

**St Anne's CEVA  
Primary School**



**Year Groups 5/6  
Terms 5/6  
Curriculum A (16/17)**

**Learning Theme Big Question:**

## **How Fair is Trade?**

**Other questions worth asking:**

- How can we challenge misinformation and stereotyped views?
- How can we counter ignorance and intolerance?
- If the world we live in is unfair and unequal, how can we promote challenging and changing this?
- As a global citizen, what are our responsibilities towards each other?
- What can we learn from each other?

**What will be your real life project?**

**What matters to children? (Children's questions about the big question)**

Use this theme to help learners explore fair trade, and be inspired to take action as active Global Citizens. Explore the relationships between farmers, businesses and consumers and discuss how we can make issues such as food trade fair, and who is responsible.

**What do we want the children to know? (Knowledge)**

**Links to Main subject NC PoS:**

Geography

- GHP2b Economic activity including trade links
- GHP3 The distribution of natural resources including energy, food, minerals and water
- GSF1 use maps, atlases and globes to locate countries and describe features studied
- GSF2 use digital/computer mapping to locate countries and describe features studied
- GSF5a -sketch maps
- GSF5b -plans and graphs
- GSF5c - digital technologies (Aerial photos and GIS)

Science

- WS - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- WS -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- WS - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- WS - using test results to make predictions to set up further comparative and fair tests
- WS - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- WS - Identifying scientific evidence that has been used to support or refute ideas or arguments.

**What do we want the children to know? (Knowledge)**

**Links to other subject NC PoS:**

Art

- A3 to improve their mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay], including:
  - A3a - drawing,
  - A3b – painting
  - A4 about great artists in history.

RE

- Unit 11 What does it mean to belong to a religion? Children to focus upon one religion and produce an extended project)

Computing

Inside your Insides

Cultural

British values: democracy

**What maths POS can you incorporate?**

**How will you incorporate English across the curriculum?**

**What do we want them to be able to do better? (Key skills and NC skills)**



**Creative thinking**

**Enquiry**

**What do we want them to be like?  
(Values, dispositions and attitudes)**

Perseverance  
Trust

**How do the children want to celebrate and share their learning? (End of theme celebration of learning)**

Gallery  
Production  
Film - documentary

### What are the big ideas? (Concepts and values)

Trade	Climate	Change
Survival and luxury	Water	Choice
Sustainability	Poverty	Power
Settlement	Global citizenship	

Teaching approaches used to promote global citizenship have a positive impact on learners and can raise standards.

### Where can we visit? Who can visit us? (Real life experiences)

Local supermarkets  
Farmer Nick – fair trade  
Oxfam school speaker

### What books/films can we use? (High quality literature)

The Garbage King – Elizabeth Laird  
Butterfly Lion – Michael Morpurgo  
How the Elephant Got his Trunk – Tinga Tinga Tales  
The Rain on Kapiti Plain – poetry  
The Lion King – Film PSHE  
Film clips from Planet Earth: Great Plains

### What can we make?

Cooking  
Book of recipes – promoting fair trade resources  
Fair trade jewellery  
Short films

### What can we use? (High quality resources)

Oxfam website  
Fairtrade website  
Water Aid website  
Send a Cow website  
Oxfam education website  
British Council website – schools Online  
UNESCO – Rights of the child resources

### What big words will we use? (High level vocabulary)

Settlement	reproduction
Distribution	adolescence
Trading	development
Resources	Country
Right, Prejudice, Discrimination, Convention, Life expectancy Land use Minerals Continent	

### What can we collect? (Tactile display to aid learning)

Produce  
Aerial photographs of country and land use  
Shopping and buying habits

### What can our role –play area be? (Outdoor imaginative play)

Give learning meaning by being exciting, relevant and grounded in 'real-life' scenarios.

### What did the children think? (Review)

(To be completed at end of theme)

### What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

### What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)