

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Geography Scheme of Learning

### Year 8 – Term 5/Globalisation and the Fashion Industry

#### Intent – Rationale

This unit of work introduces and develops students' knowledge about the causes and consequences of globalisation and how globalisation affects them. We consider the concept of interconnectivity and interdependence between people and places around the world. We link this idea to the fashion industry and consider the chain of production in jean manufacture and introduce employment sectors. Using the example of the Rana Plaza factory collapse in Bangladesh, students develop an understanding of the winners and losers in the fashion industry and an appreciation of the conditions faced by factory workers in many 'sweatshops.' Students empathise with the stakeholders in the fashion industry by producing a script. We consider how Fair Trade and ethical fashion could offer solutions to some of the exploitation of workers.

<b>Sequencing – what prior learning does this topic build upon?</b>	<b>Sequencing – what subsequent learning does this topic feed into?</b>
<ul style="list-style-type: none"> <li>• <b>Economic activity and trade links (KS2 Geography)</b></li> <li>• <b>Fair Trade Assemblies – these take place annually</b></li> </ul>	<ul style="list-style-type: none"> <li>• GCSE The Changing Economic World – causes of economic change and employment sectors (primary, secondary, tertiary and quaternary)</li> <li>• GCSE the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> <li>• A-Level - Globalisation</li> </ul>
<b>What are the links with other subjects in the curriculum?</b>	<b>What are the links to SMSC, British Values and Careers?</b>
<ul style="list-style-type: none"> <li>• <b>Textiles – fashion industry</b></li> </ul>	SMSC SP2, M2, M3, C2 BV4 Careers a) communication, b) confidence, g) teamwork, i) creativity
<b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b>	<b>What are the opportunities for developing mathematical skills?</b>

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<p>FROM THE LIBRARY</p> <p>Consumer society: Craig Donnellan-381.3 Globalisation: good or bad; Cara Acred-305 Take it personally; Anita Roddick-337 The problem of globalisation; Lisa Firth-303 BBC News 24 The week Junior The clothing industry; H. King-746 The Almighty dollar; Dharshini David</p>	<ul style="list-style-type: none"><li>• Employment sectors – pie chart interpretation (assessment)</li></ul>
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## Geography Scheme of Learning Year 8 – Term 5

### Intent – Concepts

**What knowledge will students gain and what skills will they develop as a consequence of this topic?**

#### Know

What globalisation is and what has caused it  
How globalisation affects us  
How the production of jeans is a global enterprise  
What a transnational company is and how it operates at a global scale  
Employment structures and how the UK's has changed since 1800  
The impact of the fashion industry  
What a 'sweatshop' is and what it is like to work in one

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What is fast fashion?  
 What is ethical fashion?  
 What is Fairtrade?

**Apply**

Knowledge of the way TNCs operate and have impacts on LICs/HICs  
 Knowledge of how Fairtrade operates to promote ethical trading of fashion garments.

**Extend**

Explain why employment structures have changed in the UK  
 Evaluate the impact of globalisation and TNCs  
 Evaluate solutions to issues of sweatshops  
 Assess the impact of Fairtrade on retailers and consumers  
 Examine the social, economic and environmental impacts of fast fashion

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Primary – <b>extracting things from the ground. E.g. farming</b>            Secondary – <b>making or building things using raw materials</b>            Tertiary – <b>providing services for people</b>            Quaternary – <b>using high-level expertise to help other sectors. E.g. using technology to help companies make decisions</b>            Employment structure – <b>the percentage of people employed in the primary, secondary, tertiary and quaternary sector</b>            Globalisation - <b>The process by which the world is becoming increasingly interconnected</b>            Transnational company (TNC) - <b>These are companies that manufacture or provide services in more than one country.</b>            Interdependence - <b>the reliance of countries on one another for goods, services and money</b></p>	<ul style="list-style-type: none"> <li>• Homework – one written task per week which includes independent research, learning key terms and spellings</li> <li>• Key words knowledge and spelling test</li> <li>• End of unit test -key words, data response and extended writing</li> </ul>

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<p>Child labour - <b>the employment of children in an industry, especially when illegal or where children are exploited (taken advantage of)</b></p> <p>Exploitation – <b>taking advantage of</b></p> <p>Consumer – <b>person who buys something</b></p> <p>Trade – <b>the action of buying and selling goods and services.</b></p> <p>Retailer – <b>company that sells something</b></p> <p>Ethical - <b>When something is morally good and correct</b></p> <p>Sweatshop - <b>factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions</b></p> <p>Import (vb) – <b>bringing goods into a country from abroad for sale</b></p> <p>Export – (vb) – <b>sending goods to another country for sale</b></p>	
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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Causes of globalisation	To understand what globalisation is and the factors that have caused it	To understand the advantages and disadvantages of globalisation	Power point 1 Geog. 3 (old edition) pages 66-67 <a href="https://www.bbc.com/bitesize/guides/zxpn2p3/video">https://www.bbc.com/bitesize/guides/zxpn2p3/video</a> Lesson 1 Facts and questions sheet Extracts from 'The Almighty Dollar' to examine
Global production of jeans	To know the stages of production in the making of a pair of jeans	To understand the social, economic and environmental impacts of jean production at a global scale	Powerpoint 2 <a href="https://www.youtube.com/watch?v=wT4DR_ae_4o">https://www.youtube.com/watch?v=wT4DR_ae_4o</a> <a href="http://www.bbc.co.uk/learningzone/clips/my-jeans-and-globalisation/12006.html">http://www.bbc.co.uk/learningzone/clips/my-jeans-and-globalisation/12006.html</a> Information sheet – Jeans Geog. 3 (older edition) pages 62-63

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Employment structure in a production chain of jeans	To understand the term 'employment structure' and know the four sectors of employment	To understand how and why the employment structure of the UK has changed over time	Powerpoint 3 Geog. 3 4 <sup>th</sup> edition. Pages 50-53
How fair is fashion?	To know what a 'sweatshop' is and how it operates	To understand that there are winners and losers in the fashion industry	Powerpoint 4 Video – How fair is fashion? (Pumpkin) Video teachers' notes – How fair is fashion? Video question sheet for students
Sweatshops script – Conditions in a Bangladesh sweatshop	To appreciate the challenges faced by workers and trade unions in the sweatshops of Bangladesh	To be able to suggest ideas for improving sweatshop conditions	Powerpoint 5 Feedback sheet – Meeting with the Trade Unions <a href="https://www.bbc.co.uk/news/av/world-asia-22305064/bangladeshi-workers-pay-price-for-west-s-cheap-clothes">https://www.bbc.co.uk/news/av/world-asia-22305064/bangladeshi-workers-pay-price-for-west-s-cheap-clothes</a> <a href="https://www.bbc.co.uk/news/av/world-asia-22302341/dhaka-factory-collapse-can-clothes-industry-change">https://www.bbc.co.uk/news/av/world-asia-22302341/dhaka-factory-collapse-can-clothes-industry-change</a> Geog. 3 4 <sup>th</sup> edition. Pages 60-61
Fast fashion v ethical fashion	To understand that fast fashion has social, economic and environmental impacts	To understand how ethical fashion and Fairtrade is important in reducing the negative impacts of fast fashion	Powerpoint 6  <a href="https://bit.ly/2LJNa5g">https://bit.ly/2LJNa5g</a> <a href="https://www.youtube.com/watch?v=ZoiU8sprXpQ">https://www.youtube.com/watch?v=ZoiU8sprXpQ</a> How fair is fashion DVD – Section on Trade Unions
The T shirt Game	To understand the role of world trade and how it works.	To appreciate how low-income countries are vulnerable in trading.	Powerpoint 7 Trade game resources – money, paper etc.
Assessment – Globalisation and the Fashion Industry			End of topic assessment

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