

## Question:

Where is the best chocolate made? ( Fair Trade)

## **National Curriculum Link**

Describe and understand key aspects of:: physical geography, including: climate zones,

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 . key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

## **International Baccalaureate Learner Profile Link**

### ***Communicators***

*Researchers*

*Principled*

*Open Minded*

*Inquirer*

## **Previous Learning**

|        |   |   |   |  |
|--------|---|---|---|--|
| Year 5 | <p>-Locate North America on a world map and explore the landscape.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn.</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK, with a focus on the Lake District (<a href="#">Field study</a>)</p> <p>-Locate and identify a range of climatic, physical and human features, including the major cities on the Atlantic coast.</p> | <p>-Describe the location and main human and physical features of North America</p> <p>-Know the names of at least four countries in North America and the names of their capital cities.</p> <p>-Name the largest country in North America and the names of four other countries and their capital cities.</p> <p>-Name at least 5 states in <a href="#">USA</a>, and compare the landscapes of different US states.</p> <p>-Compare New York state, New York City within our local area (Liverpool and Merseyside), focusing on the similarities and differences between states and counties in the UK.</p> | <p>-Explore the physical geography of the Rockies mountain range (USA).</p> <p>-Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>-Understand the differences in physical and human landscapes found in different US states:<br/>Physical – climate zones, biomes, mountains, volcanoes and rivers<br/>Human – types of settlement and land-use, with a focus on New York City.</p> <p>-Describe how Earthquakes occur,</p> <p>-Understand the effects of a recent Earthquake on the human population focus on the area. Evaluate the advantages and disadvantages of living near in an Earthquake zone.</p> | <p>-Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including <a href="#">Digimap</a>, to explore Europe and the cities within different countries</p> |
|--------|---|---|---|--|

## **New Learning**

|        |  |   |   |   |
|--------|--|---|---|---|
| Year 6 | <p><b>Collate all previous learning.</b></p> <p>Locate the world countries using maps to focus on the environmental regions</p> <p>Focus on India. Where in the world is India? Capital cities, climate. Major cities.</p> <p>Recognise, label and name all areas of UK including counties in England. (<u>summer term</u>)</p> <p>All children to have a sound understanding and able to locate seven continents and 5 oceans, confidently able to name each.</p> | <p>Describe the location and main human/physical features of area (s) studied</p> <p><u>Understand geographical similarities and differences in UK and a village in India</u></p> | <p>Investigate types of settlement, land use and focus on Fair trade.</p> <p>What is Fair trade?</p> <p>Distribution of natural resources. coco beans (with the focus on fair trade)</p> <p>Identify seasonal weather patterns (<u>India and England</u>)</p> <p>Understand the difference in human and physical geography and speak with confidence about these.</p> | <p>-Use sketch maps and digital technologies (<u>Digimap</u>) to record and present the human and physical features of the local area. (field study to New Brighton... Cross - curricular with history)</p> <p>Use aerial pictures. To research the areas</p> <p>Use simple compass directions and directional language. Describe routes on a map</p> |
|--------|--|---|---|---|

### **Knowledge, Skills and Understanding**

**G1:** Confidently locate the countries that are the largest exporters of chocolate on a map/Atlas or globe.

**G2:** To use inquiry skills confidently and independently to research coco beans.

**G3:** To compare and contrast the physical and human features of country outside EU and UK. Study the physical features of the countries in terms of fair trading, land use.

**Challenge.** To understanding the term "sustainable development" and use in within context.

### **Resources**

Ipad/computer suite  
Immersion room  
Books for research on where chocolate comes from.  
Variety of chocolate ( Fair trade)Coco beans

### **Website/Apps**

<http://earth.google.com/>  
<http://www.tes.co.uk/Resource-Detail.aspx?storyCode=6020158> (planning support) <http://www.fairtrade.org.uk>  
<http://www.globalexchange.org/sites/default/files/ChocolateActivityBook.pdf>

### **Extended Writing Opportunities**

|  |   |
|--|---|
| <a href="http://www.youtube.com/watch?v=fiMjr3Rwdj">www.youtube.com/watch?v=fiMjr3Rwdj</a>   | <p>Explanation: How is chocolate made? why is coco only grown in Certain countries?</p> <p>Explanation of Fair Trade, What is fair trade?</p>   |
| <p><b>Suggested Quality Texts</b></p> <p>The fair trade revolution.</p>  | <p><b>Numeracy Skills</b></p> <p>Data collection: Create a survey of different types of chocolate eaten by classmates. Children to create questions about the information found. Create a bar chart/line graph.</p> |
|  | <p><b>WOW Experience</b></p> <p>Maritime museum: Fair trading and distribution.</p>   |
| <p><b>Cross Curricular Links</b></p> <p>Computing: Create a spreadsheet, research: How is chocolate made?</p> <p>P4C: Thinking of others ( fair trade farmers)</p> |   |