



TRINITY HOUSE

Britain as an island nation

KS2 Teacher notes





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Britain as an island nation

Age range:

KS2/7-11 year-olds

Key words:

Safety, mariner, maritime, shipping, navigation, importing, exporting, manufactured, economy, trade, globalisation, transportation, connected, seafarers, buoys, vessels, industries

Lesson objectives:

- Recognise that as an island nation, the UK is reliant on trade links with the rest of the world;
- Understand how trade has grown and improved over the last century and understand the idea of globalisation;
- Recognise the difference between importing and exporting goods.

Resources:

- Slides: Britain as an island nation;
- Worksheet 1: Key vocabulary;
- Video: Britain as a maritime nation;
- Worksheet 2: The importance of trade;
- Video: Marine operations

Starter: Why do we import produce from other countries?

10 minutes

Show the map on slide 4. Ask pupils to identify what they think makes the UK different to other countries in Europe in terms of its physical geography.

Once pupils have suggested a few features, use slides 5-6 to demonstrate that Britain is an island nation, where many other countries are either land-locked or only partially adjacent to the sea (such as Brazil)

Ask pupils what they think the advantages and disadvantages to being an island nation might be. Some suggestions are highlighted on slide 7.

Advantages:

- Tourism (people like to visit beautiful coastlines);
- Natural defence (being surrounded by sea). Discuss the advantage provided by the sea that helped protect the UK from invasion over the centuries.

Disadvantages:

- Isolation from other countries;
- Harder to transport items to and from other countries.

Once you have discussed some of the key advantages and disadvantages to being an island nation, run through the 'Where do I come from?' quiz on slide 9.

The quiz features familiar items (some of which are grown or manufactured in the UK and some of which are imported). Working in small groups, or volunteering answers as a whole class, pupils should attempt to guess which item originates from the UK and which was grown or manufactured overseas.



Once all guesses have been given, run through the answers on slides 10-11 and discuss them. You may want to refer back to the map on slide 6 so that pupils can see the distance travelled between the country of origin and the UK.

Now ask pupils to explain how they think we have access to the vast range of produce and items we are able to purchase in our shops when many do not originate from the UK.

Use slide 12 to explain the definition of 'importing' – bringing goods into a country from somewhere else, and 'exporting' – sending goods out of a country to somewhere else. Ask pupils why they think countries import and export their goods.

Activity 2: Why do countries import and export goods

10 minutes

Use slide 14 to help explain why countries import and export their goods and how it is rare to find a country that can produce everything its people want or need. Countries trade with each other so that everyone can enjoy a greater choice of goods. For example, certain fruits and vegetables need specific climates in which to grow, so countries sell surplus produce to other countries and buy in items they cannot grow or produce themselves. Ask pupils if they can think of examples of fruit and vegetables we both import and export.

Slide 15 defines the word 'trade' as buying and selling of goods and services we want or need in return for other goods and services or money. Explain that trade is an important way for countries to make money and has been happening for thousands of years. Today, goods are carried around the world in ships from port to port and by air, road or rail. Explain that our reliance on shipping for importing and exporting goods makes shipping and the maritime sector among the most important industries to the UK economy.

Activity 3: Vocabulary quiz

10 minutes

Now run through the Vocabulary quiz (slides 17-18). This quiz challenges pupils to match the words with their correct definition and introduces them to some of the key terms they will hear throughout the lesson. Worksheet 1 provides pupils with a means of adding new words they encounter throughout the lesson.

Conclude this activity with the video 'Britain as a maritime nation' on slide 19 – which explains the role of Trinity House in keeping shipping safe and effective in the UK's busy waters. This video will help provide context as to the important work undertaken by Trinity House. Explain that you will be asking them questions on the content at the end of the clip. A quick quiz is displayed on slides 20-22.

Curriculum links: Spoken English

- Articulate and justify answers, arguments and opinions.

Activity 4: The importance of trade

15 minutes

Share the following fact with your class on slide 24:

Everyday you will touch, use and eat goods that have been brought into the UK by ship. That is because 95% of all imports and exports are transported by sea

Explain that trade has occurred since civilisation began but it was not global because people had no contact with other cultures from overseas. Expand this point by explaining that trade has changed considerably through time. Ask the class how they think this has changed over the last 100 years.

Answers:

1. Improvements in transportation:

Even up until the late 1890s, many of the ships transporting cargo over long distances were sail-powered. They would take weeks to cross the Atlantic. Road vehicles such as lorries have improved and are capable of transporting heavier loads at a faster speed across improved road routes.

2. Improvements in communication:

Because of the internet, we can now communicate easily with people thousands of miles away. Documents can be sent via email and phone calls abroad are cheap and easy.



Use slide 25 to define 'globalisation' as the process of the world becoming more connected. This word can be added to worksheet 1, which pupils began creating at the start of the lesson.

Slide 26 demonstrates some of the top 10 imports and exports in the UK in 2018 and the total worth of these goods. This should help show the extent to which the UK trades with other countries and how it generates large sums of money through trading.

Show slide 27. This shows a map of the UK with all main ports plotted. Slide 28 shares the following statistics:

- *There are about 120 commercial ports in the UK;*
- *These include all-purpose ports such as London and Liverpool; ferry ports such as Dover; container ports, such as Felixstowe, and ports catering for specialised bulk traffic, like coal or oil such as Immingham;*
- *The UK ports industry handles 95% of UK imports and exports;*
- *Every year, 65 million passengers and 500 million tonnes of cargo move through UK ports. British ports keep the economy moving.*

Using their textbooks or tablets and a copy of Worksheet 2, ask pupils to select one item from the list of UK imports and research where it is grown. They should then complete the questions on the worksheet.

Activity 5: About Trinity House

15 minutes

Run through slides 29-34, which explain the role of Trinity House in ensuring that ships and seafarers can move safely into busy ports and through shipping channels, by providing aids to navigation such as lighthouses and buoys.

Play the video 'Trinity House: Marine operations' on slide 35 and conclude with the Quick fire quiz on slide 36-39 to test pupils on the content.

Curriculum links: Geography

- Geographical skills and field work;
- Locational knowledge;
- Human and physical geography.

Curriculum links: Computing

- Understand computer networks including the internet; how they can provide multiple services like the world wide web; and the opportunities they offer for communication and collaboration.

Curriculum links: English

- Retrieve and record information from non-fiction;
- Use dictionaries to check the spelling and meaning of words



Worksheet 2 answers

Aubergine:

Preferred climate: Given their tropical and subtropical heritage, aubergines require relatively high temperatures, similar to tomatoes and peppers. Like tomatoes, aubergines grow hanging from the vines of a plant that grows several feet in height.

Countries of origin: Various, including Spain, Netherlands, Mexico, China, Italy and France.

Watermelon:

Preferred climate: Watermelon plants love the heat, and need a long and warm growing season of at least 70 to 85 days, depending on the variety, to produce sweet fruit. They can grow well in both humid and semi-arid environments but need an area with full sun to develop completely.

Countries of origin: Various, including China, Turkey, Iran and Brazil.

Coconut:

Preferred climate: Coconut palms prefer tropical regions that receive 119–238cm of rainfall a year, primarily from spring to late autumn. In the winter dry season it should get no colder than 22°C, and in the summer rainy season no hotter than 34°C.

Countries of origin: Various, including Indonesia, The Philippines, Brazil and Sri Lanka.

Kiwi:

Preferred climate: Kiwis will thrive in any climate that receives at least one month of below 7.2°C in winter. The vines on which they grow need a period of cold to set the fruit.

Countries of origin: Various, including Greece, Italy, New Zealand, France and Turkey.

Mango:

Preferred climate: The mango will survive in a wide range of climates, from warm to tropical. Its fruits grow best in areas of low rainfall and low humidity at flowering, fruit setting and harvest, and with a warm to hot climate during the fruit development stage. The mango does not like the cold and young trees may be killed by temperatures below 0.5°C.

Countries of origin: Various, including India, China, Thailand and Mexico.



Worksheet 1: Key vocabulary

Use this worksheet to research and write down the meanings of the following words used during this lesson.

Maritime:

Trade:

Import:

Export:

Climate:

Transportation:

Mariner:

Globalisation:

Connected:

Worksheet 2: The importance of trade

Select an item from the following list and research where it is manufactured or grown.

Aubergine, watermelon, coconut, kiwi, mango

What climate does your chosen food item need to grow?

Which countries grow your food item?

Which country imports the most of your chosen food?