

Geography: Key Stage 2 Years 5 and 6  
Teachers Professional Development Programme  
**Enquiry 5: Why is fair trade fair?**



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Connecting the curriculum through enquiry based learning

# Key Question: Why is fair trade fair?

## Learning objectives

During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:

- **Describe** and **explain** why the Silk Road was the most important trading route in the history of the world; **evaluate** and **reflect** upon some of the changes that occurred as a result of the movement of people and commodities along it;
- **Explain** why and how countries trade with each other, **identify** and **describe** the commodities that are most frequently traded and **evaluate** some benefits and disadvantages of trading;
- **Compare** and **contrast** the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and **describe** and **explain** the differences;
- **Describe**, **explain** and **reflect** on why the terms of international trade are not always fair for some producers of goods in other countries around the world;
- **Explain** what Fairtrade is **compare** and **contrast** the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and

## Purpose of the enquiry

Perhaps better than any other topic, *Trade* exemplifies for young geographers, in an accessible way, the interconnectedness and interdependence of the world in which they live – 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad.

This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The *Silk Road*, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. This line of enquiry will add value to a study in history of Baghdad (perhaps the most important city along the Silk Road). Two thousand years later, China is the United Kingdom's largest single-country trading partner and the pupils are supported to investigate exactly what the UK imports from China and why?

There is then an opportunity for pupils to appreciate that there are commodities that companies in the United Kingdom produce and export that are highly sought-after in China. The two remaining lines of enquiry introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.

The suggested homework involves pupils reflecting on the idea of ethical production and purchase (important elements of Fairtrade) within the clothing and fashion world – who makes their clothes and how committed these producers are to the welfare of the people they employ?

## Context

Through this enquiry pupils investigate the issue of trade at a range of scales – from the personal to the global context. At an individual level the pupils reflect on what they and their families buy and from where it originates e.g. as part of the suggested homework exercise looking at clothes and fashion.

In the final line of enquiry the pupils consider to what extent Fairtrade purchases form part of their school's procurement and how this might be increased through the process of becoming a Fairtrade-accredited institution. The international location of St Lucia is the context for the pupils to explore how Fairtrade operates through the experiences of two small-scale farmers producing bananas. The enquiry itself begins with an exploration of the great *Silk Road* trading route of the Middle Ages between China and Europe.

## National Curriculum coverage Geography

Pupils should be taught to:

### Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

### Human and physical geography

Describe and understand key aspects of:

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

# Key Question: Why is fair trade fair?

**evaluate** and **judge** the benefits to be gained from Fairtrade certification;

- **Evaluate** and **judge** the extent to which their school currently engages with Fairtrade, **understand** any constraints that exist; **reflect** and make recommendations for the future linked, perhaps, to ultimately achieving *Fairtrade School* status;
- **Understand** what the ethical production and purchasing of clothes entails, **evaluate** and reach a **judgement** regarding the practice of popular clothing companies.

## Key Subject Vocabulary

Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Silkworm; Mulberry; Cocoon; Larvae; Factory; Political map; Countries; Basin; Desert; Depression; Stream; River; Mountains; Arid; Drought; Profit; Trade; Trade route; Domestic trade; International trade; Import; Container; Container ship; Export; Brand; Company; Hectare; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry; Hydrofoil;

## Connections to the subject content of other curriculum areas

### Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

### Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language that defines each subject in its own right, such as accurate mathematical and scientific language.

### Numeracy and Mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

### History

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.

# Key Question: Why is fair trade fair?

River; Confluence; Pier;  
Refinery; Settlement;  
Heath; Estuary; Mud flat;  
Cruise; Cargo; Terminal;  
Hovercraft; Factory; Farm;  
Urban; Rural; Fairtrade;  
Premium; Community;  
Development;  
Co-operative; Market;  
Sustainable; Ethical.

## Computing

Pupils should be taught to:

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

# Key Question: Why is fair trade fair?

## NOTES

### Ancillary Question 1: Why was this road so important two thousand years ago?

Explain to the pupils that 2000 years ago the road in the pictures that you are going to show them (**Resource 1**) was one of the most important roads anywhere in the world, although it may not look much today. Ask the pupils to examine the photographs carefully and to identify and describe the landscape through which the road passes. Where in the world might this road be? What was it a road between? What difficulties would people have faced 2000 years ago travelling along this road? How would they have travelled? What form of transport would have been available back then other than walking?

Now encourage the pupils to consider why this road was so important? Why do we have roads today? To travel from one place to another – so presumably this road would have been used for the same thing. Show the pupils the engravings in **Resource 2**, which depict people using this road during the Middle Ages (the period between 1000 and 1453). What evidence is there for what people might have been travelling along this road for? What might have been the purpose of their journey? What animals are the people travelling on? What other animals are there and what are they being used for? What are they carrying?

Explain to the pupils that most of the people in the engraving were *merchants* – someone who buys and sells commodities for profit. The main commodity being carried on the camels was very precious and extremely valuable – what could it have been? The pictures in **Resource 3** show this incredibly valuable product being manufactured and inspected in the early twelfth century. Are there any clues here as to what it might be or who is manufacturing it and where it may be taking place? Look carefully at the women – where in the world might they be?

The next pieces of evidence are in **Resource 4**. What is this creature – a caterpillar or worm? They are photographs of a silk worm feeding on the leaves of a mulberry bush together with the cocoons that surround their larvae. The best-known silk threads are obtained from these cocoons (**Resource 5**), which can then be made into the most beautiful clothes such as the dress made between 1770 and 1780 in **Resource 6**.

Explain to the pupils that, for hundreds of years, one country held the secret to making silk and even today, this country still has the reputation of producing the most delicate and beautiful silk. The country is China. The images in **Resource 7** show women workers making silk in the early days of China and today, 2000 years later, stretching silk in a silk factory showroom in the city of Shanghai. The engravings in **Resource 2** show merchants carrying silk loaded onto camel caravans from China along the Silk Road (the name of the road shown in the photographs in **Resource 1**) to countries that did not possess the secret of making silk themselves and were desperate to buy it.

Because these caravans carrying silk were so valuable they were often protected by armed guards all the way to the point where the buyer took possession. **Resource 8** is a map of the Silk Road, which is shown in green and yellow. Using a copy of this map, the modern political map of countries in **Resource 9**, and also the map of landscapes in **Resource 10**, support the pupils to work in pairs to make a list of all of the present-day countries through which the Silk Road passed.

Now ask the pupils to look back at the map in **Resource 8**. In central Asia the Silk Road divides into two – why? What is it that the road is avoiding? Check with the map of landscapes in **Resource 10**. It is the Tarim Basin. Why do the pupils think that the merchants and the camel caravans needed to avoid this? The NASA satellite image in **Resource 11** and the photographs in **Resource 12** of the Tarim Basin provide clues.

Explain that in geography, a basin is a large bowl-shaped depression or dip in the earth's surface often oval or circular in shape. At 906 000 sq km, the Tarim Basin is nearly four times larger in area than the United Kingdom. As it is enclosed by mountains to the north and south, it is extremely dry. The merchant caravans avoided the basin, keeping to areas where water was available in streams and rivers – the mountains to the north and south.

# Key Question: Why is fair trade fair?

## NOTES

The most famous traveller along the Silk Road (and perhaps the most famous traveller that ever lived) was the Italian merchant and explorer Marco Polo (**Resource 13**), who was born and brought up in Venice. In 1271 at the age of 17 he set out with his father and uncle along the Silk Road on an epic journey to China, returning 24 years later with many riches and treasures. He was the first person from the West, which was predominantly Christian, to confirm the existence of territories and cultures in the Far East which, until then, had only been rumours and speculation.

He wrote up all of his experiences in a book called *The Travels of Marco Polo*. A hundred years later Christopher Columbus referred to Marco Polo as his greatest inspiration for his own travels and exploration of the world and took a copy of Marco Polo's journal with him on all of his expeditions. In his journal Marco Polo writes about things that had never been seen by any European before. Read the following extract to the pupils – what are the black stones being burnt that no one in the west had ever seen before?

*It is a fact that all over the country of Cathay there is a kind of black stone existing in beds in the mountains, which they dig out and burn like firewood. If you supply the fire with them at night and see that they are well kindled, you will find them still alight in the morning and they make such fine fuel that no other is used throughout the country. It is true that they have plenty of wood also but they do not burn it, because those stones burn better and cost less.*

The greatest mystery that surrounds the travels of Marco Polo, and remains unsolved to this day, is what exactly the 'huge serpent' was that he wrote about in his journal (**Resource 13**).

Read this through with the pupils several times and ask them to sketch what they think the creature would have looked like, based on Marco Polo's observations. What do they think the creature was? Most people who read this description deduce that Marco Polo was describing a huge crocodile (although crocodiles also have a pair of rear legs and five claws on their front feet and four on their back feet). Do the sketches that the pupils have drawn look like modern-day crocodiles? There are a few geographers however who think that Marco Polo may have been describing a giant monitor lizard (**Resource 14**), which was believed to have died out at least 40 000 years ago.

Carajan is in modern-day Myanmar (Burma) and covered in dense tropical rainforest and even today, huge areas are uninhabited. Could it be that some giant monitor lizards and their offspring survived unseen in the forest for all of those years?

Finally explain to the pupils that the Silk Road remains the most famous *trade* route in the world even though merchants no longer use it to ship commodities from China to other countries (because it uses faster means of transport such as ships and aircraft). What does the word 'trade' mean? It's the buying and selling of commodities (a useful or valuable thing) between people, either in the same country (domestic trade), or between people in different countries (international trade). The Chinese merchants who travelled along the Silk Road to sell their valuable silk to the people of countries in Europe were engaged in *international trade*. Whilst in Europe, the Chinese traders encountered things that they had never seen before, which they took back home. These things included cucumbers, walnuts, sesame seeds, pomegranates and also the skills of using grapes to make wine.

As a summative piece to this line of enquiry the pupils could write a journal entry in the style of Marco Polo's piece about 'black stones', imagining that they were seeing wine, a cucumber, walnut or pomegranate for the first time and observing the things that 'local' people did with it. This line of enquiry can be linked to a study of Baghdad in history at Key Stage 2. Baghdad was one of the most important cities to emerge as an incredibly important trading centre on the Silk Road during the Middle Ages. The Lower Key Stage 2 enquiry: *Why do so many people live in megacities* has an ancillary question focusing on Baghdad: *Why did Baghdad become the first city in the world with 1 million people*, which can be delivered in conjunction with this investigation if desired.

# Key Question: Why is fair trade fair?

## NOTES

### Ancillary Question 2: Why does Marco Polo visit the United Kingdom every eleven weeks?

Tell the pupils that Marco Polo often visits the United Kingdom today. How can this be when he has been dead since 1324? What is the explanation? Is it someone who has the same name? Could it be something else entirely? Explain to the pupils that you are going to show them some pictures of Marco Polo arriving in the United Kingdom. Who or what is Marco Polo and what do they think is the purpose of the visit?

Now show the film at [www.youtube.com/watch?v=6Oh8i-u3d7Y](http://www.youtube.com/watch?v=6Oh8i-u3d7Y) and/or the photographs in **Resource 15**. *Marco Polo* was the largest container ship in the world when it was launched in 2012 – it is 396 m in length, which is the size of four football pitches. Every 11 weeks it arrives at the port of Southampton carrying 16 020 containers full of commodities that the United Kingdom is *importing* (a commodity brought in from another country for sale) from China. The port of Southampton is the busiest port for cruise ships and the second largest for containers in the United Kingdom. In order to be able to cope with a ship the size of the *Marco Polo* an entirely new berth had to be constructed at the docks – see **Resource 16** and the film at [www.youtube.com/watch?v=rG--ekJhcQU](http://www.youtube.com/watch?v=rG--ekJhcQU)

Before moving on, there is an opportunity here for the pupils to carry out some satellite image and Ordnance Survey map interpretation focusing on the city and port of Southampton where the new docking berth has been constructed. For this they will require copies of the satellite images in **Resource 17** and **18** together with a copy of the 1:50 000 OS map extract in **Resource 19** and the activity sheet in **Resource 20**.

The United Kingdom imports more commodities from China each year than any other country in the world. Ask the pupils to consider what might be in the containers from China that will be sold to people in the United Kingdom. What things do we use in our everyday lives that are imported from China? Take time to encourage the pupils to make a list of everything they can think of that originates in China. Take feedback and make a summative list on the board.

Now tell the pupils that each year the United Kingdom imports (buys and brings in from China) products worth US\$960 billion (that's US\$960 000 000 000). In particular Britain spends more than US\$1.5 billion a year on nine categories or groups of products from China. An example of an item in each category is shown in **Resource 21**. Divide the pupils into pairs and give them a set of the images in **Resource 21**. Challenge them to:

- identify the commodity or item e.g. a *television*
- think of the name of the group or products to which it might belong e.g. *electrical goods*
- place the categories in rank order from 1 to 9 in terms of how much money people in the United Kingdom spend on them each year – 1 is the most money spent and 9 is the least money spent. The correct order is as below. This data can be shown graphically if desired.

Apple iPhone	Electrical equipment	US\$18.5 billion
Drone	Machinery	US\$15.2 billion
Child's clothing	Clothes	US\$8.8 billion
Modelling dough	Toys and Games	US\$5.9 billion
Settee	Furniture	US\$5.5 billion
Trainers	Footwear	US\$2.7 billion
Plastic boxes	Plastic	US\$2.5 billion
Rolls of steel	Metals	US\$2.4 billion
Leather bag	Leather products	US\$1.8 billion

## NOTES

### Ancillary Question 3: What does the United Kingdom export to the people of China?

It is important for the pupils to realise that, although the United Kingdom imports more from China than any other single country in the world, every day there are container ships travelling in the opposite direction with *exports* (items that are made in the United Kingdom and sold to people in other countries) from British companies to China. Sales amount to US\$1.5 billion a month and many people in China are particularly interested in purchasing items shown in **Resource 22**.

Show each of these commodities to the pupils and ask them to identify them. Then consider the title of a collective group that they could all be named under e.g. a settee belongs to a group called 'furniture'. Encourage the pupils to discuss what they can see.

There are lots of different items and, at first sight, it is may be a challenge to categorise them into one group. There are cars, food items, clothing, jewellery and cosmetics but they are all classed as premium, luxury and designer brands such as cars made by Jaguar Land Rover (images 1 and 2), coats from Burberry (3), Scottish salmon (4), Yardley cosmetics (5), hats made by James Lock (6), fine jewellery from Asprey (7), Pringle clothing (8) and clothes and accessories from Dunhill (9 – this shop is actually in Hong Kong).

An interesting activity linked to this line of enquiry would be for the pupils to research a commodity produced locally (or within their region), which they feel would appeal to Chinese consumers (given that there is a particular market in China for high-end and exclusive products with real British branding). They could draft, write, perform and record a 45-second commercial to be broadcast mid-evening for five nights by China Central Television (CCTV). <http://english.cntv.cn> has 45 channels and is viewed by hundreds of millions every day. The important messages to get across in a short time will be: British quality and craftsmanship and exclusivity – your neighbours will want this when they see/taste/drive/wear yours!

## NOTES

### Ancillary Question 4: Why isn't trade always fair for some people such as Melvin?

Revisit with the pupils the key things that they have learned so far in the investigation. For thousands of years people around the world have *traded* goods between countries because no single country can produce everything they need or desire. So today all of the world's countries *import* (buy and bring in goods from other countries) and *export* (sell and send out to other countries) – we have seen that the United Kingdom imports and exports things with China. When a country trades with another country it is known as *international trade*.

On a table lay out a range of foods and food products that the United Kingdom imports from other countries – pineapples, oranges, satsumas, bananas, cocoa (raw material of chocolate), rice, coffee, tea, sugar (the UK imports 55 per cent of its sugar made from cane), kiwi, grapefruit, lemons, melons, peaches. Ask the pupils to consider why all of these items have to be imported. It is because we don't have the appropriate climate to grow them. All of these items and many more are, at this very moment, being grown by farmers in countries all over the world in preparation to export them to the United Kingdom. Shoppers (known as *consumers*) will then buy them, mainly from very large supermarkets – 74 per cent of all food bought by consumers in the United Kingdom is purchased from just four supermarkets: *Tesco*, *Asda*, *Sainsbury's* and *Morrisons*. In total 45 per cent of all the food eaten in the United Kingdom each year is imported from countries around the world.

When the pupils eat a piece of fruit or chocolate bar, do they ever think about the farmer who has grown the fruit or important ingredients such as cocoa for the chocolate bar? Well, let's meet one of these farmers – Melvin Joseph who lives on the Caribbean island of St Lucia and grows bananas for supermarkets in the United Kingdom – see **Resource 23** and **Resource 24** (map of Caribbean) and **Resource 25** (map of St Lucia).

Print copies of the account written by Melvin in **Resource 26** and read it through with the pupils. Take time to discuss the main points that Melvin is making here about his powerlessness in the face of what really constitutes a monopoly on the part of the buyers. How have things changed for Melvin and his family when it comes to selling his bananas?

As a summative piece for this line of enquiry, the pupils could produce a divided proportional bar (100 mm long and 10 mm wide) divided into the following sections and colour coded with a key and the title: *Who gets what from Melvin's bananas*. If one kilogram of bananas sells for 68p then Melvin will receive 6.8p, the packaging and shipping company 20.4p, the wholesaler (someone who buys from the producer and sells to the retailer – a 'middleman') 6.8p, and the retailer (the company that owns the shop from which consumers buy things) 34p. For further background reading for teachers to inform discussion and reflection with pupils see:

[www.theguardian.com/sustainable-business/banana-pricing-unsustainable-nature-uk](http://www.theguardian.com/sustainable-business/banana-pricing-unsustainable-nature-uk)

[www.bananalink.org.uk/how-bananas-are-grown](http://www.bananalink.org.uk/how-bananas-are-grown)

[www.globalissues.org/article/63/the-banana-trade-war](http://www.globalissues.org/article/63/the-banana-trade-war)

# Key Question: Why is fair trade fair?

## NOTES

### Ancillary Question 5: Why is fair trade fair?

Assemble a range of fair trade food products – chocolate, coffee, tea, sugar and bananas – for the pupils to see and handle. From which countries have UK companies imported these products from? Encourage discussion about what food with the Fairtrade logo on (**Resource 27**) actually means. What experience do the pupils have already of buying Fairtrade? Is it something that they and their families think about when shopping?

Now show the pupils the film at [www.youtube.com/watch?v=wpGMeQXyr5w](http://www.youtube.com/watch?v=wpGMeQXyr5w) in which Nick Hewer travels to St Lucia to meet Retina, a Fairtrade banana farmer. Ask the pupils to consider what are the main benefits that Retina has that Melvin doesn't. How does Fairtrade benefit the farmer and the local community?

The important things here are:

Firstly, that Fairtrade-certified farmers are guaranteed a minimum price for their crop at the beginning of each year so they know what they are going to earn in advance of doing the work. Retina knows how much money she will receive allowing her to plan ahead e.g. knowing whether she will be able to afford to hire additional casual workers or invest in simple machinery.

Secondly, for each box of bananas, Retina will receive a Fairtrade premium (a little extra money), which goes into a fund to develop the community. In what ways did the pupils see the community being helped in the film? Renovating a school, creating a clean water supply, medicines for the local hospital and college scholarships for young people.

Thirdly, Fairtrade farmers are able to set up *co-operatives*. A co-operative means that all of the small farmers agree to support each other in their farming e.g. by sharing machinery and workers (which means that each individual farmer doesn't have to buy their own) and, most importantly, when negotiating the price of their bananas with supermarket representatives. Rather than negotiating individually with supermarkets all the small farmers in the co-operative speak with one voice through its chairman (which is Stephen in the film). This way they always achieve a better price than trying to negotiate individually.

At the end of this line of enquiry the pupils could produce an A3 poster entitled: *Melvin and Retina: Banana farmers in St Lucia*, which they can design in a way to show the differences between being a Fairtrade-certified farmer and a farmer that is not. For example, Melvin has no idea what he will earn this year and Retina has a guaranteed price for her bananas.

Additional support for teaching about Fairtrade is available at [www.traidcraftschools.co.uk/teaching-resources](http://www.traidcraftschools.co.uk/teaching-resources)  
[www.oxfam.org.uk/education/resources/explore-fairtrade](http://www.oxfam.org.uk/education/resources/explore-fairtrade)  
<http://cafod.org.uk/Education/Primary-schools/Fair-trade>

As an extension to this line of enquiry the pupils could be encouraged to investigate the extent to which the school currently purchases Fairtrade items and whether it is aware of the 4500 Fairtrade-certified products currently available.

See [www.fairtrade.org.uk/en/buying-fairtrade](http://www.fairtrade.org.uk/en/buying-fairtrade)

Does the school have an ethical purchasing policy for products? Perhaps the pupils might talk to the school governors and the business manager about what could be done to buy more Fairtrade items? With support, the pupils could further develop this by working with teachers and governors to enable the school to become an officially recognised Fairtrade School accredited by the Fairtrade Foundation

<http://schools.fairtrade.org.uk/fairtrade-schools-awards/>

After registering there are three easy-to-follow stages to the award: *Fairaware Award*, *Fairactive Award* and *Fairachiever Award*, which can be achieved in increments. Each one allows the school to use the Fairtrade School logo to demonstrate its commitment to ethical purchasing.

# Key Question: Why is fair trade fair?

## NOTES

In addition, there is clearly a very strong and natural link here to the Lower Key Stage 2 enquiry: *How can we live more sustainably?* – in particular Ancillary Question 2: *How can we help to make our school more sustainable.* If desired, the two investigations could be taught together to emphasise the breadth of sustainability.

There is additional teacher support at

[www.co-operative.coop/Food/Download%20files/FairtradeSchoolsPack.pdf](http://www.co-operative.coop/Food/Download%20files/FairtradeSchoolsPack.pdf)

[www.centreforglobaleducation.org/documents/Ethicalpurchasingguidancepublication-final.pdf](http://www.centreforglobaleducation.org/documents/Ethicalpurchasingguidancepublication-final.pdf)

# Key Question: Why is fair trade fair?

## NOTES

### Assessment

This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not necessarily intended that all of the following learning activities should be assessed. Rather the list can be used as a general guide for selecting perhaps one or two assessment opportunities relevant to individual pupils rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	<b>Describe</b> and <b>explain</b> why the Silk Road was the most important trading route in the history of the world; <b>evaluate</b> and <b>reflect</b> upon some of the changes that occurred as a result of the movement of people and commodities along it	Map and photograph interpretation Oral Journal entry
2	<b>Explain</b> why and how countries trade with each other, <b>identify</b> and <b>describe</b> the commodities that are most frequently traded and <b>evaluate</b> some benefits and disadvantages of trading	Satellite image and Ordnance Survey map analysis Categorising imports from China exercise Oral
3	<b>Compare and contrast</b> the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and <b>describe</b> and <b>explain</b> the differences	Written and recorded television advertisement
4	<b>Describe, explain</b> and <b>reflect</b> on why the terms of international trade are not always fair for some producers of goods in other countries around the world	Divided proportional bar Oral
5	<b>Explain</b> what Fairtrade is, <b>compare and contrast</b> the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and <b>evaluate</b> and <b>judge</b> the benefits to be gained from certification	A3 poster
5	<b>Evaluate</b> and <b>judge</b> the extent to which their school currently engages with Fairtrade, <b>understand</b> any constraints that exist; <b>reflect</b> and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status	Research audit Report Action Plan
Homework	<b>Understand</b> what the ethical production and purchasing of clothes entails, <b>evaluate</b> and reach a <b>judgement</b> regarding the practice of popular clothing companies	Graphs and charts Annotated world map PowerPoint Letter

### Homework possibilities

In advance of the homework enquiry, introduce pupils to the idea of thinking about where their clothes come from. Demonstrate with an example of your own clothing that has a label in it indicating where it has been made e.g. China, India or Bangladesh (or alternatively with a pair of trainers or sportswear). Explain that, although you know where it is made you have no idea who made it nor of the conditions of the workers.

# Key Question: Why is fair trade fair?

## NOTES

More and more people believe in shopping for clothes *ethically*. This means only buying clothes that have been made in an ethical way e.g. that they have not been made by children and that the workers are fairly paid and work in safe and hygienic conditions with regular breaks and meals.

At home the pupils can ask every member of their family to sort out their five favourite pieces of clothing. The pupils can then make a tally chart of the companies that have made each item of clothing and the country in which it was manufactured.

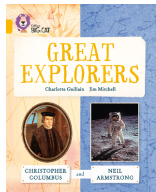
They can then choose one of the companies and research online whether it makes any commitment to ensuring its clothes are produced ethically and, if so, how. Back in class the pupils can pool all of their data, present it graphically and also on a map of the world. In addition the pupils can feed back on their research as to whether any of the companies that make their favourite clothes ensure that their clothes are made ethically. If this is not the case for some of the companies, then this exercise could be followed up by a persuasive letter-writing activity.

# Key Question: Why is fair trade fair?

## Further reading



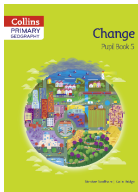



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