

The Abbey Hill CURRICULUM



How fair is our trade?

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How fair is our trade?



Key Idea:



Behind every bar or bean is a farmer whose life can be changed by Fair Trade. This powerful movement began to fight unfairness in global trade—and it's still growing today. From cocoa farms in Ghana to your local shop, Fair Trade supports fair wages, safer working conditions and a healthier planet. Explore how your everyday choices can help create a fairer world for all.

We will:



Create and 'launch' our own FairTrade product following our recipe practices.

Core Text:



The Great Chocoplot
Chris Callaghan



Core Knowledge



1. The Fair Trade movement began in the 1940s and grew in the 1980s to promote equal global trade.
2. Fair Trade ensures farmers and workers receive fair wages.
3. Fair Trade guarantees safe working conditions and fair pay for workers, protecting their well-being and rights.
4. Ghana is a major source of Fair Trade cocoa.
5. Fair Trade reduces food miles, encouraging local production and cutting carbon footprints, helping protect the planet.
6. Today, people are increasingly choosing Fair Trade products as they become more aware of the impact of their choices.

Disciplinary Knowledge



Being a Geographer:

Know and explain key aspects of human geography - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Know how to use maps to focus on the environmental regions, key physical and human features, countries, and major cities of Europe including Russia.

Know how to use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied.

Know how to use four and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the UK and the wider world.








Know thoughtful ways to enquire about why places or themes are changing.

Know patterns and trends between changes in our world.












Lesson 1: What is Fair Trade and why was it needed?

 Learning Intention	Understand the origins of Fair Trade and why it was introduced. (NC: Know and explain key aspects of human geography including trade links.)
 Disciplinary Knowledge	Know and explain key aspects of human geography – types of settlement and land use, economic activity including trade links.
 Key Knowledge Covered	The Fair Trade movement began in the 1940s and grew in the 1980s to promote equal global trade.
 What the Teacher Does	Introduce pupils to global trade and inequality. Use photos and artefacts to show differences between Fair Trade and non-Fair Trade situations. Facilitate a class discussion.
 What the Pupils Do	Examine and discuss images and stories. Create a simple comparison table or class concept map of what Fair Trade aims to change.
 How the Lesson Will Be Evidenced	Group discussion notes or a completed class concept map.
 Adaptation	Chunking – Rotate between picture/postcard/tabletop stimulus stations to break up content and allow for smaller group talk.

Lesson 2: Who benefits from Fair Trade and how?

 Learning Intention	Understand who Fair Trade supports and the difference it makes to people’s lives. (NC: Know and explain key aspects of human geography including economic activity.)
 Disciplinary Knowledge	Know and explain key aspects of human geography – economic activity including trade links.
 Key Knowledge Covered	Fair Trade ensures farmers and workers receive fair wages.
 What the Teacher Does	Share stories or videos of cocoa farmers involved in Fair Trade. Discuss what “fair wages” means and why it matters. Model persuasive ideas.
 What the Pupils Do	Create a persuasive poster encouraging people to buy Fair Trade by showing how it helps real people. Include key vocabulary and a central message.
 How the Lesson Will Be Evidenced	A persuasive A3 poster showing understanding of who benefits from Fair Trade.
 Adaptation	Dual Coding – Provide word banks and visuals to support poster planning. Model a layout structure.

Lesson 3: How does Fair Trade protect people and the planet?





Learning Intention	Understand how Fair Trade supports both people and the environment. (NC: Know patterns and trends between changes in our world.)
Disciplinary Knowledge	Know patterns and trends between changes in our world.
Key Knowledge Covered	Fair Trade guarantees safe working conditions and fair pay for workers, protecting their well-being and rights.
What the Teacher Does	Introduce the Paper Bag Game (Christian Aid). Explain how earnings are distributed in unfair trade. Facilitate gameplay, then link outcomes to Fair Trade protections.
What the Pupils Do	Take part in the Paper Bag Game. Reflect on how Fair Trade could change the lives of workers by ensuring fair pay and safe conditions.
How the Lesson Will Be Evidenced	Photos and group reflection with labelled table showing how Fair Trade improves conditions.
Adaptation	Relational Approaches – Pupils work in small teams with clear roles to support collaboration and discussion.

Lesson 4: How far does our lunch travel?

Learning Intention	Understand the environmental impact of food miles using today's school lunch as a case study. (NC: Know patterns and trends between changes in our world.)
Disciplinary Knowledge	Know patterns and trends between changes in our world.
Key Knowledge Covered	Fair Trade reduces food miles, encouraging local production and cutting carbon footprints, helping protect the planet.
What the Teacher Does	Share the lunch menu and introduce food miles. Demonstrate how to use an online food miles calculator. Support pupils in identifying product origins.
What the Pupils Do	Use the lunch menu to identify where food came from. Calculate food miles and record findings. Reflect on how Fair Trade supports reducing this impact.
How the Lesson Will Be Evidenced	Completed table of food items, origin countries, and food miles. Short pupil reflection.
Adaptation	Resources and Aids – Provide scaffolded table with origin prompts and access to www.foodmiles.com . Use iPads or printed sheets.

Lesson 5: How fair is your chocolate?





Learning Intention	Create a digital poster that challenges people to think about the ethics of their chocolate choices. (NC: Understand economic activity including trade links.)
Disciplinary Knowledge	Know thoughtful ways to enquire about why places or themes are changing.
Key Knowledge Covered	Today, people are increasingly choosing Fair Trade products as they become more aware of the impact of their choices.
What the Teacher Does	Introduce the big question “ <i>How fair is your chocolate?</i> ”. Recap key messages from earlier lessons. Model layout and persuasive digital tools (e.g. Canva).
What the Pupils Do	Create a digital poster using persuasive text, images, and key knowledge to challenge chocolate-buying habits. Emphasise Fair Trade values.
How the Lesson Will Be Evidenced	Digital posters saved or printed, displayed as part of a Fair Trade campaign gallery.
Adaptation	Chunking – Provide digital templates or planning grids to support sequencing and structure. Pair pupils for support where needed.

Lesson 6: Can we create and promote our own Fair Trade chocolate brand?

Project-Based Outcome – Allow extended time across multiple sessions.

Learning Intention	Apply knowledge of Fair Trade to design, make, and promote a Fair Trade chocolate product. (NC DT: Use research to develop design criteria to inform product design.)
Disciplinary Knowledge	Combine geographical knowledge of trade and Fair Trade with design, communication, and consumer awareness.
Key Knowledge Covered	Ghana is a major source of Fair Trade cocoa. Fair Trade ensures farmers receive fair wages, work in safe conditions, and helps protect the planet by reducing food miles.
What the Teacher Does	Explain project scope. Recap learning. Model how to create effective packaging and promotion. Provide design tools and encourage ethical thinking throughout.
What the Pupils Do	Design and name a chocolate bar. Create packaging and promotional materials. Optionally create a basic prototype. Present their product as part of a class showcase.
How the Lesson Will Be Evidenced	Chocolate bar packaging, promotional work, and pupil presentation or gallery. Include photos and pupil self-reflection.
Adaptation	Environments – Set up clear working zones for research, design, and making. Use templates and assign team roles to scaffold the process.





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