

Geography: Where do cocoa beans come from?



Geography: Where do cocoa beans come from?		Key Stage 2	Cycle B
National Curriculum Objectives		Declarative Knowledge (I know...)	Procedural Knowledge (I can...)
<ul style="list-style-type: none"> <li>Describe and understand aspects of climate zones</li> <li>Locate the world's countries, using maps</li> <li>Identify the position and significance of latitude, longitude and Equator</li> <li>Use maps and atlases to locate countries and describe features studied</li> </ul>		<ul style="list-style-type: none"> <li>I know the difference between weather and climate</li> <li>I know what the main climate zones are and can describe what each is like.</li> <li>I know the continents of the world</li> <li>I know the journey that cocoa beans take from bean to bar</li> <li>I know what sustainability is and why it is important.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the main climate zones on a map</li> <li>I can identify different continents and countries on a map</li> <li>I can identify the position of the equator, longitude, latitude and tropics on a world map</li> <li>I can explain where cocoa beans come from and give reasons why they grow in those regions.</li> <li>I can explain what Fairtrade is and list some of the benefits of Fairtrade</li> <li>I can use the internet to conduct research and present my findings.</li> </ul>
<p><b>Prior Learning:</b></p> <p>Foundation:</p> <ul style="list-style-type: none"> <li>I know that weather in Africa is different to the UK.</li> <li>I know that weather in the North and South Poles is different in the UK.</li> </ul> <p>Year 1/2:</p> <ul style="list-style-type: none"> <li>I can identify weather patterns in the UK.</li> <li>I know and can locate, using world maps, the 7 continents and 5 oceans of the world.</li> <li>I know that the weather in the UK differs to that in the equator and the poles.</li> <li>I am beginning to understand that human features are placed in the locations for a reason.</li> <li>I am beginning to understand that changes have further impact on the environment.</li> </ul> <p>I can use knowledge learnt to ask a range of geographical questions about contrasting places and environments, how places have become the way they are and how places are linked to other places in the world.</p>			<p><b>Assessment Task:</b></p> <p>Children to create their own quiz about the topic.</p>
<p><b>Common Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Children may think that each continent has its own climate zone.</li> <li>Children think that weather and climate are the same thing.</li> <li>Children may not make links that deforestation in one country has impacts worldwide.</li> </ul>			<p><b>Vocabulary</b></p>
<p><b>Lesson 1</b></p>	<p>Climate Zones</p> <p>LO: I can identify and name the climate zones of the world and compare to where I live.</p> <p>Children will begin with a recap of previous learning from earlier school years. They will then discuss the difference between weather and climate; giving examples of how they can describe weather and consider how this differs to climate. They will be introduced to the 5 key climate zones: polar, arid, tropical, Mediterranean and mountainous. As a class, they will look at a world map and try to identify the country indicated and discuss what they think the climate will be like. They will continue using the PPT to identify different countries and use the key on the map to identify the climate zone of that country.</p> <p>Independent task: Children will use an atlas to colour a world map identifying the different climate zones and create a key on their map. When finished they will answer the question – How does the climate in South America compare to where they live and explain why they are different.</p>	<p>weather, climate zones, temperature, polar, temperate, arid, tropical, continent, country, key</p>	

	<p>Key questions: How do climate and weather differ? What are the different climate zones? Why do climate zones differ around the world?</p> <p>Resources – Climate zone PPT, atlases, world maps.</p>	
<b>Lesson 2</b>	<p>Where do coco beans come from? LO: I can identify different continents and countries on a map.</p> <p>Children will begin by matching the definition of weather and climate to the correct word, list the different climate zones they can remember from the previous week and list the seven continents of the world (KS1). As a class, they will then build on their knowledge of the seven continents to discuss and compare facts about each, which will they will then identify on a world map. Children will then be introduced to the terms longitude and latitude and will use an atlas to identify the equator and tropics on their map.</p> <p>Independent task: Children will be given a list of countries where cocoa beans come from (Columbia, Ecuador, Brazil, Ghana, Nigeria, Ivory Coast, Cameroon, Malaysia, Indonesia and Papa New guinea) to locate on their map using an atlas. Following this they will be asked to reflect on what they notice about where cocoa beans grow and consider why they grow in these countries and not others.</p> <p>Key questions: What are the 7 continents of the world? Which continent do you live in? What do you know notice about where cocoa beans grow? Why do you think this is?</p> <p>Resources – Continents of the world PPT, Atlases, world maps.</p>	<p>weather, climate zones, temperature, polar, temperate, arid, tropical, continent, country, longitude, latitude. Key, Asia, North America, South America, Antarctica, Africa, Europe, Australia.</p>
<b>Lesson 3</b>	<p>Journey of a cocoa bean LO: I can identify the key steps in the journey of a cocoa bean.</p> <p>Lesson will begin with a world map on the board with continents numbered for the children to identify on their whiteboards. Children to discuss with partner what they can remember from previous week about where cocoa beans grow? What is the climate like where they grow? Through the PPT and the attached short video clips children will be introduced to Fairtrade and some of its benefits on local communities. They will talk through the journey of a cocoa bean from Bean to Bar.</p> <p>Independent task: children to order the different images from different stages of the bean to bar process; writing a short caption to explain what is happening at each stage.</p> <p>Key questions: What is Fairtrade? Why was Fairtrade created? What positive impacts does Fairtrade have on local communities?</p> <p>Resources: Bean to Bar PPT, images of cocoa journey for ordering.</p>	<p>cocoa bean, cocoa pods, Fairtrade, journey, farmers, cooperative, machete, winnower, pulp, harvested, factories, fair, social premium, community projects</p>
<b>Lesson 4</b>	<p>Sustainability LO: I know what sustainability is and why it is important.</p> <p>Today's lesson will begin with 4 images from different stages of the cocoa journey; children are to sequence them and write down 3 positive impacts they can remember from last week that Fairtrade has. Children will then be introduced to the word sustainability, and discuss with a partner what they think it means. Together, look at images of deforestation of the Ivory Coast caused by harvesting of cocoa beans. Discuss the importance of sustainability on the planet and future generations.</p> <p>Independent task: Children to use Kiddle search engine to create a table of negative and positive impacts of harvesting cocoa beans.</p> <p>Key questions: What is sustainability? Why is it important? What are the negative impacts of harvesting cocoa beans? How can these negative impacts be resolved?</p>	<p>Sustainability, resources, society, environment, deforestation, planet, generation, climate change,</p>

	Resources: iPads, images of deforestation of Ivory Coast.	
<b>Lesson 5</b>	<p>Assessment task:  LO: I can use what I have learnt to create a list of questions and answers about a topic.</p> <p>Lesson to begin with children writing 2 positive and 2 negative impacts of growing cocoa beans. Children will be asked to reflect on what else they have learnt during this topic, which will be used to generate a list of key topics. Introduce today's task, which is to design a quiz. Discuss the types of quizzes they may have seen before and the styles of questions they could use. Explain that the purpose of the quiz is for them to show their understanding of what has been learnt so far and that next week, we will be using the quizzes to test each other's knowledge.</p> <p>Independent task - children to work in small groups to create their own quiz questions with answers about our topic.</p>	<p>weather, climate zones, temperature, polar, temperate, arid, tropical, continent, country, key, , longitude, latitude. Key, Asia, North America, South America, Antarctica, Africa, Europe, Australia, cocoa bean, cocoa pods, Fairtrade, journey, farmers, cooperative, machete, winnower, pulp, harvested, factories, fair, social premium, community projects, sustainability, resources, society, environment, deforestation, planet, generation, climate change,</p>
<b>Lesson 6</b>	<p>Assessment task:  LO: I can use what I have learnt to answer questions about a topic.</p> <p>An opportunity for children to recall their sticky knowledge; assessing their understanding, and identifying gaps.</p>	