

HIAS MOODLE+ RESOURCE

Geography Medium Term Plan

Lower KS2: Economic Activity – India and Tea

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Final version

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Overview

This document contains...

A medium-term plan that is suitable for lower KS2.

Points to consider when using this resource

The planning should be adapted to suit your school and geography curriculum intention. The planning can be used for upper KS2 but should be adapted to suit their level.

Further curriculum support can be accessed following the link

[Publications for sale | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/publications-for-sale)

[A framework for a primary geography curriculum - revised May 2021](#)

This publication has recently been revised for 2021 to reflect the changes in the EYFS framework.

The publication contains a series of medium-term plans linked to the geography National Curriculum and beyond, that form a framework to support primary schools with their planning and teaching of geography at KS1 and KS2. The framework aims to: develop geography skills in conjunction with learning geography knowledge and understanding to make connections; return to concepts, skills, vocabulary, and content throughout the curriculum to deepen learning and support progress; and give geography a pedagogical identity that children recognise.

Price: HCC £40, external £45 +VAT (electronic)

Economic Activity – India and Tea

What do you want children to learn?

1. Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Prime/Greenwich Meridian, and time zones (including day and night)
3. Physical geography: climate zones
4. Physical geography: biomes and vegetation belts
5. Human geography: the distribution of natural resources including food and water
6. Human geography: economic activity including trade links
7. Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied
8. Use the four points of a compass to build their knowledge of the wider world
9. Use symbols and key to build their knowledge of the wider world
10. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Key question: Why is trade so important?

AIM: Children to improve knowledge and understanding of economic activity (trade, exports, and imports) linked to tea and how the UK is connected to the India through trade.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
Where in the world is Asia and what is it like? 1, 2, 7, 8, 9	Chn quickly recap the relevant continents and oceans before identifying the continents and oceans bordering Asia. Chn read maps to find out about Asia's environmental regions, key physical and	Maps, globe, atlas, images Blank Asia map Ppt #1	Chn will embed accurate knowledge of the location of each relevant continent and ocean. Chn will identify continents and oceans bordering Asia. Chn will identify the human and physical

	<p>human characteristics, countries, and major cities.</p> <p>Chn describe the pattern to features they have identified using the four points of a compass</p>		<p>features of Asia and describe the pattern across the continent using the four points of a compass.</p>
<p>Where in Asia is the India and what is it like?</p> <p>1, 2, 7, 8, 9</p>	<p>Chn locate the India using key vocabulary including its position within Asia, bordering countries and oceans. Chn identify the time in the India compared to the UK.</p> <p>Chn plot and plan a journey from the UK to India.</p> <p>Chn read maps to find out about the India's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Chn describe the pattern to features they have identified using the four points of a compass</p>	<p>Maps, globe, atlas</p> <p>Blank India map</p> <p>Ppt #2</p>	<p>Chn will embed key locational and positional vocabulary.</p> <p>Chn will identify the human and physical features of the India and describe the pattern across the country using the four points of a compass.</p>
<p>What connects us to the world?</p> <p>2, 3, 4, 6, 7, 9</p>	<p>Chn predict their answer to the key question with suggested reasons.</p> <p>Chn read export and import maps to give ideas about what connects us to the world.</p> <p>Chn make connections between the similarities and differences between the UK and India.</p> <p>Chn play games with images, questions, and</p>	<p>Atlas, maps, images of tea leaves, trees, and tea</p> <p>What can I feel? Place a few items under a towel or in a bag for children to feel and guess what the connection is, e.g. tea bag, tea leaves, basket, mug, ship</p>	<p>Chn compare the UK with India.</p> <p>Chn know that tea is made from tea leaves which grow on bushes.</p> <p>Chn know that the India is the world's 2nd largest producer and 4th largest exporter of tea in the world.</p>

	secret objects to lead them to the tea connection in India.		
<p>What does our local area produce and trade?</p> <p>6, 7, 10</p>	<p>Chn identify and categorise the main jobs in their local area.</p> <p>Chn identify what they buy and what skills they require ... what can their family or local area provide and what do they buy in. Think about vegetable patches, family skills and then what they buy from the shops and skills they need, e.g. nurses, doctors, teachers, plumber.</p>	<p>Fieldwork to find out the types of jobs that people do in their local area</p>	<p>Chn analyse the results to see how people are employed in the local area.</p> <p>Chn understand that their local area needs to import goods and skills and export goods and skills.</p>
<p>Where is tea produced and what do we produce locally?</p> <p>2, 3, 4, 5, 7, 8, 9, (10)</p>	<p>Chn update their prediction and remove or add to their suggested reasons.</p> <p>Chn find out where tea is grown in the world and explore the conditions needed for growing tea to learn how the weather (hot all year round because it is close to the equator and therefore consistent sunshine) supports and allows tea to thrive.</p> <p>Chn explore UK farming with a focus on one crop grown locally and compare it to the tea plant.</p>	<p>World map showing top 10 tea producing countries.</p> <p>Chn describe the location using geographical vocabulary, e.g. equator, latitude, longitude, Asia, South America, North America, Asia.</p> <p>Link to local farms and what is grown on our local farms.</p> <p>Could visit a local farm to look at that they grow, the conditions needed for a successful crop and the risks the crop faces.</p>	<p>Chn know where tea is grown and understand the conditions needed for growing.</p> <p>Chn understand the climate of the India is different to the UK because it is closer to the equator, and they have more concentrated sun which leads to higher temperatures and rainfall all year round.</p>

<p>Who produces the tea?</p> <p>6</p>	<p>Chn update their prediction and remove or add to their suggested reasons.</p> <p>Chn find out about the job of a tea farmer and compare it to the life of someone they know who works for context.</p> <p>Chn evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a tea farmer.</p>	<p>Videos of the life of a farmer – YouTube</p> <p>Written stories and descriptions of the life of a farmer.</p> <p>BBC Bitesize</p>	<p>Chn know about and understand the life of a tea farmer.</p> <p>Chn evaluate the farmer’s working life.</p>
<p>Why and how does the tea move from India to the UK?</p> <p>2, 6, 7, 8</p>	<p>Chn update their prediction and remove or add to their suggested reasons.</p> <p>Chn think about why the UK imports tea and why it is important for countries to trade with each other.</p> <p>Chn learn about the journey of tea from India to the UK.</p> <p>Chn look at the route the tea would take to get to the UK by boat or plane.</p>	<p>Atlas – plan a route from the India to the UK by boat or plane.</p> <p>BBC Bitesize</p>	<p>Chn understand that tea gets bought from the farmer, transported to the UK, and sold to the manufacturer.</p> <p>Chn understand that the tea gets transported to the UK as a raw product not as a Tea bar.</p>
<p>Who does the UK trade with?</p>	<p>Chn update their prediction and remove or add to their suggested reasons.</p> <p>Chn find out what the UK imports and exports.</p> <p>Chn understand why trade is important.</p>	<p>Maps and graphs showing UK exports and imports</p>	<p>Chn understand that the UK (and all countries) need to trade with each other to get what they need.</p>

Why is trade so important? 2, 3, 4, 5, 6, 7	Chn give their final answer to the key question. Chn select their best evidence to explain the key question.	Resources and evidence from previous lessons	Chn evaluate their answer to the key question. All explanations should include evidence.
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Additional information

Google searches

Lesson 4 – What does our local area produce and trade?

To get information to answer this question you could collect data in the following ways

- Ask children to ask one parent or grandparent what their job is, e.g. teacher, policeman, shop assistant, parent, lorry driver, builder, cleaner, IT consultant
- Ask visitors to the school to write down what their job is – leave a piece of paper by reception for them to fill in their job
- Get some children to ask some parents at the school gates what they do for a job.
- Chn could write down all the jobs that they know of in their local area, e.g. postman, fish and chips, taxi driver, window cleaner, pub landlord

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The data can be collated and put into a graph for children to analyse and answer the question – how does our local area make money?

Lesson 5 – Where is tea produced and what do we produce locally?

Where is tea grown? World map showing top 10 or so countries

World tea production [Top 10 Tea Producing Countries in the World 2021 - Farrers Coffee](#)

World tea exports • [Main export countries for tea worldwide 2020 | Statista](#)

Grown - In its wild state, **tea** grows best in regions which enjoy a warm, humid **climate** with a rainfall measuring at least 100 centimetres a year. Ideally, it likes deep, light, acidic and well-drained **soil**. Given these **conditions**, **tea** will **grow** in areas from sea level up to altitudes as high as 2,100 metres above sea level.

Is this the same as the UK climate? – no! Average temperature approximately 10°C with a big range (remind them of the winter and summer) and about 800mm of rain each year.

Lesson 6 – Who produces the tea?

[Tip Top Tea: how does tea grow? - YouTube](#)

Tea farmers fair trade – [Tea farmers and workers | Fairtrade Foundation](#)

<https://www.bbc.com/bitesize/articles/z7jdnrnd> - economic activity

Tea producing cycle - [Where does tea come from? – How It Works \(howitworksdaily.com\)](#)

Lesson 7 – Why and how does the tea move from India to the UK?

<https://www.bbc.com/bitesize/articles/zk4rmfr> - trade

This lesson could look at fair trade

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