

Year 2 (Summer 1 2023) **Problem-Solving: Chocolate**

**Key Inquiry Question:** Understanding the impact that chocolate has on the environment, how can we support this to ensure we are encouraging a positive impact?

**Catalyst:** What's the story that will 'hook' the children into the learning theme and energise the inquiry?

**People (Who is in a mess or a muddle? Who else might have different points of view on the situation?)**

- Using Charlie and the Chocolate Factory we want to give back to society by creating our own chocolate to sell to raise money for World Land Trust and possibly Fairtrade.

**Place (Where and when does this take place? How does the setting and time create opportunities for learning?)**

- Looking at the production of cacao beans in four different areas along the equator. Understanding how Fairtrade supports cacao bean farmers.
- Recapping of 7 continents, location of equator and rainforests.

**Problem (What is the mess or muddle? Where are tensions, complications, and difficulties?)**

- Understanding that cacao beans are in very high demand but cause damage to the rainforest and farmers are not always treated fairly. Revisit our school charity of World Land Trust and learn about the positive changes fairtrade are trying to make.

**Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)**

- Pupils use their learning about chocolate and Charlie and the Chocolate Factory from Roald Dahl to design a chocolate box and make chocolate to raise money for World Land Trust and support Fairtrade.

**Compassion:** What opportunities are there to teach compassion?

- Learning about prejudice and racism via Rosa Parks story – links to prejudice that some farmers may have experienced and how people can be treated badly for no reason.
- Empathy for people living differently to us- e.g Cacao farmer.

**Key Vocabulary that all children should learn:**

- Problem-solver, compromise, chocolate, cacao beans, fairtrade, farming, food miles, impact, product, design, repetition, alliteration, expanded noun phrase, William Morris, Rosa Parks, Roald Dahl, rainforest, equator, continent.**

**Credibility:** What will we learn?

**We will know (factual knowledge):**

- That the rainforest's of the world are unique and biodiverse places.
- That all plants and animals are inter-dependent – including humans.
- That humans can have a lasting impact on places and the things that live there.
- The production of chocolate and the impact of food miles on the planet.
- That people can have very different points of view on a subject.
- Those opinions, views, rights change over time.
- The fundamentals of Fairtrade and the history of chocolate.

**We will know how to (procedural knowledge):**

- How chocolate is produced from bean to bar.
- The design process for product packaging.
- The purpose of Fairtrade and the World Land Trust to support and counterbalance the impact of the cacao trade.
- Consider the opinions, beliefs and needs of other people.

**We will learn the similarities / differences / connections between (conceptual knowledge):**

- The impact of cacao farming on the rainforest and locals.
- The impact of food miles on the environment and production of food.
- Understand the design process and the importance of product packaging.
- How we can learn by mistakes made in the past.

**We will understand that:**

- We can support charities that are trying to make a positive change to the planet and people in need.
- We will understand that the production of food stems from growing of key ingredients around the world and how food miles can impact the environment as well.

**Character:** What 'Learner Values' will we explore? How? Being a **Problem-Solver**. By addressing real world problems and looking at the different viewpoints involved. By learning about how food is produced around the world and how people are working to provide fair pay for all involved.

**What significant people/companies will we learn about?**

Fairtrade/ Cacao farmers/George Cadbury/ Rosa Parks/ William Morris

**Coherence:** What theme have we chosen to bring the curriculum and 'Learner Values' together?

- The history and continued production of chocolate in a sustainable and ethical way.

Things that make this theme interesting to our children:

- Chocolate, Rainforests, sharing their opinions, creative design, product design, making chocolate, raising money for charity, food miles, *Charlie and the Chocolate Factory*.

**Connectedness:** How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to previous and future learning:

- Link to rainforest learning from Autumn 1.
- Link to location of continents, equator, and rainforests.
- Link to work on habitats, what animals inc. humans need.
- Link to our school charity of World Land Trust

Connections to core learning:

- Science- Food chains. Habitats. Cooking
- Maths- measuring of ingredients, money, charity link
- Literacy – writing a biography of Rosa Parks, William Morris, expanded noun phrases, vocabulary, a page of a book in the style of previous pages ( C+CF)
- Geography – Locating the Equator/ South America/Brazil on maps/globe. Impact of humans on a place over time.
- Art – William Morris, Printing, Design, Observational drawing.
- PHSE, RSE – caring for the planet/ empathy/compromise/problem- solving/ believing we can make a positive difference.
- History – timelines/ different attitudes in the past and now/ learning from mistakes/ Rosa Parks lasting legacy/history of chocolate.
- DT-packaging design/making a net for a box/designing packaging/making packaging able to contain a product.

**Culture & Community:** Where are the links to local / national / international expertise and resources? (Including offsite visits)

We will be visiting a local shop to look for Fairtrade products. Links to local dessert restaurants to see the process of chocolate being made.

Look at how our impact of raising money at school can have a global impact through the World Land Trust and Fairtrade.

Where are the links to our '50 things to do before you leave Rec Road'?

Make and sell something to raise money for a good cause – and stick to a budget., play ocarina, plant a seed.

## **Being Curious**

**We're Curious  
We Use What We Know  
We Ask Questions  
(And It Matters To Us)**

## **Exploring**

**We Plan  
We Investigate  
We Record**

## **Making Sense & Meaning**

**We Collect  
We Evaluate  
We Organise**

## **Creating & Sharing**

**We Select  
We Create  
We Share**

## **Reflecting**

**What Have We Learnt?  
Even Better If?  
What Now?**

### **Inquiry Launch**

**How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?**

Earth Day in the first week will be our launch, discussing what we already know about chocolate and looking at the negative impact of cacao bean farming and the impact of food miles.

Prior Learning: knowledge of continents, equator, location of rainforests, positive and negative impact of humans on the earth and deforestation.

### **What will you use as your key inquiry stimuli?**

We began reading Charlie and the Chocolate Factory just before the holidays – this will be used to look at the vocabulary used to describe characters, setting and chocolate.

We will use this stimulus to create and write our own description of a factory room at The Wonka Factory and use the language to help design chocolate packaging.

We will already have read the story of Rosa Parks in the 'Little People, Big Dreams' book, and discussed problem-solving, and ethical and moral rights and wrongs.

The work this half term will support our chosen charity -The World Land Trust.

**How will you introduce the children to how their learning will be presented? What will you decide / what can they decide?**

We want to support our school charity and Fairtrade by giving back to these by raising money, linking to the Year 2: 50 Things to do before they leave Rec Road. Children will take what they know about chocolate and the vocabulary from C+CF to create their own Chocolate Packaging.

**What do you see as the key lines of inquiry that the children will need to explore?**

Children will explore the ethical implications of chocolate production and how we can help support Charities that are trying to provide change.

Children will also look at the language used by Roald Dahl to help support the design process of their packaging.

**What resources will they / you need?**

- Charlie and the Chocolate Factory
- Printing equipment: polystyrene boards, paper, printing ink.
- Product packaging

**What opportunities will there be for collaboration?**

Children will work on persuasive writing in their Charlie & the Chocolate Factory work. Children will work together to look at food miles of cacao beans from 4 different cacao bean producers.

**What will you do to help the children: collect information, evaluate its worth, organise it into a useful form?**

Videos about Fairtrade – explaining what they do in age-appropriate terms.

Bring in food packaging from Easter to look at how this is designed to be eye catching and unique.

Use C+CF to look at use of language for description to help support naming our chocolate packaging.

Guided Reading books about chocolate to gain more information.

Use the internet, books, experts, visit to a local shop. Look at food labels.

### **Presentation of Learning**

**What learning product(s) will the children create that will lead them to tackle the key inquiry question?**

Children to design and make a chocolate box in the style of William Morris to store chocolate truffles that the children will make to sell to their families.

**How will the learning product(s) be presented to others?**

Chocolate boxes displayed to families and sold to raise money for World Land Trust and Fairtrade.

**Who will their audience(s) be?**

Audience will be the children's families for the end of the inquiry to spread awareness and raise money to help change the cacao farming industry.

**How will the children be actively involved in presenting their learning?**

Children will make the chocolate box and chocolate inside and then sell this themselves to their families. Children will also create posters to advertise their sale.

**How will the children gain meaningful feedback?**

Children will be able to gain feedback from their families on their design for a chocolate box. Will feel a sense of accomplishment after raising money and finding out how much we were able to donate to the charities.

**What will you do to help them to reflect on what they did well?**

Pupils will complete an evaluation about the design of their packaging and if it was fit for purpose.

**What will you do to help them reflect on what they could do better in future?**

Have we become more aware of the impact of a products- chocolate- on different people around the world? In its farming and production?

Reflect on how we have become more aware of persuasive packaging, and how to evaluate product design.

Discuss- have we learned to think about ethical and moral considerations?