

# It's Not Fair



**Recommended year group:** Year 3 **Theme focus:** Geography **Suggested term:** Spring

## Theme introduction

It's Not Fair is a theme that is focussed on learning about the food that we eat and how it is grown. This theme is focussed on Geography but also includes PSHE, science and Design Technology. In It's Not Fair we look at where different types of food are grown across the world. Pupils will learn how far their food travels to get on their plates (food miles). A key element of the theme is for pupils to understand all about the Fairtrade movement and how the charity supports farmers and growers all over the world. Pupils will learn of the impact this support has on their lives.

### Driving Question

Do farmers yield what they plant?

### Switch on Science Unit

Food and our bodies

### Switch on Computing Unit

We are co-authors

### Linked Reading Texts

*Food and Fair Trade: Putting the Planet First* by Paul Mason

*Fair Trade Explore* by Jillian Powell

*Chocolate: From Bean to Bar* by Anita Ganeri

### Writing Outcomes

#### Non-chronological report:

A non-chronological report about Fairtrade

#### Transcript:

A voiceover for a Fairtrade advert persuading the audience to buy Fairtrade

### Curriculum Coverage

**Geography** – The wider world, similarities and differences, evaluate: existing products, human geography, environment

**PSHE** – Living in the wider world, relationships

**Science** – Plants

**DT** – Make: preparation and cooking, evaluate: own products, design: design criteria

## Excite

Pupils visit a local farm and discover how food is grown.

Pupils learn which produce they could buy in order to help sustainability of the farm.

## Explore

There are thirteen explore sessions:

Explore 1: What do you want?

Explore 2: Countries of the world

Explore 3: Where does food come from?

Explore 4: Stages of food production

Explore 5: What is Fairtrade?

Explore 6: How are Fairtrade communities developed?

Explore 7: Food miles

Explore 8: Reducing food miles

Explore 9: Food miles and the environment

Explore 10: Banana bread

Explore 11: Panama

Explore 12: Sierra Leone

Explore 13: Comparison to the UK

## Theme essential vocabulary

Africa, air mile, articles, benefit, canal, chain, community, comparison, continent, countries, country, crops, declaration, differences, distance, education, environment, equator, exported, Fairtrade, farmed, farmer, food, food mile, hemisphere, human rights, importance, imported, income, ingredient, logo, mental health, miles, needs, Panama, process, produce, producer, Sierra Leone, similarities, South America, wants, weigh, wellbeing

## Essential knowledge/concepts

1. To demonstrate an understanding of the differences between wants and needs.
2. To name some of the key countries on the seven continents of the world.
3. Understand that the food we eat comes from all over the world.
4. To understand that some of the food we eat is part of a chain of ingredients that are combined.
5. To know that the Fairtrade movement is about enabling fairer working conditions for farmers across the world.
6. Fairtrade has enabled better living conditions for farmers.
7. Fairtrade has supported communities around the world.
8. Food miles relate to the distance that food has travelled from where it has been grown to when it is put on a plate to be eaten.
9. Sustainability means that something can continue at a steady rate for a length of time.
10. Panama is a country in South America.
11. Sierra Leone is a country in Africa.

## Excel

The key assessment outcomes of this unit are:

Explore 5: What is Fairtrade. World map with Fairtrade produce highlighted

Explore 7: Food miles. Pupils to grow their own vegetables to supply their school kitchen

Explore 9: Sustainability. Production of an advertisement advocating Fairtrade produce

## Exhibit

Pupils create their own presentations on what they have learnt throughout the theme to an audience.

The presentations should focus on:

- the Fairtrade movement
- sustainability
- the difference that support makes to farmers across the world (pupils should reference their work on Panama and Sierra Leone).

## Possible wider experiences

Pupils could learn about more of the places around the world where the Fairtrade movement is established.

Pupils could visit a local supermarket and record how many things they can find that have the Fairtrade logo on them.

## Flipped learning opportunities

1. Research origins of Fairtrade as a registered charity. Why was it set up in the first place and who set it up?
2. Research the Declaration of Human Rights.
3. Keep a food diary with specific detail relating to where the food has come from.

## Family learning suggestion

Have a go at growing a food product of your choice or baking some bread with Fairtrade produce (such as flour, eggs, etc.).

Keep a growth diary and make notes on its changes.

## Cultural awareness

### Key piece of music

*Day-O (Banana Boat Song)* by Harry Belafonte

*My Favourite things* from *The Sound of Music* by Rodgers and Hammerstein

### Key piece of art

*Girl with a Pearl Earring* – by Johannes Vermeer

### Key poem

*Song of the Banana Man* by Evan Jones