load and unload their cargo                  |  |
| <b>Domestic &amp; International Trade</b> | Trading within a country (domestic) or trading between countries (International)   |  |
| <b>Export &amp; Import</b>                | Selling goods and services to another country, or from another country             |  |

### Geographical Thinking Skills I Will Use

|                            |   |
|----------------------------|---|
| <b>Explain</b>             | Demonstrate understanding and comprehension of ideas.                   |
| <b>Empathise</b>           | Understand and share the feelings of another.                           |
| <b>Informed conclusion</b> | Summing up of the main points and ideas that you believe to be correct. |
| <b>Reasoned judgement</b>  | A personal view of judgement supported by facts.                        |
| <b>Apply</b>               | The transfer of knowledge and/ or skills.                               |
| <b>Evaluate</b>            | Judge the importance of ideas.  |
| <b>Critique</b>            | Review and examine evidence.  |

### Geographical Concepts

| <u>Creation</u> | <u>Community</u>  | <u>Compassion</u> |
|-----------------|-------------------|-------------------|
|                 | Trade             | Sustainability    |
|                 | Transport         | Interdependence   |
|                 | Economic activity |                   |
|                 | Route             |                   |