



## INTRODUCTION

In 2014 we carried out some research with teachers in England and Development Education Centres to find out why they thought it was important that young people learn about Fairtrade and what were the **key topics to teach at each stage**.

### Key Stage 1 & 2

- Interdependence means we rely on farmers to produce our food
- There are lots of ways in which young people can change the world around them

### Key Stage 3

- The products we buy go through complex value chains to reach us
- Fair trade as a concept and whether it is good or not

### Key Stage 4

- Debate/question the notions of fairness and justice, and critically evaluate Fairtrade
- About the relationship between power in a value chain and the value each person in it gets from it

See below for where issues of trade justice, food origin and Fairtrade fit into the curriculums in the UK.



## CURRICULUM LINKS

### ENGLAND

Only requirements related to trade justice, food origin or Fairtrade are included. For the full document, go to:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381344/Master\\_final\\_national\\_curriculum\\_28\\_Nov.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf)

Notes in **this colour** are added to show links to specific resources or Fairtrade themes.

### Geography

Geography is one of the subjects which fits best with Fairtrade learning as it requires knowledge of people, resources and natural and human environments, all of which are a great lens through which to study farming around the world.

#### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### Key Stage 1

Pupils should be taught to:

##### Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **This could be comparing farming and lifestyles in the UK and cocoa farmers in Sierra Leone or sugar farmers in Malawi.**



## Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. A lot of Fairtrade products grow around the Equator which can introduce the discussion of why this is and the role of climate (and changing climate) to farmers. The film '*Guardians of the Rainforest*' teaches learners about the challenges of cocoa farming in a hot, wet rainforest climate.

## Key Stage 2

### 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. We have a map activity to encourage students to think about what the foods they love look like when they are grown, and where they come from (<https://schools.fairtrade.org.uk/resource/map-activity/>).

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with North or South America. This could be comparing farming and lifestyles in the UK and banana farmers in Colombia.

## 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. We have a lesson kit, coming soon for Fairtrade Fortnight 2020, which focuses on the difference between commercial and subsistence agriculture (<https://schools.fairtrade.org.uk/take-action/fairtrade-fortnight-2020/>).



### **Key Stage 3**

Pupils should be taught to:

#### **Locational knowledge**

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India) and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

#### **Place knowledge**

- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. [This could be through looking at the lives of sugar farmers in Malawi or cotton farmers in India.](#)

#### **Human and physical geography**

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. [A perfect link to trade and the effects of trade injustice](#)
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. [Link to the impact of climate change on farmers in developing countries and the environmental requirements of Fairtrade. This is the focus of 'My Next Fairtrade Adventure' in which 14-year-old Tanya visits tea farmers in Kenya to see the effects of climate change on farming there.](#)

### **Citizenship**

#### **Purpose of study**

A high-quality citizenship education helps to provide pupil with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh



evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

### Aims

The national curriculum for citizenship aims to ensure that all pupils:

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions

### Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

### Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils should be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Human rights and international law
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity





## **Design and Technology (Cooking & Nutrition)**

### **Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Fairtrade can fit quite easily into the Cooking & Nutrition part of Design and Technology which requires students to gain an understanding of food origin.

Pupils should be taught to:

### **Key Stage 1**

- Understand where food comes from. We have a sticker map set that can be ordered from the e-shop (<http://shop.fairtrade.org.uk/schools>). This is a great way to explore food origin.

### **Key Stage 2**

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Why do different crops grow in different countries? What can we grow locally and which products do we rely on other countries for?

### **Key Stage 3**

- Understand the source, seasonality and characteristics of a broad range of ingredients. Why do different crops grow in different countries? What can we grow locally and which products do we rely on other countries for? Use films or photo journeys that show how bananas or cocoa are grown (<http://schools.fairtrade.org.uk/resources/photos>) or (<http://schools.fairtrade.org.uk/resources/videos>).

## **PSHE (Personal, Social, Health and Economic Education)**

The information below is taken from the PSHE Association website: <https://www.pshe-association.org.uk/content.aspx?CategoryID=1053>

While PSHE education is a non-statutory subject in the National Curriculum, section 2.5 states that: 'All schools should make provision for PSHE, drawing on good practice.'

Section 2.1 of the National Curriculum framework states:



‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life’

In her article, ‘The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015’, Janet Palmer, Ofsted’s lead for PSHE education, wrote:

“It is clear from the range of inspection guidance for September 2015 that the evidence schools provide regarding the effectiveness of their PSHE and of pupils’ SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school.”

<http://www.asdan.org.uk/news/2015-07-guidance-published-on-pshe>

## SCOTLAND

The Scottish Fair Trade Forum have some excellent information on their website about how Fairtrade and trade justice links in with the Scottish Curriculum.

<http://www.scottishfairtradeforum.org.uk/take-action/schools-and-nurseries/fair-trade-schools/linking-with-the-curriculum/>

From early years to secondary schools (3-16), food is taught progressively through:

- Sciences
- Technologies
- Health and wellbeing

For further information on the curriculum in Scotland, go to:

<https://education.gov.scot/education-scotland/scottish-education-system/broad-general-education/>



## NORTHERN IRELAND

In primary schools (5-11 years), food is taught mainly through health education. It supports Foundation Stage, Key Stage 1 and Key Stage 2 in The World Around Us (Science and Technology, Geography) and Personal Development and Mutual Understanding.

During secondary school education (11-14 years), food is taught through three main areas:

- Learning for life at work (Home Economics)
- Science and technology (Science)
- Learning for life and work (Personal Development)

There will be further information on the links to Fairtrade in the curriculum in Northern Ireland but in the meantime please visit: <http://www.nicurriculum.org.uk>

## WALES

The curriculum in Wales ensures that children in early years, primary school and secondary school have experiences learning about food. The curriculum comprises Early years, with progression onto National Curriculum (Key Stages 2 and 3, 8-14 years).

The three areas of the National Curriculum where food is mainly featured are:

- Design and Technology: food
- Science
- Personal and social education

### **Education for Sustainable Development and Global Citizenship (ESDGC)**

Estyn (the inspection body for Education and Training in Wales) require all school inspection reports in Wales to comment on ESDGC (a requirement unique to the inspection process in Wales).

In their document, 'A common understanding for schools' (<http://gov.wales/docs/dcells/publications/081204commonunderstschoolsen.pdf>), they emphasise a whole school approach - not just teachers and learners, but parents, carers, governors, visitors and non-teaching staff.

Education for Sustainable Development and Global Citizenship is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world
- The needs and rights of both present and future generations





- The relationships between power, resources and human rights
- The local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues

(Education for Sustainable Development and Global Citizenship: Why? What? How? ACCAC 2002)

Education for Sustainable Development and Global Citizenship (ESDGC) is education that will prepare young people for life in the 21st century. However, ESDGC should not be seen as an additional subject. It is more than a body of knowledge as it is about values and attitudes, understanding and skills. It is an ethos that can be embedded throughout schools, an attitude to be adopted, a value system and a way of life. ESDGC links the environment and the people who live in, and from, it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it. ESDGC encourages and supports the development of thinking skills, and helps involve and engage young people in their own learning.

The challenge for schools is to provide opportunities for teachers and learners to consider global issues; make links between what is personal, local, national and global; engage in culturally-diverse experiences; critically evaluate their own values and attitudes; and develop skills that will enable them to challenge injustice, prejudice and discrimination. This is ESDGC: embracing it has the potential to enhance and enrich education.

There are obvious links here with Fairtrade and nearly all Fairtrade resources will cover these. A good start would be to watch 'My Fairtrade Adventure', a film where thirteen-year-old Tayna from North London visits a Fairtrade cocoa co-operative in the Dominican Republic. The second film, 'My Next Fairtrade Adventure' which will be launched in Fairtrade Fortnight 2016, will focus on the environmental standards in Fairtrade certification and will be about sustainability and tackling the impacts of climate change.

There will be further information on the links to Fairtrade in the curriculum in Wales but in the meantime please visit:

<http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en>



## REFERENCES

Information on food and nutrition in the curriculum is from:

<http://www.nutrition.org.uk/foodinschools/curriculum/the-curriculum.html>

For the National Curriculum in England:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335116/Master\\_final\\_national\\_curriculum\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335116/Master_final_national_curriculum_220714.pdf)

For information from the PSHE Association:

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1053>

The Scottish Fair Trade Forum's information about how Fairtrade and trade justice links in with the Scottish Curriculum:

<http://www.scottishfairtradeforum.org.uk/take-action/schools-and-nurseries/fair-trade-schools/linking-with-the-curriculum/>

For the Curriculum of Excellence in Scotland:

<https://education.gov.scot/education-scotland/scottish-education-system/broad-general-education/>

For the curriculum in Northern Ireland, go to:

<http://www.nicurriculum.org.uk>

For further information on the curriculum in Wales, go to:

<http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en>

For the document, 'A common understanding for schools' (about the ESDGC framework):

<http://gov.wales/docs/dcells/publications/081204commonunderstschools.pdf>