

## Whole week projects: History.

During our lessons on the topic of chocolate, we discussed the importance of treating the farmers who grow the cacao bean fairly. Do you remember the phrase 'Fair Trade'?

Please read this passage about Fair Trade and then answer the questions that follow in your home learning book. I will send you the answers on Monday.

# Fairtrade

## Trade Not Aid

Established in 1992, the Fairtrade Foundation aims to give small-scale farmers a better deal, offering families in rural communities a stable income enabling them to plan for their future. A Fairtrade deal is 50% owned by farmers and workers which gives them an equal voice in decision making. Larger plantation companies must protect workers' rights, keeping them safe and healthy.

The benefits of being a Fairtrade farmer include a **Fairtrade Premium**. This is an additional sum of money, which goes towards developing the farming community, protecting the environment farmers live and work in. A **Fairtrade Price** is a guaranteed minimum price, which covers the cost of sustainable production. This means decent working conditions and a living wage.

## The Fairtrade Mark

Buying items with the Fairtrade mark (shown below) means you are helping to support farmers and workers around the world, giving them a fair price for their products.



## Did You Know?

The Fairtrade system...

- supports 1.65 million farmers and farm workers.
- includes 1226 producer organisations.

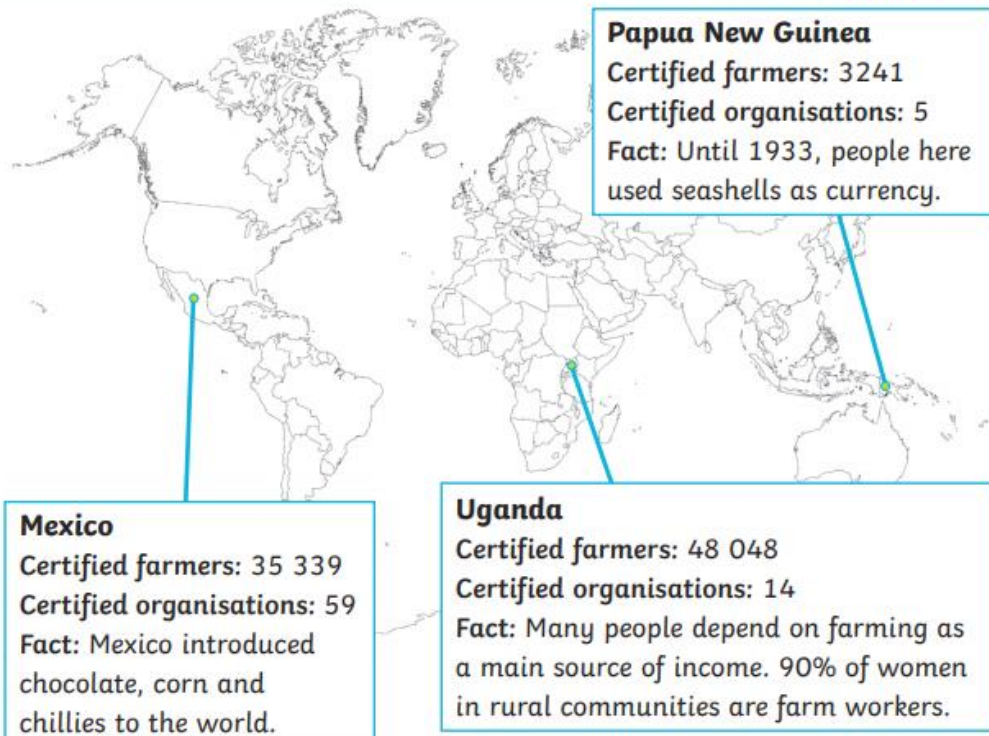
## Fairtrade Products

One in three bananas bought in the United Kingdom is Fairtrade. This makes a huge difference to farmers, workers and their families. You can identify Fairtrade products around your home by looking for the Fairtrade logo. Examples of Fairtrade products include coffee, tea, bananas, flowers, chocolate, gold and cotton.



## Where Can You Find Fairtrade Organisations?

Fairtrade works in 74 countries across 4 continents.



### Fairtrade Facts

- An average coffee farmer lives on just £1.37.
- You can become a Fairtrade School. There are currently around 1100 Fairtrade Schools in the UK.
- Most cocoa farmers have never tasted chocolate!
- Cocoa farmers in Ghana live on less than \$1 a day.
- Every day in the UK we drink more than 8 million Fairtrade drinks.
- More than 3000 products have been licensed as Fairtrade.

### Glossary

**rural** - an area in the countryside rather than the town

**income** - money received, on a regular basis, for work

**plantation** - an estate or area where crops are grown

**workers' rights** - the legal entitlement to pay, benefits and safe working conditions

**sustainable** - able to be maintained at a certain rate or level

**living wage** - a wage high enough to maintain a normal standard of living

# Questions

1. When was the Fairtrade Foundation established in the United Kingdom?

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2. What are the main aims of Fairtrade? Give two.

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3. Explain what a Fairtrade deal is.

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4. Fairtrade Premium is an additional sum of money that is given to farmers. What is its purpose?

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5. Why do you think it is important to protect the environment that the farmers and workers live in?

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6. Do you think it is good to buy Fairtrade products? Explain.

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7. Look at the numbers of certified Fairtrade farmers around the world. Are farmers keen to join the Fairtrade system? Why?

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8. Which of these would **not** be a reason for becoming a Fairtrade School?

You can make a difference in the world.

You can earn extra pocket money.

You can learn about where your food comes from.

You can learn about making choices.

9. Every day in the UK, we drink more than 8 million Fairtrade drinks. What does this tell you about people's opinion of Fairtrade products?

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10. How much does the average cocoa farmer in Ghana earn? Why has this fact been shared?

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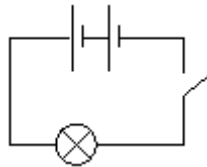
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**Science: Series and Parallel Circuits.**

Here are the answers to last week's Science.

**Q1.**

(a)

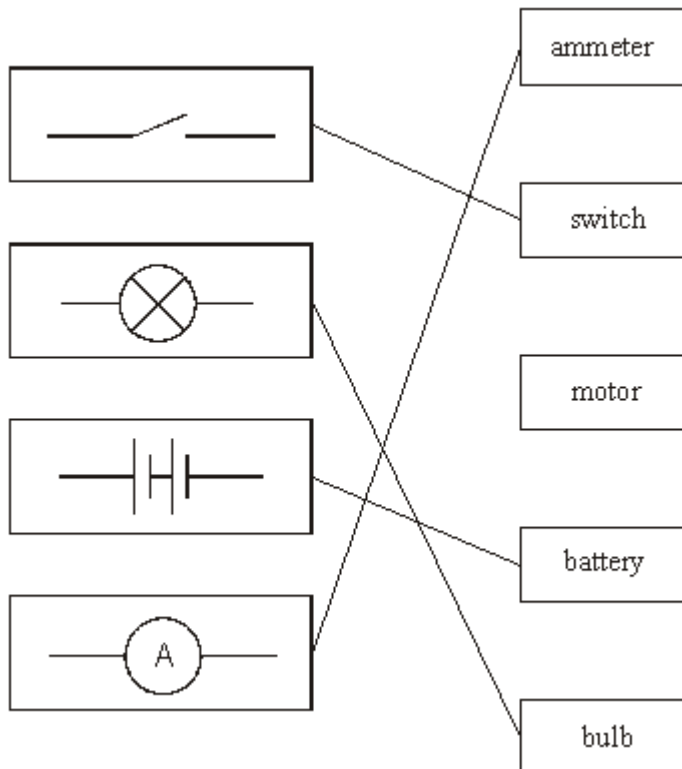


(b) cell(s)/ battery

(c) The bulb would be dimmer.

**Q2.**

(a)



(b) battery

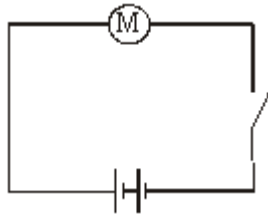
(c)

|           | series | parallel |
|-----------|--------|----------|
| circuit 1 | ✓      |          |
| circuit 2 |        | ✓        |

(d) copper

**Q3.**

(a)



- (c) (i) it turned more slowly  
*'it heats up' is insufficient*
- (ii) it was brighter

**Q4.**

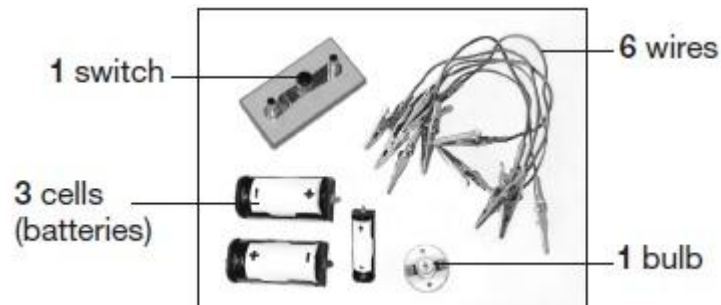
- (a)
- the circuit is not complete  
*accept 'there is no circuit'*
  - a wire is missing
  - two of the bulbs are not connected

## Science: Electricity Assessment

Please write the answers to these questions about electricity in your book. I will send you the mark scheme on Monday.

### Q1. Electricity investigation

(a) Lena has this equipment:



Tick **THREE** boxes to show which questions Lena could investigate using only the equipment shown above.

Tick **THREE** boxes.



Do different cells affect the brightness of a bulb?

How many bulbs can be lit by one cell?

Does the number of cells affect the brightness of a bulb?

Does the number of switches affect the brightness of a bulb?

Does the direction of cells affect the brightness of a bulb?

(b) Draw **FOUR** lines to match the electrical components to their symbols.



Electrical component

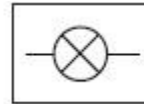
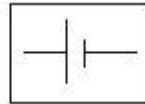
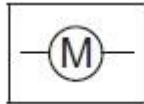
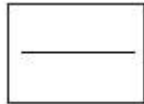
bulb

wire

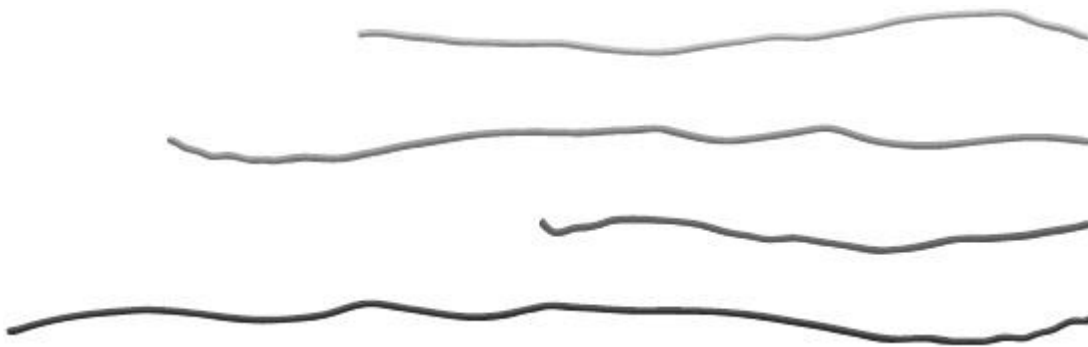
cell

switch

Symbol



(c) Lena collected these wires.  
The wires are made of different metals.



Lena says, 'I want to know if the wires made of different metals will change the brightness of the bulb in the circuit.'

What must Lena do to the wires to make her test fair? 

(d) Lena makes her test fair.

Tick **TWO** boxes to show the **two** pieces of evidence Lena should collect for her results.

Tick **TWO** boxes.



how quickly the bulb lights up

how bright the bulb is

how many wires there are

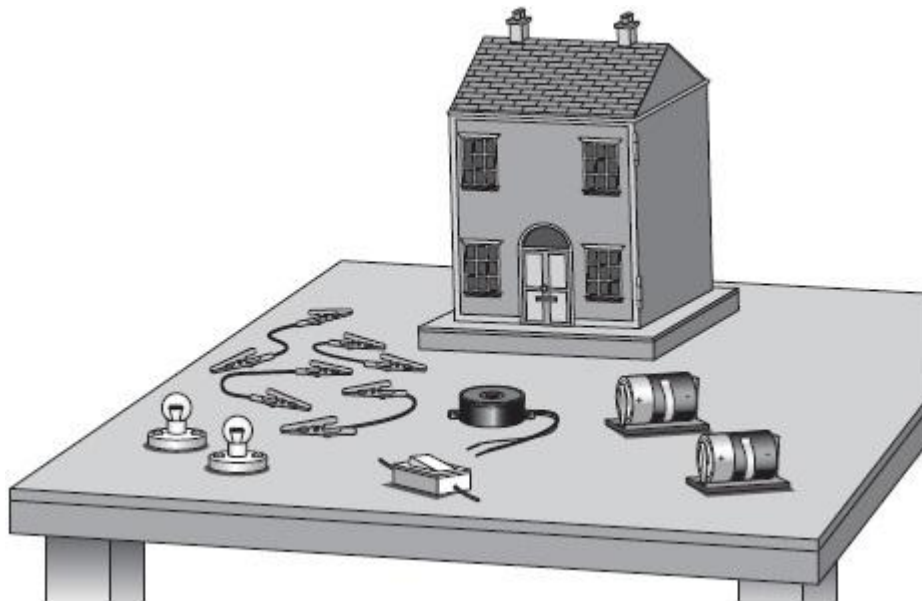
what metals the wires are made of



**Q2.**

**Model house**

- (a) A group of children are making a circuit for a door bell and lights in a model house.



The circuit symbols for the parts used in the circuit are shown below.

Write the name of each part next to its circuit symbol. One is done for you.



**Circuit symbol**

**Name of part**



.....



buzzer

.....

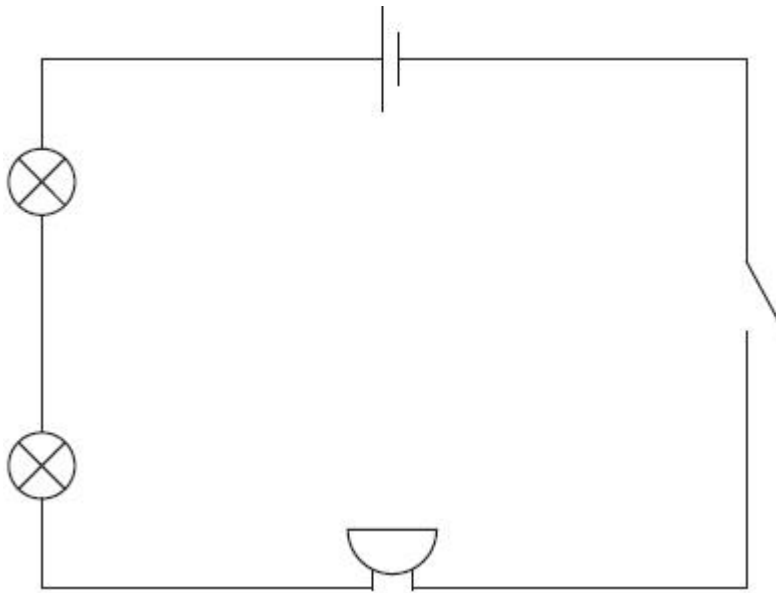


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(b) The children make this circuit.



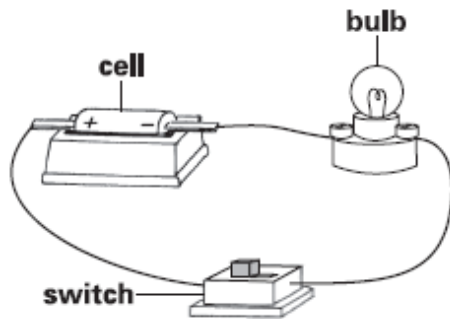
- (i) What must the children do to their circuit to turn the light bulbs and the buzzer on?
- (ii) The buzzer only makes a quiet sound.

How could the children change the circuit to make the buzzer louder? Give **TWO** ways.

**Q3.**

**Road safety**

- (a Julia has a bike with a light.  
) The picture below shows the circuit in Julia's light.



**light**

- (i) Draw a circuit diagram to show the circuit in Julia's light.  
Use symbols in your drawing.



- (ii) What should Julia add to her circuit to make the light brighter?



Julia should add

**Q4.**

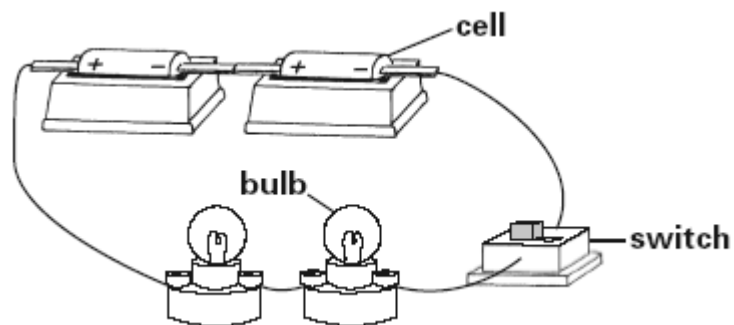
**School play**

(a) Polly is in a school play.

She is dressed as a star.  
The star costume has bulbs which light up.



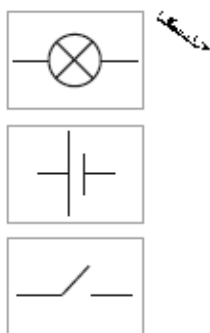
The picture below shows the circuit that makes the star light up.



Draw a circuit diagram of the star's circuit in the space below.

Use these symbols in your circuit diagram.

You can use each symbol more than once if you need to.



- (b) Polly wants the star to shine more brightly.  
She has some ideas about how she can do this.

Write **yes** or **no** next to each idea to show if Polly will see the star shine more brightly.

**Idea**

**Will the star shine more brightly?  
Yes or no?**

 add another bulb

add another cell

use longer wires

**Q5.**

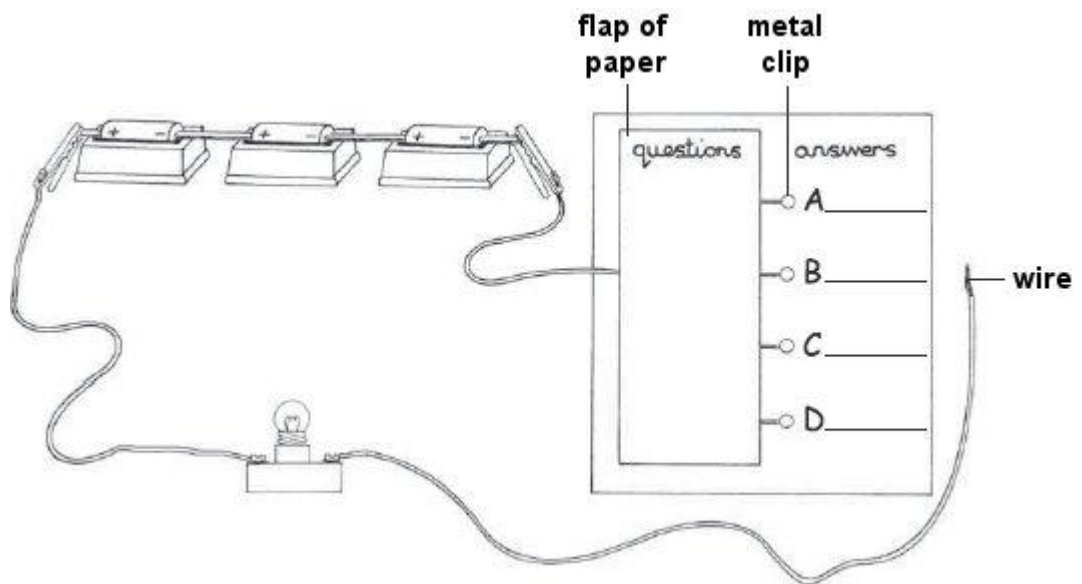
**Quiz board**

(a) Lori makes an electrical quiz board like the one below.

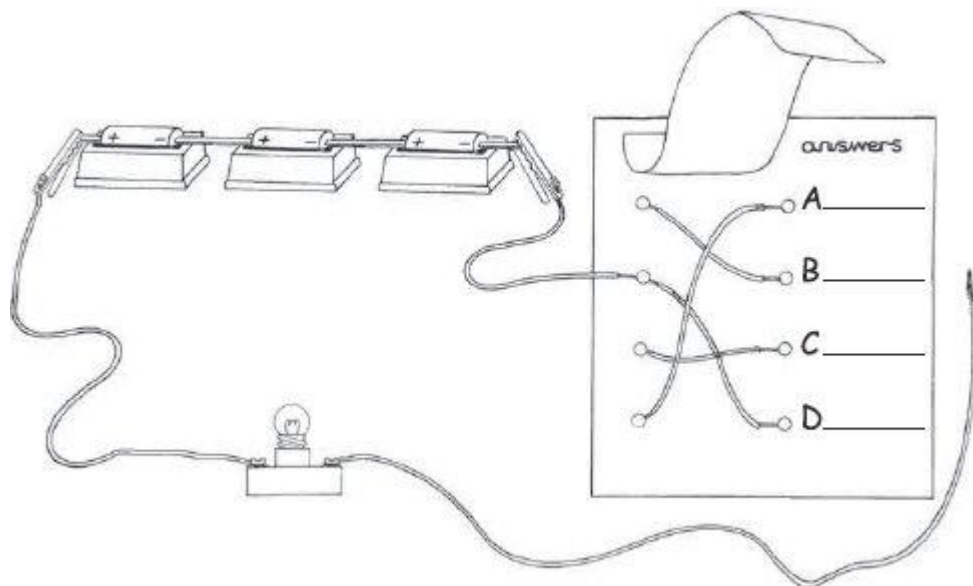
She writes a question on the flap of paper.

Then she writes four answers next to the letters A, B, C and D.  
Only one answer is correct.

When the wire touches the metal clip next to the correct answer, the bulb lights brightly.



When she lifts the flap of paper, you can see how the circuit is made.



Look at the diagrams.

Which metal clip must Lori touch with the wire to complete the circuit? Tick **ONE** box.



- (b) Lori removes one cell (battery) from her circuit.

How will taking one cell out of Lori's circuit affect the bulb when it is lit?

- (c) Lori tries to improve the quiz board. She puts sticky tape over the metal clips A, B, C and D to keep them in place.

She tests the quiz board. It does not work.

Explain why the sticky tape stops Lori's quiz board from working.

