

# Year 2 – Autumn 1 – 'Chocolate'

## NC Geography (KSI):

- name and locate the world's 7 continents and 5 oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

## Where in the world?



What is chocolate? Do you like chocolate?  
 What is your favourite chocolate?  
 Are there different kinds?  
 Where does chocolate come from?



Show children a world map – do you recognise any of these places? What are they called? Use terms country and continent.  
 Label the 7 continents and 5 oceans of the world and the equator.

Fairness, Wealth, Compassion

## Where do I live?

Where do we live? How do you know?  
 Discuss that we have a street, a city, a county, a country, a continent, a planet.



Concentric map, world, continent, country, city, my home.

Where do you live?

Show children facts about population of Wolverhampton, West Midlands, England and UK. Go through city, county, country and populations.

Do you think everything is the same in all of the different continents? Why?  
 Explore the equator and how climates are different according to where the countries are in the world.

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## How and where is chocolate made?



Give chn a storymap of the process of bean to bar (no words). In small groups chn to explain what they think is happening.

<https://www.youtube.com/watch?v=Khdz2Stp2ZQ>

Plot the journey of a cocoa bean to becoming a chocolate bar being sold in the UK. How are the beans transported? Why? Use simple compass directions and directional language to describe the journey.

Locate the UK countries on a map and show where chocolate is distributed to when it has been made in the factories. Tracing paper over the top of UK map to label the four countries of UK.

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## Fairtrade

Oracy - Fed-in facts activity. Facts about the chocolate trade. Is it right that the farmers get paid only 80p a day for their cocoa beans? Oracy links – drama, hot seating the farmers and the CEO of Cadbury.

<https://schools.fairtrade.org.uk/resource/shorter-version-of-the-story-of-chocolate-8-mins/>



Cocoa life – redesign logo combining cocoa life and fairtrade logos.

Writing link – information about fairtrade chocolate and why people should buy fairtrade.

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## Rio de Janeiro Case Study



<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zr2ht7h>

Chn to create a tourism leaflet to advertise Rio as a holiday destination. Refer to physical features seen in video – beach, mountain, coast, sea, river.

Research the culture and climate of Brazil. Why do you think cacao beans are grown here?

Compare features/climate/daily life as a child in Rio to Wolverhampton.



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## Rio de Janeiro Case Study

Art link – Romero Britto Brazilian pop art  
 Learn about the life of Romero Britto and what inspired him.



Chn choose an EP8 value and design their own piece of pop art inspired by Romero Britto.

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## NC Art (KSI):

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

