

Knowledge - what I already know

I know the difference between rich and poor
 I know that there are people in the world who are less or more fortunate than me

Knowledge - what I will know by the end of this unit

To be able to identify rich and poor nations around the world
 To appreciate trade links across the world
 To understand the concept of global footprint
 To understand why some people are hungry around the world
 To appreciate there are different moral attitudes to fairness and responsibility
 To appreciate how the news is reported

Useful vocabulary

Developed - a country that is advanced economically and socially
Developing - a country that wants to be advanced economically & socially
Interdependence - to be dependent on each other
Mutual - having the same specified relationship
Supply - to make available
Demand - an insistent request
Buyer - the person who buys the product
Producer - the person who makes/ manufactures the product
Import - to bring goods or services into a country
Trade - an action of buying and selling; swapping services
Exchange - an act of giving one thing and receiving another
Profit - to make money
Manufacture - to make something
Local - referring to a nearby area or within the area
Seasonal - only available at certain times of the year
Starvation - suffering caused by lack of food
Famine - an extreme scarcity of food
Resources - a stock or supply of materials, money, staff or other assets
Moral - concerned with the principles of right or wrong behaviour
Ethical - morally good
Bias - to be prejudiced; a concentration of interest in one area

Activities

- Identify countries on a world map where cocoa is grown and colour in blue. Then identify the countries where chocolate is made and colour in red. What do you notice about the position of these countries? Discuss the importance of fair trade.
- Who's involved in the cocoa trade? (farmers, cocoa buyers, importers, chocolate companies, shops, government) Divide £1 between each of these roles. Who do you think will get the most and least amount of money? Is this fair?
- Show the class a basket of imported food. 95% of fruit & veg is imported. Discuss the affect of the carbon footprint. Research foods that are grown locally in the UK. Is it good to only buy food sourced from the UK?
- Write 10 sentences about why food shortages happen
- Create a presentation about how the world's resources should be used and the responsibility we have to each other
- Create a grabbing news headline for issues discussed in previous lessons.

Skills

- Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues
- Identify and respect differences and similarities between people
- Recognise choices they can make and recognise the difference between right and wrong.
- Recognise the effect of their behaviour on other people, and cooperate with others
- Can identify rich and poor countries around the world and can explain reasons why some countries are rich or poor
- Understands what trade links are and why they are important
- Recognises their own global footprint in buying food or goods from different countries and the effect this has on the planet
- Understands why there are food shortages around the world
- Appreciates there are different moral attitudes to fairness and responsibility
- Understands how the news is reported and that some news is exaggerated or under-reported.

