



Picture News

### What's going on this week?

The first ever direct goods train from China to the UK has arrived to a fanfare in Barking, London. The train, carrying millions of pounds worth of clothes, socks, bags, and household goods, set off 18 days ago from the Chinese city of Yiwu.

#### Main question:

**How important is trade?**

#### Listen, think, share

Tell the children about the goods train arriving in London all the way from China and use the assembly resource to show its journey across lots of different countries. Explain to the children that this was big news for trade as it meant a new way to bring goods and resources into England. Ask the children what they think we mean by trade – talk about how it means exchanging goods with others and in this instance, with another country. Ask the children why they think we have trade, why not just use our own resources? Explain that originally, before we had money, trade started off as exchanging different goods for other goods so everyone could have all the different things they needed – but were not able to supply themselves.

Ask the children to put their hands up if they or their parents had: coffee, tea, oranges, chocolate or sugar before they came to school.

Ask them what material their clothes are made of – cotton. What do we think these things have in common? They all come from other countries!

Talk about why different countries have different produce they can offer and how certain countries can offer different goods – ask the children why they think some countries can offer some produce that others can't? Can we think of any examples? Talk about some fruits need to be grown in hot climates and how other countries specialise in producing electrical goods and can produce them much cheaper than other countries.

Ask the children how they think a lot of our goods are imported (come into) our country? Explain that often things travel by aeroplane or boat. Tell the children that the train from China is cheaper than air travel and faster than sending goods by sea. As well as buying imported goods – we also export, or sell, our own resources. Does anyone know what things we might export? For example, things like cars; machinery and medicines.

#### Reflection

We live in a varied world, with each country having something different to offer. We need to work with other countries to ensure we all have what we need.

#### This week...

We will think about where everything comes from and the often very long journeys that they have taken!



### KS1 Focus

#### Question:

**How does food get to us?**

#### Listen, think, share

Ask the children what drinks they have had recently. If any of the children had orange juice or pineapple juice, ask about where they think the juice has come from? Ask the children if they have ever tried to grow any vegetables themselves? Talk about our climate and that, as it's quite cold here, we can grow some things but not others. Mention examples like strawberries, apples and berries when it is warmer but explain that what we call tropical fruits like pineapples need to come from much warmer countries.

Look at the KS1 resource and explain that these images show some of the stages of the production of pineapple juice from the start of their journey in Brazil. Ask the children to put the images in the correct order – are there any stages of the journey missing? Talk about how the pineapple juice must reach the UK, how might it do this? Explain that it will have come by boat or plane.

#### Reflection

We are very lucky to be able to experience different food, drinks and other goods from all around the world. Thanks to trade across the world we can drink tropical juices that we wouldn't be able to grow in this country!

#### This week...

We will be grateful for all the things we have that have come from far away!



### KS2 Focus

#### Question:

**Does trade connect us to the rest of the world?**

#### Listen, think, share

Discuss with the children about what they know about trade already. Show or write the definition: 'The buying and selling of goods and services we want and need'. Discuss what this means.

Explain that we are going to look at the cotton trade, what do we own that is made from cotton? Talk about our t-shirts, socks and bedsheets. Explain that cotton grows best in tropical climates such as Brazil, Pakistan or Turkey. Show the KS2 resource and either distribute or ask different children to read aloud the different roles involved in the cotton trade. Talk through the questions on the resource and talk about how connected these roles are – even though they are often completed by people in parts of the world very far away from us! Ask the children what would happen if one of the connections disappeared? Explain how we are very dependent on the trade chain!

#### Reflection

The everyday items that we may take for granted will often have had a huge journey and the involvement of lots of people before they reach us – for this, it's important to be very grateful!

#### This week...

We will think carefully about what we are buying and become more aware about where it has come from and all the people involved before it reaches us!



## KS2 Cross-Curricular Ideas

**English:** Advertise an item of clothing made from cotton. Use persuasive language and techniques to create a persuasive poster, TV advert or radio advert.

**Maths:** Ask children to compare the cost of products that are Fairtrade and not Fairtrade. Find the difference in cost using written subtraction methods. Consider why Fairtrade products are more expensive.

**Geography:** See resources for clips looking at different parts of the world and the products they produce and trade. Compare the place on the clip with your home town/village. Consider human and physical geography.

**ICT:** Create a discussion forum based on Fairtrade. Ask a question or give your opinion. Ask children to comment and respond to each other's.

**History:** Trade throughout history. This could link to any topic. Egyptians (Red Sea), Romans (The Silk Road), post war etc.

**DT:** Design a product that could be useful to trade with another country. Try to create something new and original that other countries don't have but they need. Ask the children to pitch their design and product. Decide whether you are willing to invest in the product and provide the time, money and materials to create it!



## KS1 Cross-Curricular Ideas

**English:** Lots of the things we play with are imported from another country. Look at toys in the classroom or ask children to share a toy from home. Create a 'wanted' poster to describe their toy or an advertisement poster to sell their toy.

**Maths:** Use multi-link, counters or if you dare, trading cards (Pokémon, football etc.). Give each child a pile of different ones. Ask them to count them. How many green, blue, red ones do you have? Explain the blue ones (or shiny ones) are worth more. Can they trade? Would you prefer more that or not worth as much or less but of the highest value? Count again. Compare amounts using language such as equal. Find the difference between amounts.

**Geography:** Locate China on a world map. Which continent is it part of? Select a small contrasting area of China to compare with your local area.

**ICT:** Programming a toy or device. Children create step by step instructions. Discuss the importance of instructions being clear and precise.

**Role Play:** Create a market place. Children can buy and sell products. Discuss and agree a price and exchange money for the products.

**Art:** Create a pineapple picture using a range of materials. Ask children to focus on the texture and how they could create this in their picture.



## This Week's Useful Websites

This week's news story  
[www.bbc.co.uk/news/business-38654176](http://www.bbc.co.uk/news/business-38654176)

Food miles calculator  
[www.foodmiles.com](http://www.foodmiles.com)

Fairtrade  
[www.fairtrade.org.uk](http://www.fairtrade.org.uk)

Geography trade clips  
[www.bbc.co.uk/education/topics/ztmxsbk/resources/1](http://www.bbc.co.uk/education/topics/ztmxsbk/resources/1)