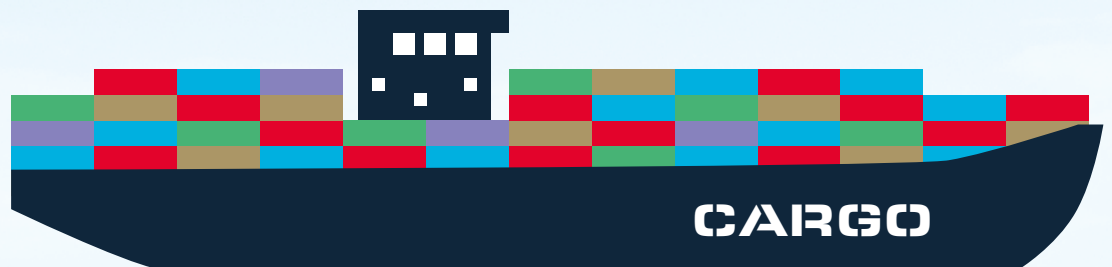




TRINITY HOUSE

Why is shipping important?

KS1 Teacher notes





TRINITY HOUSE

Why is shipping important?

Age range:

KS1/5-7 year-olds

Key words:

Season, climate, shipping, transportation, import, export, trade, mariner, seafarer, port

Lesson objectives:

- To recognise that food bought in our local supermarket comes from different locations all over the world;
- To appreciate the importance of shipping as a means of transporting goods from overseas;
- To identify continents and countries on a world map;
- To begin to understand seasonality;
- To explore the reasons food is imported or exported.

Pre-lesson preparation:

- Activity 1a: Print out the Country Cards (one of each) and Food Cards (one of each for each small group of pupils) from page 5 of this handbook.
- Activity 2a: Ask pupils to bring in 1-2 items of (empty and cleaned) food packaging from home, that states the county of origin on it.

Introduction:

This lesson is designed to be used flexibly depending on the content you wish to cover with your class. There is a choice of two activities for Activity 1, but you can choose to complete both if time permits.

The supporting slides are interactive. Those marked as worksheets can either be printed and given to individual pupils, or you can complete them on screen using your whiteboard, PCs or tablets.

Starter: Where does fruit come from?

10 minutes

Ask the class to share some of their favourite items of fruit and vegetables. As they make suggestions, write these on the whiteboard.

Display slide 4 which shows a range of fruit. Start by asking them to name each one, and then ask if they know how many of these fruits are grown in the UK

Slide 5 shows that most of the fruits are not grown in the UK because we do not have a climate that allows them to grow. This means we bring some produce in from countries where they can be grown. Explain that the goods we can produce are sent to other countries.

Pick one of the fruits and ask if anyone knows where it might be grown. It is likely to be produced in more than one country, as those with similar climates will often grow and export the same produce. Slide 6 shows just one of the countries each fruit is grown and exported from.

Show slide 7 and ask pupils whether they have ever seen a banana tree like this growing, and if so, where in the world was it.

Use slides 8-9 to explain that bananas need a specific type of climate to grow and we do not have this climate in the UK. The slide describes the climate in which the banana tree will thrive. Ask pupils how they think the bananas that we buy in the supermarket arrive into our country.



Use slide 10 to explain that many of our products arrive by ships which bring goods from around the world so we can enjoy them all year round.

It is the role of Trinity House to ensure ships and seafarers are able to travel safely and efficiently. Click on the image on slide 10 to play **the film** and introduce pupils to Trinity House.

Highlight some of the important work delivered by Trinity House, including providing lighthouses around England, Wales, the Channel Islands and Gibraltar, providing a mix of aids to navigation (e.g. buoys) and using helicopters to transport people and supplies to and from offshore lighthouses.

Curriculum link: Geography

Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country

Curriculum link: English

Spoken language

Activity 1a: About Trinity House

15-20 minutes

Pre-activity prep: Print out the 'Country Cards' and place them around the classroom – each on a different table. Pupils will be working in groups of 3-4 for this activity. Print out the 'Food Cards' – so that there is one set for each group. Alternatively show the country cards one by one on the screen and as a whole class ask them to choose the correct food cards

After the film, play 'Where in the world?'. Separate the class into small groups and give each group a set of four Food cards. Ask the pupils to write their group name on their Food cards.

Working in their group, pupils should spend 10 minutes trying to match the Food cards with the country of origin. Encourage them to discuss their answers and think about the sort of weather the symbols represent.

Once they have completed the task, collect the cards and run through the answers using slide 12.

Apples match with England

Bananas match with Costa Rica

Lemons match with Spain

Cashews match with Mozambique

Remind pupils of what they learnt about Trinity House in the film and its role in ensuring the safety of vessels, crew and passengers coming in and out of England, Wales, the Channel Islands and Gibraltar waters, using slides 13-15.

Using slides 16-21, show each image in turn and ask if pupils can describe how this aid to navigation helps keep ships safe, then reveal the answer.

Curriculum link: Geography

Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country

Curriculum link: English

Spoken language



Activity 1b: Trade

15-20 minutes

Ask pupils what their favourite fruit or vegetable is. If it isn't grown in the UK, discuss how they would feel if it could no longer be transported here for them to buy and eat. The UK's demand for produce from overseas creates a need to transport goods from one country to another.

Explain that as an island nation we are dependent on the importation of goods to keep our supermarket and high street shelves stocked with our favourite foods.

In pairs, ask pupils to think of all the different ways that goods might be transported to the UK. After they have shared some answers, show slide 25. Then ask the questions on slide 26, before explaining that 95% of goods entering or leaving the UK travel by sea.

Transporting goods by road

Road transportation is used with goods that need to be transported short distances.

What are the problems with transporting goods by road?

- Traffic delays can hold up the delivery of goods;
- Limited space for carrying goods.

Transporting goods by air

Air transportation is used with goods that need to be transported long distances.

What are the problems with transporting goods by air?

- CO₂ emissions are much higher;
- It is generally more expensive.

Transporting goods by rail

Rail transportation is used with goods that need to be transported long distances.

What are the problems with transporting goods by rail?

- Stoppages can hold up the delivery of goods;
- Railways can be limited by availability e.g. many large rural areas do not have railways.

Transporting goods by shipping

Shipping transportation is used with goods that need to be transported long distances.

What are the problems with transporting goods through shipping?

- It generally takes longer to transport goods by shipping because of the slower speed of vessels;
- Delays can hold up the delivery of goods.

Talk through slides 28-30 to explain the difference between import and export.

If you did not complete Activity 1a, remind pupils of what they learnt about Trinity House in the film and its role in ensuring the safety of vessels, crew and passengers coming in and out of the UK, using slide 31.

Curriculum link: English

Writing



Activity 2: Trade and transportation **Plenary: Class quiz**

15-20 minutes

Show pupils the map of the UK on slide 33. This map shows the key ports where UK-bound ships arrive from other countries.

Next, identify on the map where your school is located and show pupils your closest port. Ask pupils how they think goods travel from their closest port to their local town or supermarket. Remind them of the four options explored in the previous activity.

Using one of the items of food packaging they brought from home, ask pupils to think about where their food item comes from on the world map.

Extension activity:

Using the internet or books available in your school, or as a homework task, pupils can research their product's country of origin and complete the questions on slide 34.

5 minutes

As a class, complete the quiz to recap on some of the key learnings from the lesson.

Curriculum link: Geography

Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied at this key stage.

Curriculum link: Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Curriculum link: Maths


Number and place value. Working in groups, pupils can plot their food miles on a bar chart to demonstrate whose item has travelled the furthest.




Country cards


Mozambique

Summer:



Winter:







COUNTRY CARD


Spain

Summer:



Winter:







COUNTRY CARD


Costa Rica

Summer:



Winter:







COUNTRY CARD


England

Summer:



Winter:





COUNTRY CARD

Food cards

Lemons

In summer we like:



In winter we like:





FOOD CARD

Bananas

In summer we like:



In winter we like:





FOOD CARD

Apples

In summer we like:



In winter we like:







FOOD CARD


Cashews

In summer we like:



In winter we like:





FOOD CARD

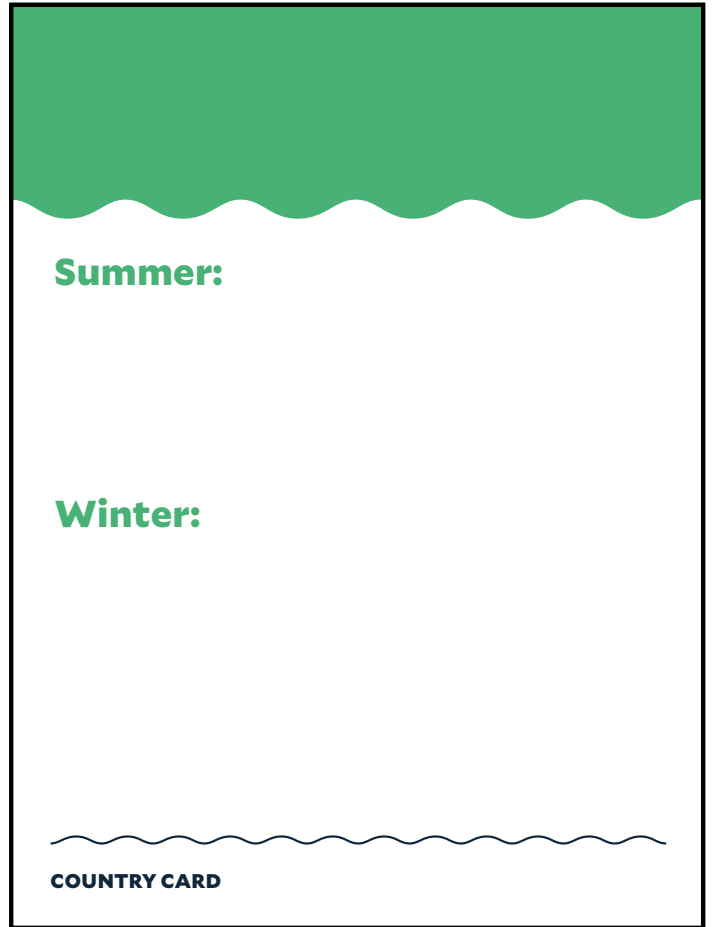
Extra cards



Summer:

Winter:

COUNTRY CARD



Summer:

Winter:

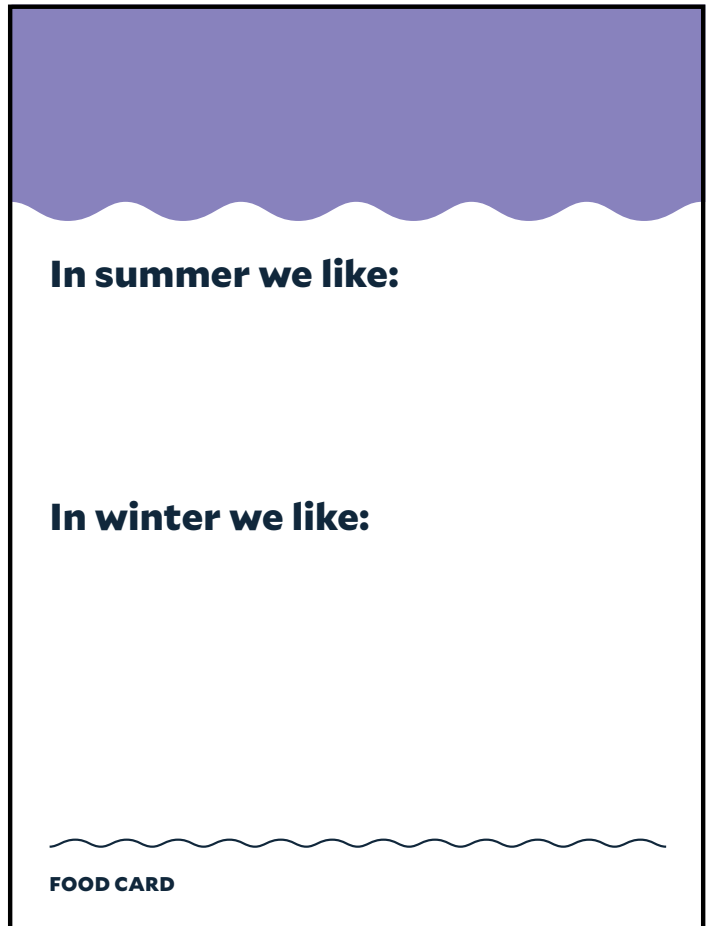
COUNTRY CARD



In summer we like:

In winter we like:

FOOD CARD



In summer we like:

In winter we like:

FOOD CARD