






Lower Key Stage 2 - Essential Knowledge Geography



International Transportation

Retrieval Lesson -	Knowledge categories	Essential knowledge and tasks 1	Essential knowledge and tasks 2	Essential knowledge and tasks 3
<p>-Ask the class how they have travelled to school and collate ideas on a map or tally chart. Which was the most popular mode of transport? Why?</p> <p>-Ask the class for places they have visited in the UK for a holiday/visit. How did they travel there? Discuss why they used those modes of transport.</p> <p>- Ask the class for places they have visited outside of the UK for a holiday/visit. How did they travel there? Discuss why they used those modes of transport.</p>	 <p>Human processes</p>	<p><u>Knowledge</u></p> <p>-What does the term 'international transportation' mean?</p> <p>-What are the main reasons for international transportation?</p> <p><u>Tasks</u></p> <p>-Define the word 'destination'.</p> <p>-What is a cargo ship?</p> <p>-What is a port?</p> <p>-Locate on a map and label the world's largest port.</p>	<p><u>Tasks</u></p> <p>- Locate on a map and label: The Suez Canal The Panama Canal</p> <p>Explain why the Suez and Panama canals are useful for sea freight.</p> <p>-Organise information about some of the world's busiest Airports</p>	<p><u>Tasks</u></p> <p>-Compile information about international sea freight from the UK</p> <p>*Useful resource: Department for Transport - UK Port Freight Statistics</p>
<p>Either as a home project or in class collect food packaging (seafood, meat, fruit and vegetables) and identify where the food has come from.</p>	 <p>Human processes</p>	<p><u>Tasks</u></p> <p>-Define the word 'import'.</p> <p>-Define the word 'export'.</p> <p><u>Knowledge</u></p> <p>-What is the world's most traded beverage?</p> <p>-What is the most traded foods globally?</p>	<p><u>Tasks</u></p> <p>-Explain why oranges and bananas are imported to the United Kingdom</p> <p><u>Suggested tasks</u></p> <p>-Organise information about the growing and exporting of coffee beans in Colombia.</p>	<p><u>Tasks</u></p> <p>-Investigate the seafood trade and draw conclusions about some of the reasons why some foods are more traded than others.</p>

<p>-Display a picture of packaging from a meal that you have had and label where all the different foods have come from.</p> <p>-Clear up any misconceptions the children have as to where our foods come from e.g. many children may think bananas grow on trees and not on plants, do they know grapes come from vines etc</p> <p>-Have any of the children been strawberry picking etc? Ask them to share their experiences. Would they like to do this as a job? Why?</p> <p>-In RE (Cafod) the children may have looked at Fair Trade foods. What does Fair Trade mean?</p>	 <p>Physical features</p>	<p><u>Knowledge</u></p> <p>Natural resources are all the land, energy sources and minerals existing naturally that can be used by people.</p> <p>-There is a limited amount of water on Earth and people in different locations have a different share.</p> <p>(Invite someone from Education services at United Utilities)</p> <p>-Tasks</p> <p>Define the term 'natural resources'.</p> <p>-List some common natural resources and their uses.</p>	<p><u>Tasks</u></p> <p>-Investigate the UK's oil supplies.</p> <p>-Investigate the worlds largest produces of Gold and copper.</p>	<p><u>Knowledge</u></p> <p>-Africa has the least access to clean water.</p> <p><u>Tasks</u></p> <p>-Investigate the diversity of fresh water supplies around the world.</p>