

## Year 4 What is the role of chocolate in today's world?

Prior learning:

Year 3 explored the concept of Fairtrade last year in relation to bananas (food consumption) as part of class discussions

Concept of power from Roman topic.

D and T prior learning:

- **Cooking and nutrition:** Know that a healthy diet is made up from a variety of different foods and drink.
- **Analysis of existing products:** Exploration of how products have been created. Exploration of objects and designs to identify likes and dislikes.
- **Materials:** Measuring and mark out accurately; cutting materials accurately and safely by selecting appropriate tools; cutting slots.

Key National Curriculum content: **Design and Technology**

### **Design, make, evaluate and improve**

- Investigate existing products, including drawing them to analyse and understand how they are made.
- Gather info about the needs & wants of particular groups.
- Plan a sequence of actions to make a product.
- Develop more than one design.
- Develop prototypes.
- Generate designs with annotated sketches
- Refine work and techniques as work progresses, continually evaluating the product design.
- Identify strengths and weaknesses of their design ideas.
- Talk about how closely their finished product meets their design criteria and meets the need of the user

### **Cooking and nutrition**

- Follow procedures for safety & hygiene.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Measure ingredients using scales.
- Prepare ingredients hygienically and using the appropriate utensils by following a recipe.

### **Materials (packaging)**

- Measure and mark out to the nearest mm.
- Use and explore complex popups
- Cut slots and internal shapes.
- Create nets.

### **Take inspiration from design throughout history**

- Disassemble products to understand how they work.
- Improve on existing designs, giving reasons for choices.
- Identify some of the great designs/designers in different areas of study to generate ideas from their designs.

### **Geography from Progression document:**

I can describe how climate and use of land (e.g. for cocoa production) supports an economy and trade links.

I can use these words: region, hemisphere, equator, tropical, economy, (fair) trade, industry



<p><b>Big ideas/concepts</b></p> <p>Power of...</p> <p>marketing/advertising</p> <p>Large companies</p> <p>What the impact of this power is</p> <p>That packaging plays an important role in chocolate-</p>	<p><b>Key questions/s</b></p> <p>Where does chocolate come from?</p> <p>What are the consequences of cocoa production?</p> <p>How do I know what chocolate product to make?</p> <p>What are the stages in the chocolate production process?</p> <p>What are people's lives like in the chocolate making chain?</p> <p>What makes the perfect wrapper?</p> <p>How can we use research to identify a final product?</p> <p>How do we know if we've been successful?</p>	<p><b>Vocabulary</b></p> <p>Trade, climate, insulator, conductor, equator, market research, Capricorn, fairtrade, industry, environment, logo, design, evaluation, chocolate, region, hemisphere, equator, tropical, economy, industry.</p>
<p><b>Plans- content, how will we teach this?</b></p> <p>Links with Cadbury's World</p>	<p><b>Other curriculum areas with rich links to concepts or content?</b></p> <p>Geography (I can identify how use of land (e.g. for cocoa production) supports an economy and trade links identify key cocoa consumers and producers and how this links to climate, wealth and culture.</p> <p>Sustainability and ethics: Consequences of cocoa production e.g. deforestation child labour (pros and cons)</p>	<p><b>Important figures/quotes</b></p> <p>Cadbury World</p> <p>Fry's</p>



	D&T Science, Maths (measure, graphing, data analysis from surveys)	
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