



Year Six Learning Journey Plan

Term - Autumn
Curriculum Theme - We'll Fight Them On The Beaches
Curriculum Drivers - Geography

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
Geography	<p>The continents – major countries, mountain ranges, rivers, capital cities, oceans and seas. Identify the position and significance of longitude/latitude/Equator/N&S Hemispheres. (Year 5)</p>	<p>Describe and understand key aspects of physical and human geography, including types of settlements and land use, economic activity, and the distribution of natural resources.</p> <p>Collect and record evidence unaided and analyse evidence and draw conclusions.</p> <p>Use relative vocabulary to describe human and physical features in great detail. Understand how our knowledge is constructed from a variety of sources.</p> <p>Recognise world maps as flattened globes.</p> <p>Know what import and export is</p> <p>Know that different products are imported and exported by countries</p> <p>Know about the importance of fair trade</p> <p>Know the key parts of a production line</p> <p>Know about the oceans and continents of the world</p>	<ol style="list-style-type: none"> 1. Explain to children that we will be learning about trade. Introduce children to key vocabulary with definitions. Children to match the vocabulary with the definition provided. Discuss with children the importance of trade to every country around the world. To support them with their learning in this unit, children to identify the continents and oceans of the world. Children to explain what a continent is and what an ocean is. 2. Recap learning from previous lesson—revision of key vocabulary. Children to explain what trading is and the different aspects of trade including import and export. Children to be given a variety of products and sort them out into a grid for if they are imported, exported or both by our country. Children to justify their reasons for thinking this. 3. Children to identify the importance of fair trade. Remind children what importing and exporting is and class discussion of trade. Children to look at the journey of the banana identifying all of the different people that are involved with the production of them before the customer buys them. Children to create a storyboard for the journey of the banana. Discuss cost of bananas for the consumer. How many different groups of people are involved? In preparation for next lesson each child to write down how much they think each group of people get. 4. Children to discuss learning from previous lesson. Children to be sorted into groups and assigned the job of one of the people in the production line of the banana. Each group to be given details about their job role, their costs, how much money they need to be making to survive why they are so important to the production line and why they deserve more money. Children to discuss this role within their groups and develop an argument to try and convince the other people in the class that they deserve more money than they get. To complete the lesson children to be given a banana split into 6 parts explain that one banana is worth 30p and that they need to now split the money between the six groups of people based on what they have just heard. Children to justify their reasons for why they are giving certain groups more money than others. 5. Children to recap on learning so far—mini quiz. Children to be given all of the roles and explanations of their jobs to sort into order for when it happens in the life of the cocoa bean before it becomes chocolate. Children to then decide how much money each part of the production journey deserves. Children to write an explanation of who deserves the most money and who deserves the least money. Do they think everyone deserves the same amount of money? 	<p>Children to write to the CEO of a supermarket persuading them to sell more fair trade items</p>	<p><i>Export</i></p> <p><i>Import</i></p> <p><i>Trade</i></p> <p><i>Developed</i></p> <p><i>Production</i></p> <p><i>Consumer</i></p> <p><i>Provider</i></p> <p><i>Fair trade</i></p> <p><i>Profit</i></p> <p><i>Income</i></p> <p><i>Picker</i></p> <p><i>Processor</i></p> <p><i>Manufacturer</i></p> <p><i>Exporter</i></p> <p><i>Plantation owner</i></p> <p><i>Retailer</i></p>