



Geography

Year 6

Term 4

Globalisation

Key Question: What is globalisation and how does it affect the world?

National Curriculum Objectives:

- Locate the world's countries using maps
- Describe and understand key aspects of human geography, including: land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases and globes to locate countries

Vocabulary:

Globalisation, trade, politics, culture, technology, communication, capital (money and investments), TNCs - transnational corporations, container ships, transport networks, satellite communication, LEDCs (less economically developed country), European Union, WTO (World Trade Organisation), transportation, distribution, (cheap) labour, GDP (Gross Domestic Product = wealth of a country) MEDCs (more economically developed countries)The North South Divide (world), Fast Fashion, carbon footprint, environmental laws

Prior Learning:

In Year 5, Term 6 children have learnt about natural resources and where they are, also how these have been affected by population growth.
In Year 5, Term 4 children have learnt about migration and the resulting impact on the world.
In Year 5, Term 2 and Year 4, Term 4 children have learnt about Brazil and Greece and what these countries trade.

End Point:

Write an essay to answer the question: Is the world a better place because of globalisation?

Knowledge:

- I know what globalisation is
- I know what Fast Fashion and some disadvantages and advantages to it
- I know what TNCs are and some of the advantages and disadvantages of them
- I know some of the advantages and disadvantages of globalisation
- I know what a carbon footprint is and ways we can increase and decrease this.

Skills:

- I can use factors (transport, trade, communication) to generate examples of globalisation
- I can map the journey of a product and consider the processes involved
- I can sort countries into LEDCs and MEDCs
- I am beginning to be able to think critically about the world around me
- I can communicate geographical information through writing at length

Map Work:

Locate countries around the world and classify according to LEDC or MEDC (relate to the World North South Divide)

Field Work:

NA

Cross Curricular Links:

*PSHE - global citizen
Maths - Statistics*

Oracy:

Debate - advantages/disadvantages of global food and clothing trade.

Wider Reading

Enrichment

Cloud Tea Monkeys - Mal Peet and Elspeth Graham
Those Shoes - Maribeth Boelts and Noah Jones

Examination of clothes and products from around us (our homes) that are produced globally. Trip to the shops to gather country of origin info.

Sequence of Learning		
Lesson	Key Question	Key learning/notes
1	What is globalisation?	<ul style="list-style-type: none"> • What is globalisation? Show images and scenarios to explore the idea. Relate these to previous learning in Geography and History. Show a picture of Broad Street, Reading 100 years ago and a picture today. (so children understand that globalisation has grown rapidly over the last century) • Show the image on https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1 • An email from a Brazilian; bananas from The Caribbean; a Greek person buying a phone that is made in China; a UK classroom with an Australian teacher with children from Poland and India in it; McDonalds next to the Great wall of China; a person from Russia wearing Levi jeans; toys being loaded onto a container; a person of South American origin boarding a European plane..... • Discuss the images and children generate their own definitions of what they think globalisation is. • Globalisation is the increasing connections between places and people across the planet, established through trade, politics, and cultural exchanges, and helped by technology and transport • Children think of their own examples that represent globalisation • Challenge /Plenary - group the examples into what they represent a) trade between countries b) shared culture between countries c) communication between countries (particularly the internet) d) better/cheaper travel between countries
2	What are the reasons for globalisation?	<ul style="list-style-type: none"> • Recap the plenary from last week and the idea that globalisation has been happening for hundreds of years (you could argue, since Columbus "discovered" America).It has sped up exponentially in the last half a century - revisit photos of Broad Street. • We now have increased trade between countries , companies operating in more than one country, free movement of goods, money/capital, and services, and companies such as McDonalds being worldwide brands. (TNCs - transnational corporations) • Using the headings from the plenary yesterday answer the key question by giving examples/organising images using ICT . Show examples under the headings to provoke modern comparisons: transport on a horse/cart, communication by letter, trade by going to the market, culture of going to the local cinema/dance, local governance... • Improved transport - container ships, air travel, larger road networks, • Improved communication - the internet/email, mobile phones, social media, (satellite communication) • Improved trade - related to the above, goods easily transported, us expecting/buying unseasonal produce/costs of the above falling/labour being cheaper in less developed countries LEDCs, organisations like the EU and WTO facilitating trade • Improved/more sharing of culture and politics - worldwide stars such as Michael Jackson, World films available on the internet/at cinemas, food such as chips being (almost) globally available, the influence of global leaders such as Trump or Kim Jung-on
3	What does globalisation have to do with food?	<ul style="list-style-type: none"> • Show an image of the global food brands (each brand has sub brands but 10 companies dominate the global food market) https://www.oxfamamerica.org/explore/stories/these-10-companies-make-a-lot-of-the-food-we-buy-heres-how-we-made-them-better/ https://www.independent.co.uk/life-style/companies-control-everything-you-buy-kelloggs-nestle-unilever-a7666731.html • Identify/highlight all of the brands that we have eaten • Look at the many ingredients on a bar of chocolate. Look at the journey of a chocolate bar to see how the globalisation of the food industry works. From cheap labour in LEDCs, to the transportation and distribution https://wri-indonesia.org/en/resources/data-visualizations/palm-oils-complicated-journey-farm-chocolate-bar https://www.divinechocolate.com/bean-to-bar Note that the Divine/Cadbury story and images play down the transportation and industry involved in the production. Could extend to find examples of advertising from around the world of Chocolate. • TNCs (as seen in the brands images at the start of the lesson) can be richer and more powerful than the countries in which they operate (Nestle reported revenues in 2010 larger than the GDP of Guatemala or Yemen) This means they are often able to control large parts of the industry, the economy or even the government. When TNCs control large parts of the economy it means smaller companies may struggle to compete, because the biggest companies are usually able to offer the lowest prices to consumers. TNCs both promote and are facilitated by globalisation. TNCs could not operate without cheap and quick transport and communication, but they also bring these things to the areas that don't yet have them.

4	<p>What does globalisation have to do with fashion?</p>	<ul style="list-style-type: none"> • Fast Fashion means the quick conversion from catwalk to our high streets. It is facilitated by globalisation in exactly the same way food is. • Look at labels on our own clothing (bring in clothes from home) What are our favourite items of clothes? (Perhaps bring them in to demonstrate where in the world they come from and from which shops- we gain from fast fashion by being able to buy cheap and fashionable clothes) • Locate the places that they are made on a world map. Show the World North /South divide. Are most of our clothes made in LEDCs or MEDCs? https://www.bbc.co.uk/bitesize/guides/zs7wrdm/revision/2 • Look at the statistics of fast fashion https://sustainability.uq.edu.au/projects/recycling-and-waste-minimisation/fast-fashion-quick-cause-environmental-havoc https://unearthed.greenpeace.org/2019/09/12/fast-facts-about-fast-fashion/ • What are the advantages and disadvantages of fast fashion - provide a writing frame to begin to write about Human Geography at length. (See Feltham Academy writing frame)
5	<p>What is the impact of global trade?</p>	<ul style="list-style-type: none"> • Present the children with information which may have not been addressed in the last few lessons such as the much improved standard of living globally. Use https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/2 https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/4 • Refer back to the last few lessons and previous learning (on migration, natural resources, settlement, Brazil, the Caribbean) to list advantages and disadvantages to global trade. See PowerPoint saved in unit resource bank.
6	<p>How has globalisation affected the environment?</p>	<ul style="list-style-type: none"> • What effects do we think Globalisation has had on the environment? Bring together ideas from previous lessons https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/3 • Some developments, such as the internet, reduce the need for travel. However producing goods on a global scale can increase the <u>carbon footprint</u> of these products. Keeping to strict environmental laws, which some countries have, is expensive. A company could locate to a country that has more relaxed environmental laws but while this may increase the profit the company can make, it will cause more harm to the environment. • Focus on the idea of a carbon footprint. http://news.bbc.co.uk/cbbcnews/hi/newsid_8400000/newsid_8403300/8403327.stm What actions can people take to either increase or decrease their carbon footprint.