

# Fair Trade

This term we will be looking at Fair Trade and what this means to farmers and workers all over the world. We will look specifically at Ghana, Africa and how Fair Trade has changed the lives of the people there.




Guarantees  
**a better deal**  
for Third World  
Producers

**FAIRTRADE**

## Successful learners

## Areas of learning

As **Geographers** we will be studying a locality in an economically less developed country. We will be exploring the physical and human features of the area and asking how they compare with our own locality. We will be exploring the economy and how trade with more prosperous countries influences their day to day activities.

As **Designers** we will be creating our own re-usable bags made from hessian material. We will be disassembling various re-usable bags in order to consider the best way to construct our own.

We will also be studying food products. We will be tasting chocolate, investigating what it is made from and designing and making our own chocolate product and improving it as we go.

As **Artists**, we will sketch and develop our drawings to collect information about the food and features of different countries.

We will also be studying the work of Ghanaian artists and recreating our own.



### Confident Individuals

#### Mathematics

As Mathematicians we will:  
Measure and construct a bag from our designs. We will budget for the cost and selling of the bags, working out percentages of the price that will be needed to cover costs.  
We will be measuring and weighing ingredients for chocolate making.

### Responsible Citizens

#### Creative Arts

As Designers and Artists we will:  
Research, design and construct a re-usable bag made of hessian.  
We will also be creating our own chocolate product, investigating the history of chocolate and what it is made from.  
We will be collecting drawings and information about the food and features of different countries, particularly Ghana.

#### Spiritual & Moral

In our Spiritual and Moral development we will:  
Explore food aid, beginning from a Christian point of view, and the teachings of Jesus. We will also look at other ways of distributing food aid, finding out why some people in the world have plenty to eat whilst others are starving.

#### Social & Emotional Well Being

In our Social and Emotional Well Being development we will:  
Explore the way we react to others and the world around us – how we are taking care of the world.  
We will also be thinking about our goals for the future, and how we break these down into shorter term goals.

## Essentials for Learning and Life

### Using communication

#### Writing, Presenting and Broadcasting:

- Persuasion
- Explanations
- Instructions
- Reports

### Using mathematics

#### Modelling:

- Predict, plan and try out options
- Estimate

#### Calculating:

- Measures
- Quantities, including fractions and percentages

#### Interpreting Data:

- Reading graphs, charts and tables

#### Justifying:

- Using mathematical language to

### Using ICT

#### Searching:

- Websites
- Databases

#### Developing Ideas and Making things Happen:

- Graphics
- Text
- Multimedia

#### Communication:

- E mail and messages

### Attitudes

#### Thinking and Learning Skills

- Children asking their own questions
- Children will judge the value of their research
- During the process of planning children will try out alternatives
- Children will communicate through advertising and broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

#### Personal and Emotional Skills

- Children will identify efforts throughout group work- reflecting on who contributed well, and how they could develop

#### Social Skills

- Children will work together in groups
- Children will have to negotiate with others in group, respect others roles in the group and resolve conflicts.
- They will have to adapt their behaviour to suit the situation

## Areas of Learning

### Human, social and environmental understanding

#### History Skills:

- Key dates of events during Victorian Era
- Describe characteristics of era including ideas, beliefs, attitudes and experiences, men, women, children.
- Use a variety of sources, questioning reliability and selecting appropriate information.

### Scientific and technological understanding

#### Design Technology Skills:

- Generate ideas after thinking about who will use it and what it will be used for
- Develop and explain ideas clearly with design objectives
- Select tools, techniques and materials
- Use finishing techniques to improve the appearance of the product
- Follow safe procedures for food safety and hygiene
- Reflect on work and identify improvements

### Understanding the arts and design

- Record from first hand evidence, experience and imagination
- Question and make thoughtful observations about starting points for work
- Apply and develop use of tools and techniques, including drawing
- Compare methods and ideas used in their own and others' work and say what they think and feel

### Understanding physical health and well-being

- Discuss what keeps us fit and healthy
- Measure heart rate when exercising and when still
- Discuss what type of food affects our health and body