

**Credibility:** What will we learn?

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

- Nana FA helped to set up a Fairtrade chocolate company called Divine Chocolate in 1998 supporting farmers in Ghana.
- Different people can make a significant and lasting impact globally.
- Fairtrade companies support farmers and their families and the local community.
- The production and selling of chocolate has an impact on food miles and the planet.
- The history of chocolate and its importance in Norwich and the local area.
- That people can have very different points of view on a subject.
- The fundamentals of Fairtrade and the history of chocolate.

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

- Research and find out facts and relevant information.
- 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.
- Understand the history of chocolate and how Norwich is a part of this.
- How we can learn by mistakes made in the past.

**We will understand that:**

- We can support charities and companies 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 collaborative. 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 companies, Divine Chocolate, Nana Frimpong Abebrese

**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*.

Year 2 (Summer 1 2024) Being Collaborative: Fairtrade Chocolate

Learner Champion – Nana Frimpong Abebrese

**Key Inquiry Question:**

**How can we learn from each other to make positive changes?**

**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?)**

- By looking at the impact a Fairtrade company can have on farmers and their families and the local community.
- We can help to give back to local communities 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?)**

- Recapping on the production of cacao beans from Autumn 1 in the rainforest and our research on Vanesa Nakata.
- Recapping of 7 continents, location of equator and rainforests. Habitats and the environment

**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. 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 own knowledge and market research about chocolate to design a chocolate box and make their own chocolate to raise money for a charity and support Fairtrade. Using inspiration from William Morris to design a tile and print a repeating pattern.

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

- Learning about exploitation of farmers.
- Empathy for people living differently to us- e.g Cacao farmer.
- How we can support local communities.

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

- **collaboration, compromise, chocolate, cacao beans, fairtrade, farming, food miles, impact, import, budget, product, design, repetition, alliteration, expanded noun phrase, pollution, William Morris, Roald Dahl, rainforest, equator, continent, entrepreneur.**

**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 and research on Vanesa Nakate – another person of importance who has made a significant impact globally.
- Link to location of continents, equator, and rainforests.
- Link to work on habitats and climates.
- Link to design and technology work on designing, building and evaluation.
- Link to raising money for charity - Autumn 2

Connections to core learning:

- Science- Cooking – changing materials, habitats and conditions needed for growth.
- Maths- measuring of ingredients, money, charity link.
- Literacy – use of adjectives and expanded noun phrases to describe chocolate, story writing and instructional writing.
- Geography – Locating the Equator/ South America/Brazil on maps/globe. Impact of humans on a place over time, air miles
- Art and DT– designing and making packaging.
- PHSE, RSE – caring for the planet/ empathy/compromise/problem- solving/ believing we can make a positive difference, money
- History – timelines. Looking at people who have made a significant and lasting impact globally.

**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.

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.

Learn the Ocarina

Eat something we have grown.

## 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?

Research information about new learner champion – Nana Frimpong Abebrese and the impact Fairtrade can have on local cocoa farmers and their communities.

Look at the history of chocolate.

Introduce new project – to make our own chocolate and packaging ready to sell and raise money for charity.

Earth Day in the second week – an opportunity to discuss 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?**

Start reading Charlie and the Chocolate Factory. 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 descriptions of chocolate and packaging.

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

The children will all work towards an end product.

The making of their own chocolate  
The designing and making of their own packaging.

The marketing and selling of their chocolate to raise money for charity.

**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
- Video clips and non-fiction material to research chocolate production and Fairtrade
- William Morris resources.

**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.

WLT video about the charity helps support areas of need such as rainforests.

### 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 and make their own chocolate 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.

**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?