

Y6 FAIRtrade? Learning Sequence

Synopsis: Children investigate what is meant by Fairtrade and create a campaign for a charitable organisation. They will apply a range of rhetorical devices to write persuasively for a chosen audience.

In **Science**, children learn about living things and their habitats, focusing on classification.

In **Geography**, children examine where Fairtrade operates and why, based on physical and human features.

In **Art**, children develop their own personal style in relation to designing packaging.

In **D&T**, children create new packaging for chosen Fairtrade product using their own design criteria.

In **Computing**, children use software to add web page to Fairtrade website.

Curriculum areas: English, Science, Geography, Art, D&T and Computing

Length of theme: 6 weeks

English

Write persuasively for chosen charitable organisation.

English Objectives	English Learning Sequence
<p>Comprehension</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text Explain their understanding through detailed discussions, formal presentations and debates Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses Punctuate bullet point consistently <p>Language & Vocabulary</p> <ul style="list-style-type: none"> Use dictionaries and thesauruses to check meaning of new words and language 	<ul style="list-style-type: none"> Children explore the Fairtrade organisation using website, videos and other literature. Summarise and note the main ideas from each source Discuss the purpose, audience, structure and genre of the different sources – what are the features of each? Identify the similarities and differences between the sources which present information and those persuading people to donate money or be involved in some other way Magpie any key words and phrases eg injustice, discrimination, poverty-stricken and find definitions using dictionary. Can they use these words in context? Discuss the work of Fairtrade sharing opinions on the work the organisation does and what it has achieved drawing on the information gathered during research to support their view

Text Structure & Features

- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
- Use a wide range of devices to build cohesion within and across paragraphs
- Further use organisational and presentational devices to structure text

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (formal/informal)

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Explain that children are going to write another page for the website or a voiceover for Fairtrade video to raise awareness and generate funds – what are the key messages? Who is the intended audience? How can we persuade people to help? Mind-map ideas
- Recap AFOREST techniques from previous learning – what do we mean by rhetorical devices? Which are most appropriate for this writing?
- Using each letter of the acronym in turn, children research and generate key words and phrases to use in their writing: alliteration, figures, opinion, rhetorical question, emotive language, statistics and triples
- Grammar sessions: range of punctuation. Recap previous learning incorporating the roles of colons, semi-colons, parenthesis and hyphens. Ensure children have strong grasp of these and can decide which is best to use and when
- Grammar session: bullet points. Children learn about the conventions of bullet points and how to demarcate these consistently. How could we incorporate bullet points into our writing and why eg list of all the problems farmers face; list of all the benefits of the Fairtrade organisation
- Considering structure, layout, organisation and cohesion, children plan their persuasive writing
- Edit and redraft to produce final piece and present in imaginative way eg a presentation to other children in school

English

Write a non-chronological report about Fairtrade.

English Objectives
Comprehension

- Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed

English Learning Sequence
English Learning Sequence

through close reference to the text

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Grammar & Punctuation

- Use active/passive voice for effect

Language & Vocabulary

- Use dictionaries and thesauruses to check meaning of new words and language
- Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Text Structure & Features

- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
- Use a wide range of devices to build cohesion within and across paragraphs
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Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
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- Children explore the Fairtrade organisation using website, videos and other literature. Take notes about what it does and where it operates summarising key information
- In groups discuss what they have found out about Fairtrade and the impact it has had on growers and on world trade - what do children think are the most significant achievements?
- Magpie any key words and phrases eg injustice, discrimination, poverty-stricken and find definitions using dictionary. Can they use these words in context?
- Explain that Fairtrade need to educate primary children about what they do and this information is going to be displayed next to produce in supermarkets. Children's job is to write a fact file about Fairtrade aimed at primary children
- Analyse key excerpts from website – is this aimed at adults or children? What makes you say that? What are the key features – pictures, quotes, bullet points etc?
- Discuss what elements will be important: child-friendly language, layout, structure, photographs and picture, explanation of any tricky terminology etc.
- Grammar session: active and passive voice eg *These bananas are grown in Costa Rica. Farmers are paid a fair price for their goods.* Allow time to practise at sentence level, changing active to passive and vice versa
- Plan their fact file using chosen product eg chocolate, coffee, bananas
- Edit and redraft to produce final leaflet for primary children, ensuring it is appealing and appropriate for audience

Science

Learn about living things, focusing on classification.

Science Objectives	Science Learning Sequence
<p>Scientific Knowledge</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying animals and plants based on specific characteristics 	<ul style="list-style-type: none"> Select one of the regions where Fairtrade operates eg South America and discuss the types of animals and plants found there Explain to children that scientists and explorers are always discovering new species and they have to classify and sort them according to their observable characteristics Give children a selection of animal images from South America, including reptiles, amphibians, birds, mammals and fish. Children sort them, explaining reasons for choice Introduce Linnaean classification system, including Latin names for each of the animals – can they match the Latin name to the creature? Define each of the taxonomic layers eg phylum, class, species Using this information, children ‘zoom in’ on vertebrate pictures – how can we classify these according to this system? What kind of questions should we be asking and answering? Create taxonomy using images of animals to name them Create Classification Top Trumps cards to present findings Apply this understanding to local environment ‘mini-beasts’ – show children images of a range of ‘mini-beasts’ found in the area – explain that you need help to classify and name Share simple classification key and discuss what types of questions are asked eg. <i>Does it have a segmented body? Does it have wings? Is it an invertebrate?</i> Create own classification key to make a Guess Who-type game that children could play

Geography

Examine where Fairtrade operates and why, making links between physical and human geography.

Geography Objectives	Geography Learning Sequence
<ul style="list-style-type: none"> Analyse geographical similarities and differences (regions of UK) 	<ul style="list-style-type: none"> Pay a visit to a supermarket or, if not possible, bring in a bag of

<p>& N/S America) and communicate geographical concepts in a wider variety of ways</p> <ul style="list-style-type: none"> Locate world's countries and cities using maps and explain environmental regions and key physical/human features Apply understanding of positional language to explain geographical characteristics Examine and explain key aspects of physical geography (climate zones, vegetation belts, rivers) Examine and explain key aspects of human geography (economic activity /distribution of natural resources) Understand the interaction between physical and human processes and features and how these change over time 	<p>shopping with Fairtrade products in</p> <ul style="list-style-type: none"> Examine the products, looking for Fairtrade logo and identify country of origin Use map and atlas skills to identify and locate the countries of origin, labelling these with corresponding picture of product eg picture of cocoa bean on Ivory Coast Ensure children can locate Equator and lines of longitude/latitude What do children notice about the position of these regions? Explain using correct geographical terminology 'Zoom in' on chosen Fairtrade region of the world to carry out an in-depth study of its physical geography Use range of sources including digital mapping, aerial photos, maps and atlases to explore and explain the physical geography Make links between physical and human geography, exploring issues like trade, farming and economy If Fairtrade were to expand their operations, where could they go next and why? Communicate ideas geographically and justify response
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Art

Develop their own personal style in relation to designing packaging.

Art Objectives	Art Learning Sequence
<ul style="list-style-type: none"> Capture artistic processes in sketchbooks In drawing, use a wide range of pencils to develop a personal style, drawing on work from other artists for inspiration Use wide range of artistic vocabulary to evaluate own work and communicate own ideas/comment on artworks Master art/design techniques with a wide range of materials Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation Communicate ideas and comment on artworks using artistic language 	<ul style="list-style-type: none"> Collect examples of Fairtrade products and evaluate the packaging using artistic language Explain that Fairtrade needs new ideas for packaging and design to reflect countries of origin Focus on branding and colours – what is your response to these? What improvements would you make? Consider famous artists who have used food packaging in their work eg Andy Warhol's Campbell's Soup Cans Drawing on learning in Geography and study of locations around the world, create a 'mood board' to inspire own design for packaging Use the chosen country or region as inspiration

	<ul style="list-style-type: none"> • Capture process of design in sketchbooks • Produce final packaging design and 'pitch' to rest of class, explaining inspiration for design
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D&T

Create new product / packaging for chosen Fairtrade product using their own design criteria.

D&T Objectives	D&T Learning Sequence
<ul style="list-style-type: none"> • Use research to inform innovative design and generate own design criteria • According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes • Explain and understand how key events and individuals in D&T helped to shape the world • Prepare and cook a variety of predominately savoury dishes, using a range of cooking techniques • Know where/how a variety of ingredients are grown, reared, caught and processed and its impact on meal design • Develop crucial life skill of feeding themselves and others affordably and well 	<ul style="list-style-type: none"> • Collect examples of Fairtrade products and explore where they originate • Explain that Fairtrade need a new recipe/product and packaging design • Children research recipes that involve Fairtrade products • Using design criteria, children design own recipe using Fairtrade ingredients eg chocolate • Make and evaluate the product, making adaptations as they go through the process • Examine range of existing packaging to inspire own design • Design packaging for own product, focusing on functionality and aesthetics • 'Pitch' new product to rest of class, taking constructive feedback from others

Computing

Use software to add web page to Fairtrade website.

Computing Objectives	Computing Learning Sequence
<ul style="list-style-type: none"> • Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs 	<ul style="list-style-type: none"> • Research design of effective website pages (including format, content, brand awareness etc.) • Choose from wide variety of software in order to create most effective webpage • Design webpage, discussing and evaluating design criteria • Review and evaluate webpage and content

