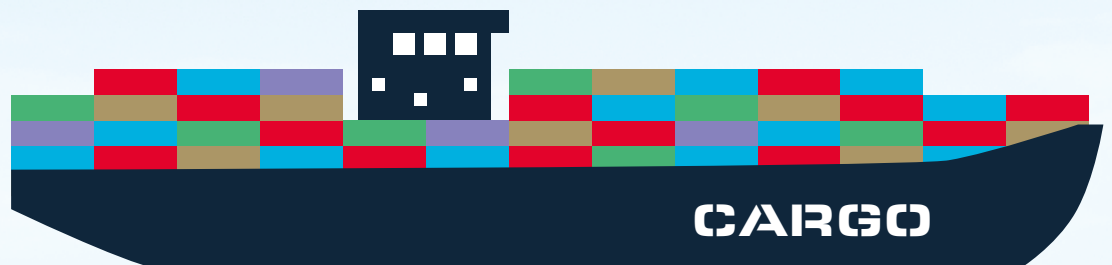




TRINITY HOUSE

Global connections

KS3 Teacher notes





TRINITY HOUSE

Global connections

Age range:

KS2/11-14 year-olds

Key words:

Safety, navigation, mariner, globalisation, transportation, infrastructure, interdependent, transnational corporation (TNC), multinational corporation (MNC), maritime, global, trading, communication, consumers

Lesson objectives:

By the end of the lesson students will be able to:

- Understand that globalisation has made the world a smaller and more connected place;
- Recognise how improved transport and communication links have increased trade;
- Understand how one item can be the product of many different countries.

Resources:

- Slides: Global connections;
- Worksheet 1: Global supply chain.

Starter: Trading on a global scale

10-15 minutes

Show slide 4 to the class and ask students for their thoughts on what this map shows.

After they have made a few suggestions, explain that the map shows the movement of the global merchant fleet around the world during one year. Merchant fleet describes vessels carrying either people or goods.

Slide 6 moves on to share the extent of goods transported through major UK ports so students can try to comprehend the volume of goods transported by ship.

Next, give students the definition of globalisation, shown on slide 7.

Globalisation is the increasing connection between places and people across the planet, established through trade, politics and cultural exchanges, and helped by technology and transport.

Simplify this definition by saying that globalisation is a term for the increasing interaction between countries and people across the world.

Curriculum link: Geography

Geographical skills and fieldwork:

- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field



Activity 1: The global chain

35–45 minutes

Ask students why they think countries trade with each other on slide 9. Explain that no single country has everything it needs, so countries trade with each other. This is called being interdependent.

Slide 10 shows an image of a smartphone. Ask students where they think the phone is made. Move on to slide 11 which helps demonstrate that even looking at a few of the basic elements needed to manufacture a smartphone involves sourcing elements from around the world.

Explain that the manufacture of the phone has a series of stages that link it from design to purchase; each stage is spread globally, with various components sourced and made in different parts of the world and then shipped to a further destination to be assembled.

Slide 12 explains that transnational corporations (TNCs) or multinational corporations (MNCs) are companies that operate in more than one country. Ask students to suggest a few examples they are familiar with, before moving on to slide 13 which shows a range of TNCs and MNCs. Explain that these companies often have factories in countries that are not as economically developed because labour costs there are cheaper.

Challenge students to research an item of their choice that demonstrates a global chain. They should then complete Worksheet 1—specifying where the various components are made.

On slide 14, discuss the importance of shipping in the transportation of goods worldwide, before moving on to slide 15. Ask the class, ‘What percentage of goods going in and out of the UK is transported by ship?’ Let students provide their answers, before revealing the answer on slide 16. Talk through slides 17–18 which focus on how shipping is a vital component for trade between countries.

Slides 19–22 explain the role of Trinity House. Explain that it ensures that seafarers can move safely into busy ports and through shipping channels, by providing aids to navigation such as lighthouses, buoys and lightvessels.

To conclude the lesson, run through slides 23–24 which list some of the pros and cons of globalisation. Once you have explained these, discuss the following statement on slide 25:

“Globalisation is unstoppable and we shouldn’t want it to stop.”

Students should discuss this statement and decide to what extent they agree.

Curriculum link: Spoken English

- Giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Curriculum link: Human and physical geography

- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.

Extension activity

35–45 minutes

Using slide 27, explain the meaning of the term ‘Carbon footprint’ as:

The amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organisation or community

Show the film ‘The environment: How we safeguard our seas’, and discuss the measures Trinity House has in place to protect the environment.

Instead of looking at the global chain in relation to the components required in the manufacture of their chosen item, students should break down the process of manufacture and write an explanation of the changes they would make in manufacture to reduce the carbon footprint of their product.



Worksheet 1: Global supply chain

Use the template below to create a global supply chain for your chosen item. Detail the component parts involved in the manufacture of your item and research the stages your item will go through on the journey from source to sale. Then highlight the countries in which these parts will be developed on the map over the page.

For **'Phase name'**, describe the global supply chain phase (for instance supplier, manufacturing, distribution)

For **'What happens'**, explain what your item will go through within this stage of the global supply chain

<p>Phase name:</p> <p>What happens:</p>	<p>Phase name:</p> <p>What happens:</p>
<p>Phase name:</p> <p>What happens:</p>	<p>Phase name:</p> <p>What happens:</p>

Highlight the countries in which these parts will be developed on this map.

<p>Part name:</p> <p>Where will it be developed? (name the country and draw a line to it on the map):</p>	<p>Part name:</p> <p>Where will it be developed? (name the country and draw a line to it on the map):</p>
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<p>Part name:</p> <p>Where will it be developed? (name the country and draw a line to it on the map):</p>	<p>Part name:</p> <p>Where will it be developed? (name the country and draw a line to it on the map):</p>
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