

Advent 2			
Geography Yr6: Trading- Economic activity including trade links, and the distribution of natural resources including energy food minerals and water			
Scripture Link:			
National Curriculum Objective			
	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I know what trading means and some of the goods and services traded by the UK	I know some of the main countries that the UK trades with and can make some suggestions as to why this is.	I know the impact of Brexit on UK trading and begin to understand the economic implications of these.
Recall and Retrieval	<p>food associated with England- Fish and Chips, Roast Dinner, Afternoon Tea.</p> <p>food associated with Scotland- Haggis, Neep and Taties, Cranachan.</p> <p>food associated with Wales- Welsh Cakes, Kawl, Bara brith, Lava Bread.</p> <p>food associated with Ireland-Soda Bread, Irish Stew.</p>	<p>trading is the buying and selling of goods and services.</p> <p>goods are objects that people either grow or make e.g. food, clothes and computers.</p> <p>services are these that people do for example banking, communications, health, tourism.</p> <p>some of the main goods/services traded by/with the UK and that these can vary year on year depending on demand and cost.</p> <p>locate France and Egypt on a world map.</p> <p>name and locate some countries in the southern and northern hemisphere.</p>	<p>some of the main countries the UK export to are:</p> <ol style="list-style-type: none"> 1. United States - £168.3b 2. Germany - £55.9b 3. Netherlands - £55.2b 4. Ireland – £54.7b 5. France - £43.3b <p>some of the main countries the UK receives imports from are:</p> <ol style="list-style-type: none"> 1. United States - £110.8b 2. Germany - £82.3b 3. China - £73.4b 4. Netherlands - £64.2b 5. France - £51.2b <p>some suggestions as to why these are the main trade countries – location – transport costs, cost of good/service, tax, whether there is a need for good/service that UK can't provide, size of country?.... Maybe get children to locate countries on a map to promotes discussions.</p> <p>trade and investment core statistics book - GOV.UK (www.gov.uk)</p>
Sequence of substantive	I will know that trading is the buying and selling of goods and services.	<p>I will know some of the main countries the UK export to are:</p> <ol style="list-style-type: none"> 1. United States - £168.3b 2. Germany - £55.9b 	I will know that the UK was one of the countries that made up part of the European Union (EU) which followed agreed rules and laws.

knowledge throughout the lesson	<p>I will know that goods are objects that people either grow or make e.g. food, clothes and computers.</p> <p>I will know that services are these that people do for example banking, communications, health, tourism.</p> <p>I will know some of the main goods/services traded by/with the UK and that these can vary year on year depending on demand and cost.</p> <p>3.1 Top 10 UK goods exports in 2022</p> <table><tr><th>Rank</th><th>Commodity (SITC division)</th><th>Division</th><th>£ billion</th><th>% of total goods exports</th></tr><tr><td>1</td><td>Precious metals</td><td>97</td><td>32.2</td><td>7.6%</td></tr><tr><td>2</td><td>Cars</td><td>78M</td><td>29.0</td><td>6.9%</td></tr><tr><td>3</td><td>Crude oil</td><td>330</td><td>28.7</td><td>6.8%</td></tr><tr><td>4</td><td>Mechanical power generators (intermediate)</td><td>71MI</td><td>27.5</td><td>6.5%</td></tr><tr><td>5</td><td>Medicinal & pharmaceutical products</td><td>54</td><td>25.3</td><td>6.0%</td></tr></table> <p>3.2 Top 10 UK goods imports in 2022</p> <table><tr><th>Rank</th><th>Commodity (SITC division)</th><th>Division</th><th>£ billion</th><th>% of total goods imports</th></tr><tr><td>1</td><td>Gas</td><td>34</td><td>49.0</td><td>7.6%</td></tr><tr><td>2</td><td>Cars</td><td>78M</td><td>33.2</td><td>5.2%</td></tr><tr><td>3</td><td>Crude oil</td><td>330</td><td>32.3</td><td>5.0%</td></tr><tr><td>4</td><td>Medicinal & pharmaceutical products</td><td>54</td><td>30.7</td><td>4.8%</td></tr><tr><td>5</td><td>Refined oil</td><td>33R</td><td>30.2</td><td>4.7%</td></tr></table>	Rank	Commodity (SITC division)	Division	£ billion	% of total goods exports	1	Precious metals	97	32.2	7.6%	2	Cars	78M	29.0	6.9%	3	Crude oil	330	28.7	6.8%	4	Mechanical power generators (intermediate)	71MI	27.5	6.5%	5	Medicinal & pharmaceutical products	54	25.3	6.0%	Rank	Commodity (SITC division)	Division	£ billion	% of total goods imports	1	Gas	34	49.0	7.6%	2	Cars	78M	33.2	5.2%	3	Crude oil	330	32.3	5.0%	4	Medicinal & pharmaceutical products	54	30.7	4.8%	5	Refined oil	33R	30.2	4.7%	<p>3. Netherlands - £55.2b</p> <p>4. Ireland – £54.7b</p> <p>5. France - £43.3b</p> <p><small>2.1 Top 10 UK export markets for goods and services in 2022¹</small></p> <table><tr><th>Rank</th><th>Export market</th><th>£ billion</th><th>% of total</th></tr><tr><td>1</td><td>United States</td><td>168.3</td><td>20.6%</td></tr><tr><td>2</td><td>Germany</td><td>55.9</td><td>6.9%</td></tr><tr><td>3</td><td>Netherlands</td><td>55.2</td><td>6.8%</td></tr><tr><td>4</td><td>Ireland</td><td>54.7</td><td>6.7%</td></tr><tr><td>5</td><td>France</td><td>43.3</td><td>5.3%</td></tr></table> <p>I will know some of the main countries the UK receives imports from are:</p> <p>1. United States - £110.8b</p> <p>2. Germany - £82.3b</p> <p>3. China - £73.4b</p> <p>4. Netherlands - £64.2b</p> <p>5. France - £51.2b</p> <p><small>2.2 Top 10 UK import markets for goods and services in 2022¹</small></p> <table><tr><th>Rank</th><th>Import market</th><th>£ billion</th><th>% of total</th></tr><tr><td>1</td><td>United States</td><td>110.8</td><td>12.3%</td></tr><tr><td>2</td><td>Germany</td><td>82.3</td><td>9.1%</td></tr><tr><td>3</td><td>China</td><td>73.4</td><td>8.1%</td></tr><tr><td>4</td><td>Netherlands</td><td>64.2</td><td>7.1%</td></tr><tr><td>5</td><td>France</td><td>51.2</td><td>5.7%</td></tr></table> <p>I can give some suggestions as to why these are the main trade countries – location – transport costs, cost of good/service, tax, whether there is a need for good/service that UK can’t provide, size of country?.... <i>Maybe get children to locate countries on a map to promotes discussions.</i></p> <p><u>Trade and investment core statistics book - GOV.UK (www.gov.uk)</u></p>	Rank	Export market	£ billion	% of total	1	United States	168.3	20.6%	2	Germany	55.9	6.9%	3	Netherlands	55.2	6.8%	4	Ireland	54.7	6.7%	5	France	43.3	5.3%	Rank	Import market	£ billion	% of total	1	United States	110.8	12.3%	2	Germany	82.3	9.1%	3	China	73.4	8.1%	4	Netherlands	64.2	7.1%	5	France	51.2	5.7%	<p>I will know that on 23rd June 2016, the UK made the decision to leave the group of countries that made up the EU. This was known as Brexit.</p> <p><i>(Brexit is a word made up to describe the “British Exit“ from the European Union (EU).)</i></p> <p>I will know that new separate rules for the UK needed to be agreed when leaving the EU. One of these were in relation to trade.</p> <p>I will know that by leaving the EU it made it more difficult to trade with European countries due to taxes, rules as to what can be traded and border inspections on goods.</p> <p>I will know that, initially, this had a significant impact on UK trade and costs of goods and services for the UK people (impacting on cost of living, products available, businesses going bust). However this is now improving.</p>
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Key Skills/disciplinary knowledge	<p>Children should be taught to:</p> <p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>																																																																																																												

	Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.	Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Express their own views about the people, places and environments studied, giving reasons.	Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Express their own views about the people, places and environments studied, giving reasons.
Key Vocabulary	Trade, import, export, key, fair trade, Fairtrade, Globalisation, brand, multinational company, supply, British Empire.	Trade, import, export, key, Globalisation, brand, multinational company, supply, export, import, goods, services,	Brexit, economy, economic, impact, implication, rules, laws, changes, issues, European Union, borders, restrictions,
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.
British Values			
Wider links			

Advent 2

Geography Yr6: Trading- Economic activity including trade links, and the distribution of natural resources including energy food minerals and water

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I know some countries which trade energy and why.	I know the impact of a Global Crisis on trading.	I know what Fairtrade is and why this is beneficial.
Recall and Retrieval	<p>the UK was one of the countries that made up part of the European Union (EU) which followed agreed rules and laws.</p> <p>on 23rd June 2016, the UK made the decision to leave the group of countries that made up the EU. This was known as Brexit. <i>(Brexit is a word made up to describe the "British Exit" from the European Union (EU).)</i></p> <p>that new separate rules for the UK needed to be agreed when leaving the EU. One of these were in relation to trade.</p> <p>that by leaving the EU it made it more difficult to trade with European countries due to taxes, rules as to what can be traded and border inspections on goods.</p> <p>initially, this had a significant impact on UK trade and costs of goods and services for the UK people (impacting on cost of living, products available, businesses going bust). However this is now improving.</p>	<p>the UK primarily imports liquefied natural gas from Norway (77% of gas imports) – costing around £20b</p> <p>the UK primarily imports crude oil from Norway (49.9% of oil imports) – costing around £8.8b. I know that Russia was the primary UK supplier of refined oil, followed by the United Arab Emirates.</p> <p>these countries were the main suppliers due to natural sources available to them.</p>	<p>the Russian invasion of Ukraine had a significant impact on the cost of living in the UK e.g. rising cost petrol/fuel (impacting on the cost of goods in a supermarket, travel...), heating of homes....</p> <p>some reasons for this being:</p> <ul style="list-style-type: none"> - Russia increasing costs of fossil fuels - Russia interfering with gas supply chains - UK seeking other suppliers of fossil fuels, increasing demand and therefore cost. <p>this was as a result of Vladimir Putin trying to stop countries supporting Ukraine in the war that he had started.</p> <p>the UK are aiming to end all trade with Russia (trade of oil and coal) by sourcing from other countries and investing in renewable energies such as wind, water and solar energy.</p>
Sequence of substantive knowledge throughout the lesson	<p>I will know what we mean by energy and why we need it.</p> <p>I will know that the UK primarily imports liquefied natural gas from Norway (77% of gas imports) – costing around £20b</p>	<p>I will know that the Russian invasion of Ukraine had a significant impact on the cost of living in the UK e.g. rising cost petrol/fuel (impacting on the cost of goods in a supermarket, travel...), heating of homes....</p> <p>I will know some reasons for this being:</p> <ul style="list-style-type: none"> - Russia increasing costs of fossil fuels - Russia interfering with gas supply chains 	<p>I will know that Fair Trade is a process used by organizations around the world to make sure that they buy and sell farm goods that have been produced from farms that pay a fair price to their farmers and for their materials.</p> <p>"Trade not aid" is their motto.</p>

	<p>I will know that the UK primarily imports crude oil from Norway (49.9% of oil imports) – costing around £8.8b. I know that Russia was the primary UK supplier of refined oil, followed by the United Arab Emirates.</p> <p>I will know that these countries were the main suppliers due to natural sources available to them.</p>	<p>- UK seeking other suppliers of fossil fuels, increasing demand and therefore cost.</p> <p>I will know that this was as a result of Vladimir Putin trying to stop countries supporting Ukraine in the war that he had started.</p> <p>I will know that the UK are aiming to end all trade with Russia (trade of oil and coal) by sourcing from other countries and investing in renewable energies such as wind, water and solar energy.</p>	<p>To be considered Fair Trade, transactions must benefit all parties.</p> <p>Trading arrangements should be based on financial partnership, trust, and mutual growth.</p> <p>The goal of the fair trade movement is to ensure that all products from farming are paid for fairly.</p> <p>The price of farmed goods is deemed as 'fair' when it allows the farmers and producers to enjoy a decent quality of life</p>
Key Skills/disciplinary knowledge	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Choose an appropriate method to communicate information and give reasons for this.</p>
Key Vocabulary	Trade, demand, supply, energy, impact, problems, primarily, crude oil, refined oil, supplier, sources	Global, crisis, impact, trade, reasons, supply, demand, effect,	Fair, supply, pay, equal, discrimination, support, partnership, mutual, benefit, farming, growth, price, trust.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			

Challenge			
Diversity Links			
Catholic Social Teaching Principles	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.	Distributive justice – Everyone should have access to their fair share of resources. Stewardship – Understanding sustainability. Preferential option of the poor – Identifying those in greatest need.
British Values			
Wider curriculum links			