# Leamington Primary Geography Knowledge Organiser Year 6 – Global Trade

## What role does Liverpool have in Global Trade?

### What I should already know

- Locate places and follow a route on a large scale map
- Be able to identify significant places and environments
- Describe human and physical features of a landscape and the impact on the community.
- Analyse evidence and draw conclusions e.g understand the impact of climate in various locations and its influence on everyday life

### Interesting Facts

- Martin Luther King Jr: said, 'Before you finished eating breakfast this morning, you have depended on more than half the world"
- Nearly half the people in the world live on less than £2 a day.

### What I will learn

**How did trade become global and what is meant by import and export?**
Global trade (or international trade) is simply the movement in and out of the country (import and export) of goods and services across international boundaries.

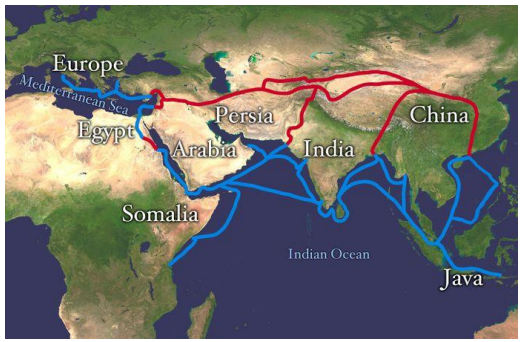
**What factors determine resources provided by a country?**
Physical geography of a country determines whether foods can or cannot be grown there i.e. climate/ vegetation.

**What are the three stages of production in the global supply chain?**
Primary- extracting the raw materials e.g. farming, mining, fishing, and forestry.
Secondary- Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.
Tertiary- Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the globe falls into this sector.

**What positive impact can buying fairtrade products have on communities in other countries?**
Fair trade is a way of buying and selling products that **allows the farmers to be paid a fair price for their produce**, and have better working conditions. Trade is 'unfair' when farmers receive very low income and have poor conditions while the companies that sell their products make lots of money from them.

### Important words to help me. (vocabulary)

| | |
|---|---|
| Economy | the state of a country or region in terms of the production and consumption of goods and services and the supply of money. |
| Education | knowledge acquired while at school or work |
| Export | Send (goods or services) to another country for sale. |
| Fairtrade | Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers. |
| Farming | the activity or business of growing crops and raising livestock. |
| Finance | the management of money – particularly large amounts |
| Global | Relating to the whole world; worldwide. |
| Globalisation | the process by which businesses or other organizations develop international influence or start operating on an international scale. |
| Import | Bring (goods or services) into a country from abroad for sale. |
| Industry | Economic activity concerned with the processing of raw materials and manufacture of goods in factories. |
| Manufacture | make (something) on a large scale using machinery. |
| Market | A place where trading takes place is called a market. |
| Pollution | |
| Population | All the inhabitants of a particular place; how many people live there. |
| Service Industry | a business that does work for a customer, and occasionally provides goods, but is not involved in manufacturing |
| Trade | The action of buying and selling goods and services. |



### Skills and Fieldwork

Physical Geography:

- Label different climates on a map.
- Discuss how natural resources and climate determine where our food comes from.
- Using a map, label where we export goods to.
- Describe and understand aspects of physical geography of the UK that determines what we export.

Human Geography:

- Discuss how trade connects different countries and their populations.
- Discuss the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries.
- Discuss how global trade affects the lives of workers in less economically developed countries.
- Present data related to global trade in table and graph form, and draw conclusions on the data on Fairtrade and non-Fairtrade products.