



Year 7 Economic Wellbeing Spring 1

Number of weeks (between 6&8)	Content of the unit		Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																																																																																																																																																																																																																																																																	
6 weeks	Year 7 <ul style="list-style-type: none"> Fairtrade 		No prior knowledge assumed.																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Assessment points and tasks	Written feedback points		Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Starters and Plenaries . Plenary- peer and self-assessment Homework tasks	Mid unit assessment	EVALUATE	I can take part in decision-making activities with other people	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■



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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	<p>What is fair trade?</p> <p>How does fair trade work?</p>	<p>All pupils will have a basic understanding of the concept of fair trade.</p> <p>Most pupils will understand which roles receive the most money in the fair trade process.</p> <p>Some pupils will understand how our actions affect people around the world.</p>	<p>In pairs pupils identify natural resources, products and identify the link.</p> <p>What do you think these things have in common?</p>	<p>How does fair trade work ?– Ghana example through video clip (3 mins).</p> <p>WCRC – Pupils vote on whether they think fair-trade is a good idea or not and say why?</p> <p>Second video clip – Explaining advantages and disadvantages of fair trade (5mins).</p>	<p>Knowledge - Fairtrade is about better prices, decent working conditions and fair terms of trade for farmers and workers.</p> <p>There are over 1.4 million farmers and workers in 1,140 producer organisations across the Fairtrade system.</p> <p>Pupils identify advantages and disadvantages of your role in the fair trade process.</p>	<p>Research a fair trade product that is sold in the UK.</p> <p>Choose a fair trade product and find out the following.</p> <p>Which country and which region is it produced in?</p> <p>Who develops it? Which company turns the raw materials into the goods/product?</p> <p>Who sells it? Which supermarkets sell the fair trade goods/product?</p> <p>How much of the goods/product is bought by consumers in the UK each year?</p>	<p>Select appropriate question to answer.</p> <p>Level 3 What products (things you can buy) do you know that have fair trade logos?</p> <p>Level 4 - Why would people buy fair trade products? What is fair trade?</p> <p>Level 5 - What are the advantages to consumers of buying fair trade products?</p> <p>Level 6 - Why farmers group together might not sell their goods?</p> <p>Level 6a – Globally what are the benefits of local farmers working together?</p>



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<p>2</p>	<p>Why buy Fair Trade products?</p> <p>What is the financial impact on the different roles within the Fairtrade process?</p>	<p>All pupils will have a basic understanding of the concept of fair trade.</p> <p>Most pupils will understand which roles receive the most money in the fair trade process.</p> <p>Some pupils will understand how our actions affect people around the world.</p>	<p>Fair Trade Crossword activity.</p>	<p>Show pupils a chocolate bar broken down into the different cost equivalents.</p> <p>Video clip –Fairtrade chocolate.</p> <p>Pupils put into groups with different roles to write & give a presentation on how that role is effected by fair trade.</p> <p>SMSC In groups pupils given a role within the Fairtrade process to identify the impact. Pupils complete Table, can we be a matching activity.</p> <p>Pupils use hands template On one hand and on the other hand template (both sides of the argument).</p>	<p>Interview your partner on what they found out about the Fairtrade product they researched for last lessons homework.</p> <p>Pupils identify how much money goes where in the fair trade process.</p> <p>In pairs (on whiteboards) or in (books) pupils decide how much money goes where on a £1 bar of chocolate.</p> <p>SMSC – Group work</p> <ol style="list-style-type: none"> 1)Producers of non-cocoa ingredients 2) UK Government Tax 3) Producer of cocoa ingredients 4) Chocolate company costs and profits 5) Shops selling chocolate costs and profits <p>How does Fairtrade help the following groups:</p> <ul style="list-style-type: none"> Local farmers (who grow the natural resources) Communities (Where people live) Environment Local Businesses Multinational Companies Consumers (people who buy the products) <p>‘Everyone in the UK should buy fair trade goods’ Do you agree? Using the information from the lesson pupils write a paragraph.</p>	<p>Learners use the internet or look for bananas on sale in local shops, cafés, supermarkets, school canteen or anywhere else.</p> <p>They record a few examples of how much a banana costs in their local area. They could look at the difference between buying one banana or a bunch, between bagged bananas and different types like organic, small, or Fairtrade. They could look at where the bananas come from. They will need to work out the cost per banana if they look at how much a bunch costs. You could ask different teams of learners to look in different types of locations.</p> <p>Meanwhile, a few learners do the same for apples – ask them about local apples, imported ones, bagged apples etc.</p>	<p>Pupils complete plenary triangle.</p>
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<p>3</p>	<p>Case Study of a Fairtrade banana</p> <p>Is there a difference in price between Fairtrade and non-Fairtrade products?</p>	<p>All pupils will have a basic understanding of the concept of exploitation.</p> <p>Most pupils will understand how producers could be exploited without Fairtrade.</p> <p>Some pupils will understand the different factors influencing pricing of Fairtrade products.</p>	<p>Banana Quiz</p>	<p>Foncho's Bananas fact sheet</p> <p>Photos in the form of a slide show.</p> <p>Mystery activity sheet cut up and put in envelopes</p> <p>Groups then get together with another group to share their findings – did everyone come up with similar answers? After spending two minutes discussing their findings, each larger group of four or more shares their theory with the rest of the class.</p>	<p>Activity 1</p> <p>Read through Foncho's Bananas fact sheet explaining the impact of the introduction of Fairtrade on a producer of bananas in Columbia.</p> <p>Activity 2</p> <p>Journey of a Banana interactive. By examining the different people involved in the banana supply chain, and looking at what happens to them as the amount of money they earn from bananas goes up or down, they can start to understand the roles in the supply chain and how everyone involved needs to cover their costs to keep going.</p> <p>Activity 3</p> <p>Then they complete the mystery activity: "Why are bananas cheaper than apples?" and come up with their theory. You could start this activity by getting learners in pairs or small groups to arrange all the clues into categories – very important clue, clue, and red herring (or not relevant). They could then choose a few clues and think about how they help answer the mystery question. They then build a theory based on those few.</p>	<p>Pupils read through their work for a mid-unit assessment and cut out and stick in exercise books the positive and negative feelings of a banana farmer/producer (revision for assessment).</p> <p>Pupils rewrite in their own words.</p>	<p>Ask learners to reflect on the most important factors or influencers on banana pricing.</p> <p>What power does each influencer have to make the price higher or lower? How likely is that influencer to use their power? What are the consequences of that power and influence? Lastly ask learners about their power and role as consumers. How much power do they have to influence what things cost? What difference does it make to retailers, farmers, themselves and other actors if they choose Fairtrade bananas?</p>
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4	Mid-unit assessment What is impact on farmers (producers) in the fair trade process?	All pupils will have a basic understanding of the impact of Fairtrade on Producers/Farmers. Most pupils can describe and explain the impact of Fairtrade on Producers/Farmers. Some pupils can evaluate why Fairtrade has an impact on Producers/Farmers.	Fair Trade word search	Persuasive writing - Fairtrade writing frame.	Activity 1 Highlighting key words in exercise book Activity 2 Mid unit assessment using writing frame Activity 3 Peer assessment of mid-unit assessment	Create a lunch or supper menu of your favourite foods for yourself and your friends. You have decided that all the dishes will contain ingredients from Fairtrade producers. Write your menu, and note the country of origin of as many ingredients as possible.	Pupils highlight feedback sheet on www, ebi on the mid-unit assessment for their partner.
5	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.



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8	<p>What are the differences that Fairtrade might make to the people involved in producing our food and consuming it?</p>	<p>All pupils will have a basic understanding of how consumers who choose Fairtrade makes a difference to producers.</p> <p>Most pupils can describe and explain how consumers who choose to buy Fairtrade products can have a direct impact on producers.</p> <p>Some pupils can evaluate why consumers who choose Fairtrade products can have a direct impact on producers.</p>		<p>SMSC – In groups sorting statements to go with Fairtrade partnerships and those that go without Fairtrade partnerships.</p> <p>Pupils given template to complete.</p> <p>Revision card template (Postcards).</p>	<p>Activity 1</p> <p>Sort the following statements into two groups. In one group place those statements that might be made by producers and growers working in a Fairtrade partnership and in the other group place those statements that might be made by producers and growers working outside a Fairtrade partnership.</p> <p>Activity 2</p> <p>Do you agree or disagree with the following statements?</p> <p>‘I am prepared to buy a Fairtrade product even if it is more expensive than a similar non-Fairtrade product.’ ‘In the UK we should only buy Fairtrade products.’ ‘People shopping in the UK only care about price, not where their food comes from.’ Write your reasons.</p> <p>Activity 3</p> <p>Create a revision card For example Producers – What they do and the impact Fairtrade has on them. Advantages and disadvantages.</p>	<p>Revise for assessment next lesson.</p> <p>Pupils given an example of revision card</p> <p>Pupils produce 4 revision cards for Fairtrade.</p>	<p>Pupils complete targeted/differentiated question based on their current level.</p>
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9	Can I identify the advantages and disadvantages of the Fairtrade process?	<p>All pupils will have a basic understanding an advantage and disadvantage of the different roles in the Fairtrade process</p> <p>Most pupils will be able to describe and explain advantages and disadvantage of the different roles in the Fairtrade process</p> <p>Some pupils will be able to evaluate the advantages and disadvantage of the different roles in the Fairtrade process.</p>	Pupils use their revision cards to revise for the assessment.	Revision 10 mins End of unit assessment 35 ins	<p>Pupils use revision cards to test each other</p> <p>Pupils complete assessment</p>	<p>Research key word for next topic</p> <p>Pupils complete end of unit assessment.</p>	Pupils complete self-evaluation sheet on the fair trade topic.
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