



Year 4/5: Dominase (Ghana) – Bean to Buriton

What do you want children to learn?

Substantive knowledge (significant concepts and facts / content matter)

1. Locate the world's countries, using maps to focus on Africa concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)
3. Physical geography: climate zones
4. Physical geography: biomes and vegetation belts
5. Human geography: the distribution of natural resources including food and water
6. Human geography: economic activity including trade links

Disciplinary Knowledge (action taken to gain knowledge to be a geographer)

7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
8. Use the four points of a compass to build their knowledge of the wider world
9. Use symbols and key to build their knowledge of the wider world
10. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Key question: What is unique about chocolate?

AIM: Children to improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to Ghana through trade.

Key Vocabulary

Human and physical geography- Antarctic circle, Arctic circle, Continent, County, Country, Equator, Europe, Greenwich Meridian, Latitude, Longitude, North America, Northern hemisphere, Ocean, South America, Southern hemisphere, Time zones, Topography, Tropic of Cancer, Tropic of Capricorn, UK

Types of settlement and land use-

Agricultural, Border Bungalow, City, Deforestation, Factory, Farming, Flats, Habitat, Hamlet, High street, House, Industrial, Land use, Local, Logging, Mega-city, National, Nomadic, Out of town, shanty town, shopping centre, Population, Residential area, Rural, Settlement, Shop, Suburb, Town, Urban, Village,

Economic activity including trade links-

Crops, Customers, Economic, activity, Employment, Exports, Factory, Fair trade, Farm, Fishing, Globalisation, Growth, Import, Jobs, Office, Organic, Shop, Tourism, Trade, Wages

Cross Curricular Links

Art
DT
English
Science

Distribution of natural resources including energy, food, water and minerals Drought, Electricity, Energy, Famine, Fossil fuels, Fracking, Hydro-power, Minerals, Mining, Non-renewable, Nuclear power, Oil, Oil rigs, Pollution, Renewable, Resource, Solar, Turbines, Wind Distribution, Global, Interaction, Interdependent, Landmark, Location, Pattern, Region				
What is the key question?	What geography content are you going to teach?	Teaching Tasks	What resources are you going to use?	What knowledge, understanding and skills will children take away?
Lesson 1: Where in the world is Africa and what is it like? 1, 2, 7, 8, 9	Chn quickly recap the world's continents and oceans before identifying the continents and oceans bordering Africa. Chn read maps to find out about Africa's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features they have identified	<p>Give the children an atlas. Ask them to find a page with the different continents of the world on. Where are the hottest parts of the World and the coolest? Discuss the atlas, keys and symbols, Africa and other continents etc. Look at the shape of the continents, their position in relation to other continents, seas, tropics, and equator, arctic and Antarctic circles. Practise using vocabulary of compass. Is the continent of Africa mostly in the Northern or southern hemisphere? Is it in the North of the world? Which sea/ocean is to the west? These style questions. Practice on each other. Find the equator, Tropics of Cancer and Capricorn, Other continents.</p> <p>Make own map of Africa with key features Atlas mountains, Ethiopian Highlands, Kilimanjaro (marked on our atlas with a red triangle), seas and oceans, rivers, some countries South Africa, Egypt, Kenya, Cote D'Ivoire (Ivory Coast), Zambia, (and countries they are aware of) etc.</p> <p>This is not a colouring exercise. The purpose is to use the atlas to find and mark key geographical features.</p> <p>Use Google maps or Google Earth to look at the different climates zones, biomes etc. by zooming in on various locations. Discuss how different these places are and how this would affect plant life, animal life, jobs etc. Egypt, Congo, Area around Kilimanjaro, South Africa Cape Town, Sahara.</p> <p>Build a picture of the differences around the continent and its wide variety. Link to compass points, ie the north of Africa is sandy and desert like. On the east coast there is rich vegetation. etc</p> <p>You could then play a game incorporating the language</p>	Maps, globe, atlas, images Google Earth and map Blank Africa map	Chn will embed accurate knowledge of the location of each continent and ocean. Chn will identify continents and oceans bordering Africa. Chn will identify the human and physical features of Africa and describe the pattern across the continent using the four points of a compass.

	using the four points of a compass	associated with the compass and other geographical language.		
Lesson 2: Where in Africa is the Ivory Coast and what is it like? 1, 2, 7, 8, 9	Chn locate the Ivory Coast using key vocabulary including its position within Africa, bordering countries and oceans. Chn identify the time in Ghana compared to the UK. Chn plot and plan a journey from the UK to the Ghana. Chn read maps to find out about the Ghana's environmental regions, key physical and human characteristics, countries, and major cities. Chn describe the pattern to features	<p>Using atlas' locate the country of Ghana. Discuss countries nearby. Use language of the compass. Answer key questions using the map. You could play a game to do this. Find me a country which is to the north of Ghana. Which sea/ocean is to the west? Why might this be important? Use the various maps to find out about Ghana. Man cities, rivers, vegetation and biomes, topography.</p> <p>Show map of world with time zones. Explain this and look at what time it would be in Ghana now. BBC video to explain simply. https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p> <p>https://www.timeanddate.com/time/map/#!cities=56</p> <p>You could find a live webcam and look at what the weather, time of day is in Ghana.</p> <p>Using Google maps investigate Ghana. If possible the children could have their own lap top to find out about Ghana.</p> <p>Labelled map of the Ghana. Key cities, human features and physical features, rivers, neighbouring countries etc.</p> <p>Describe places in Ghana using the language of the compass.</p>	Maps, globe, atlas Blank Ivory Coast map	Chn will embed key locational and positional vocabulary . Chn will identify the human and physical features of the Ghana and describe the pattern across the country using the four points of a compass.

	they have identified using the four points of a compass			
Lesson 3: What connects us to Ghana? 2, 3, 4, 6, 7, 9	Chn predict their answer to the key question with suggested reasons. Chn read maps to give ideas about what connects us to Ghana. Chn make connections between the similarities and differences between the UK and the Ghana. Chn play games with images, questions and secret objects to lead them to the chocolate connection. Chn find out about the chocolate connection to the	<p>As a class predict the connection between us and the Ghana. They may say holidays (occasionally over the years but unrest has not always made it the safest place to visit), GB ruled it once (they didn't France did), trade, language (French so no) size of UK and Ivory Coast similar (https://www.mylifeelsewhere.com/country-size-comparison/cote-divoire/united-kingdom)</p> <p>Use Google Maps or Earth to zoom in on England and Ghana. Look at cities, rural areas etc. Run these side by side and compare. Look at landscape, vegetation, buildings, churches, coast, airports etc. How would we get there if we wanted to visit? Are we similar in any ways?</p> <p>Play eye spy in the sky contrasting England to Ghana. Paste this into Google maps to link to a Middle School in Ghana</p> <p>Describe how the Ghana is connected to the UK. Make statements about the link. Cadbury and Nestle along with other companies use Ghanaian cocoa.</p>	<p>Atlas, maps, images of cocoa pods, trees and chocolate</p> <p>You can use the flip chart or make your own physical game to do this.</p> <p>What can I feel? Place a few items under a towel or in a bag for children to feel and guess what the connection is, e.g. a leaf, some sand, a chocolate bar, a football.</p>	<p>Chn compare the UK with the Ivory coast.</p> <p>Chn know that the chocolate flavour comes from a cocoa pod which grow on a tree.</p> <p>Chn know that the Ivory Coast is the world's largest grower (producer) and seller (exporter) of cocoa in the world - 40%.</p>

	Ivory Coast.			
Lesson 4: Where is cocoa grown? 2, 3, 4, 5, 7, 8, 9, (10)	<p>Chn update their prediction and remove or add to their suggested reasons.</p> <p>Chn find out where cocoa is grown in the world and explore the conditions needed for growing cocoa to learn how the weather (hot all year round because it is close to the equator and therefore consistent sunshine) supports and allows cocoa to thrive.</p> <p>Chn find out the risks the cocoa plant faces and how farmers</p>	<p>Children to make their prediction to the main key statement.</p> <p>Use the maps and interactive maps to find out where cacao is grown. Establish the belt of the tropics (revisit the tropics, names, cancer is north of the equator, Capricorn south). Think about the climate in this belt where coco can be grown. Investigate the conditions needed for growing cacao. Could we grow a cacao tree in the UK? Why not?</p> <p>Zoom in on Google maps or Earth to look at the kind of landscape you would find in the coco belt. Compare to the UK.</p> <p>https://chocolatephayanak.com/unkategorisiert/where-is-cocoa-grown-around-the-world/ some interesting images and data, mostly useful for teacher knowledge.</p> <p>Look at the weather today. https://www.timeanddate.com/weather/</p> <p>Farming in local area- apples https://www.hillfarmjuice.co.uk/ Leckford Estate Stockbridge Videos on Facebook Zoom in on Hill Farm from above with Google Maps and Google Earth (Zoom in around Duekoue trees in straight lines around edge of this city in prime coaco planting area)</p> <p>Is farming the same in our local area to farming in the Ivory Coast? Identify how the same and how different. Explain types of crops, farming techniques, size of farms etc.</p> <p>Task- describe why cocoa grows well in The Ivory Coast and not in the UK. Describe conditions, climate, rain fall etc.</p>	<p>World map showing top 10 cocoa producing countries.</p> <p>Chn describe the location using geographical vocabulary , e.g. equator, latitude, longitude, Africa, South America, North America, Asia.</p> <p>Link to local farms and what is grown on our local farms.</p> <p>Could visit a local farm to look at that they grow, the conditions needed for a</p>	<p>Chn know where cocoa is grown and understand the conditions needed for growing.</p> <p>Chn understand the climate of the Ivory Coast is different to the UK because it is closer to the equator and they have more concentrated sun which leads to higher temperatures and rainfall all year round.</p>

	<p>combat those risks.</p> <p>Chn explore UK farming with a focus on one crop grown locally and compare it to the cocoa plant.</p>		<p>successful crop and the risks the crop faces.</p>	
<p>Lesson 5: Who grows the cocoa? 6</p>	<p>Chn update their prediction and remove or add to their suggested reasons. Chn find out about the job of a cocoa farmer and compare it to the life of someone they know who works for context. Chn evaluate the benefits and challenges (fluctuating prices due to supply and demand) of being a</p>	<p>Prediction for the statement. What is unique about chocolate?</p> <p>https://niceandserious.com/work/rainforest-alliance-the-man-behind-your-chocolate/ meet a coco farmer.</p> <p>https://www.fairtrade.org.uk/farmers-and-workers/cocoa/</p> <p>https://www.bbc.co.uk/news/av/world-africa-15686731 child workers</p> <p>Fair Trade Cocoa growing with a video https://www.cocoalife.org/in-the-cocoa-origins/cocoa-life-in-cote-divoire/a-story-on-farming-in-cote-divoire useful but has subtitles. Images and talking points.</p> <p>Task- Write/illustrate a diary for a day in the life of a cocoa farmers child. Remember to discuss worries, cost of living, school, etc</p> <p>Is this a life they would want?</p> <p>Look at the impact on the environment of Cocoa farming-deforestation.</p>	<p>Videos of the life of a farmer – YouTube</p> <p>Written stories and descriptions of the life of a farmer. BBC Bitesize</p>	<p>Chn know about and understand the life of a cocoa farmer.</p> <p>Chn evaluate the farmer’s working life.</p>

	cocoa farmer.			
Lesson 6: How does the cocoa get from the Ivory Coast to the UK? 2, 6, 7, 8	Chn think about why the UK imports cocoa and why it is important for countries to trade with each other. Chn learn about the journey of cocoa from the farmer to shop. Chn look at the route the cocoa would take to get to the UK by boat or plane.	<p>Prediction for the statement. What is unique about chocolate?</p> <p>How many shops in BW stock/sell chocolate potentially from the IC? How does it get here? Look at maps/globe. How do the cocoa beans get to the UK? Look at the visual clues to work out the journey cocoa beans would take and the transport needed. On the map plot the journey from The Ivory Coast to the UK. and Which oceans does it need to travel across?</p> <p>https://www.youtube.com/watch?v=4vXb8Tt_VCU How is chocolate made?</p>	Atlas – plan a route from the Ivory Coast to the UK by boat or plane. BBC Bitesize	Chn understand that cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer. Chn understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar.
Lesson 7: What is it like in a chocolate factory? 6, (10)	Chn update their prediction and remove or add to their suggested reasons. Chn explore what it is like to work in a chocolate factory. Is it like Willy	<p>Prediction for the statement. What is unique about chocolate?</p> <p>https://www.youtube.com/watch?v=4vXb8Tt_VCU</p> <p>https://www.youtube.com/watch?v=ZtMfiWDQHT8 chocolate from bean to chocolate,</p> <p>https://www.youtube.com/watch?v=XNXWr5tg6ho Thorntons</p> <p>https://www.youtube.com/watch?v=BB3IjuMNUEk Cadbury factory</p> <p>https://www.youtube.com/watch?v=9YTE9eHSttY Cadbury chocolate</p> <p>https://www.youtube.com/watch?v=OI6DzR0LL94 factory</p> <p>Website with info and images https://bareboneschocolate.co.uk/pages/what-is-bean-to-bar</p>	Images of chocolate manufacturing Videos of making chocolate Visit to a factory to see the working conditions and manufacturing process.	Chn understand what factory work is like. Chn evaluate factory and farm life.

	<p>Wonka's chocolate factory?! Chn compare work in a factory and work on a cocoa farm.</p>	<p>chocolate being made</p> <p>Discuss what it would be like to work in a factory. Loud, quiet, bust, rushed etc. How would you feel after a day of smelling chocolate and sugar? Would it be an interesting job or would it be repetitive? Would you get paid lots of money? Use https://uk.indeed.com/ to look up typical incomes of people working in chocolate factories. Compare this to the farmer living on less than £2 a day.</p> <p>Bring in a £2 bar of chocolate</p> <p>Task- Describe and explain Where would you rather work? The farm or the factory? Why? Children to be encouraged to use because and justify their views with evidence.</p> <p>Local chocolate companies https://www.theonechocolate.com/shop/corporate-educational/?page=1&limit=60&sort_by=category_order&sort_order=asc This one does on line sessions, videos, demonstrations etc</p> <p>https://ethicoco.com/ bean to bar</p> <p>https://www.lickthespoon.co.uk/the-worlds-fairest-chocolate/</p> <p>https://joyofenjoy.com/pages/our-story#aboutusar</p> <p>https://chocolatecraft.co.uk/bespoke-chocolates/</p>		
<p>Lesson 8: What is unique about chocolate? 2, 3, 4, 5, 6, 7</p>	<p>Chn give their final answer to the key question. Chn select their best evidence to evaluate the key question.</p>	<p>Predictions final answer using information from the unit's lessons. For the statement. What is unique about chocolate?</p>	<p>Resources and evidence from previous lessons</p>	<p>Chn evaluate their answer to the key question. All evaluations should have evidenced explanations for both sides of the argument before</p>

				making a final decision.
Lesson 9: How does our local area make money? 6, 7, 10 This could be turned into a maths lesson	Chn identify and understand the main jobs in their local area. Chn classify the jobs roughly into primary, secondary, tertiary and quaternary. Chn find out how people in the Ivory Coast make money and compare the types of jobs. Chn discuss what they would like to do when they are older and if there are opportunities for the work in the local area.	Fieldwork to find out the types of jobs that people do in their local area. How does Bishop's Waltham and the people living in it make money? Send out a simple questionnaire asking parents 'What job they do?' With the data determine what types of jobs people do in BW. Group these into primary, secondary, tertiary and quaternary. Look at the types of shops and business around BW. How else does BW make its money? How does The Ivory Coast make its money? Teacher information- https://en.wikipedia.org/wiki/Economy_of_Ivory_Coast Use Middle School Victoire De La Grac Unnamed Road, Côte d'Ivoire To locate an area and look at the opportunities to make money here. Use the symbols on the interactive screen to identify the establishments.		Chn analyse the results to see how people are employed in the local area. Chn compare employment in the local area to employment in the Ivory Coast.

Assessment - Children not yet on track	Assessment - Children working at Greater Depth

Additional information

* The final lesson of fieldwork can be done at any point throughout the topic.

Google searches

Lesson 3 – What connects us to the Ivory Coast?

Images - Cocoa tree, Cocoa pods, cocoa beans

Lesson 4 – Where is cocoa grown?

Where is cocoa grown? World map showing top 10 or so countries

World cocoa production – graph

Grown - 10° north and south of the equator in humid tropic climates with regular rains and a short dry season. They need even temperatures between 21-23°C with fairly constant rainfall all year of 1000-2500mm per year.

Is this the same as the UK climate? – no! Average temperature approximately 10°C with a big range (remind them of the winter and summer) and about 800mm of rain each year.

Lesson 5 – Who grows the cocoa?

Cocoa farmers fair trade – extracts of the life of a cocoa farmer

YouTube – A cocoa farmer's story (set in Ghana not Ivory Coast but the message is the same)

The man behind your chocolate

<https://www.bbc.com/bitesize/articles/z7jdnrd> - economic activity

Lesson 6 – How does the cocoa get from the Ivory Coast to the UK?

The key players in the cocoa business – images to show the process of making chocolate from cocoa pod to chocolate bar.

Understanding chocolate pricing - for a flow diagram

YouTube – Where does chocolate come from and how is it made?

https://www.youtube.com/watch?v=4vXb8Tt_VCU

Cocoa farmers, traders and exporters, grinders and chocolate manufacturers

<https://www.bbc.com/bitesize/articles/zk4rmfr> - trade

This lesson could look at fair trade

<https://www.youtube.com/watch?v=-fzpxGCfm44> simple story of how to get chocolate.

Lesson 7 – What is it like in a chocolate factory?

Chocolate manufacturing – YouTube and images

Manufacturing of any kind to show work in a factory – car, food, clothes

Lesson 9 – How does our local area make money?

To get information to answer this question you could collect data in the following ways

- Ask children to ask one parent or grandparent what their job is, e.g. teacher, policeman, shop assistant, parent, lorry driver, builder, cleaner, IT consultant
- Ask visitors to the school to write down what their job is – leave a piece of paper by reception for them to fill in their job
- Get some children to ask some parents at the school gates what they do for a job.
- Chn could write down all the jobs that they know of in their local area, e.g. postman, fish and chips,

taxi driver, window cleaner, pub landlord

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The data can be collated and put into a graph for children to analyse and answer the question – how does our local area make money?

Employment sectors

<https://www.geographyinthenews.org.uk/issues/issue-10/changing-employment/ks2/>

Find out about the employment in the area - <https://www.streetcheck.co.uk/>

Exports in the Ivory Coast - <https://tradingeconomics.com/ivory-coast/exports-by-category>

Additional reading if interested (AG)

<https://www.theguardian.com/global-development/2019/feb/24/ivory-coast-cocoa-farmers-fairtrade-fortnight-women-farmers-trade-justice>