From Bean to Bar – Term 5
Southville Primary School

Year 2

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
- Links to Bristol's history with chocolate production (e.g., Fry's Chocolate, one of the first companies to produce chocolate bars). - Possible exploration of chocolate shops in Southville - Zara's Chocolate	- Invite a chocolatier or local business owner to discuss the chocolate-making process. - Fairtrade visitor	- **Joseph Fry** (founder of Fry's Chocolate) – historical link to Bristol.	- **Chocolate Bar Showcase:** Children create and advertise their own chocolate bar, culminating in a 'Chocolate Shop' event where they present their products to parents.

Diversity, Equity and Inclusion	Linked Learning
Global Connections: Focus on cocoa farming in Ghana, Ivory Coast, and other key cocoa-producing countries. **Fair Trade Discussion:** Ethical considerations in the chocolate industry, including workers' rights and fair pay.	**Geography:** Finding cocoa-growing regions on a map / Google earth **Science:** Solids, liquids, and the melting process of chocolate **Maths:** Weighing and measuring ingredients for chocolate making. **English:** Writing a chocolate advertisement and a descriptive piece on Willy Wonka's factory.

Driver 1: History *What role did Bristol play in the chocolate industry?*	Driver 2: DT *How do you make a Mayan hot chocolate?*
Driver 1 Objectives	**Driver 2 Objectives**
● significant historical events, people and places in their own locality **Substantive Historical Concept:** Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work: ● Community and culture ● Conflict and disaster ● Exploration and invention ● Hierarchy and power	**Design** ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology **Make** ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria **Technical knowledge** ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Driver 1 Disciplinary Knowledge and Skills	Driver 2 Disciplinary Knowledge and Skills
This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school. ● **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied ● **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability ● **Cause and Consequence** – the reason and result of the things that happened in history ● **Change and Continuity** – how key people, places and events changed or stayed the same over time ● **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why? ● **Historical significance** – why people, events and ideas are important in our studies	● **Investigate:** this includes researching and finding about existing products and designers. ● **Design**: the art or process of deciding how something will look or work. ● **Make**: create something by combining materials or putting parts together. ● **Evaluate**: form an opinion of the value or quality of something after careful thought. ● **Apply**: use something or make something work in a particular situation. Additionally, we teach children that a designer: ● Problem Solves ● Uses tools safely ● Tests, reworks, adapts and improves ● Evaluates and uses feedback ● Works as part of a team ● Follows instructions carefully ● Is technically accurate
Driver 1 Key Vocabulary	**Driver 2 Key Vocabulary**
● **Tier 2:** discover, explore, compare, produce, journey, tradition, recipe, advertisement, analyse, investigate, experience, role, industry, method, packaging, ingredient, fairness, ethical, scenario, workshop, community, impact, culture, innovation ● **Tier 3:** FairTrade, Mayans, Aztec, chocolate, cocoa bean, Fry, biodegradable, coffee beans, timeline, factory production, hot chocolate, cacao, plantation, artisan, commodity, spiced, detective, Fairtrade Workshop, Zara's Chocolate	● **Tier 2**: taste, texture, appearance, smell, flavour, compare, describe, mix, design, evaluate, improve, process, heat, stir, combine, peel, roast, label, recipe, method, ingredient, plan, test, add, edit ● **Tier 3**: chocolate, cocoa beans, roasting, cooling, peeling, husks, grinding, mixing, Mayan hot chocolate, cacao, marshmallows, cinnamon, chilli, sugar, blending, ancient method, modern method

Driver 1 Sequence	Driver 2 Sequence
1. **WALT:** understand what chocolate is and where it comes from. 2. **WALT:** understand how chocolate was first discovered and used. 3. **WALT:** explore how chocolate was brought to Europe – Part 1. 4. **WALT:** explore how chocolate was brought to Europe – Part 2. 5. **WALT:** compare past and present chocolate making techniques. 6. **WALT:** understand the role of factories in chocolate production. 7. **WALT:** understand what Bristol's role in chocolate production was. 8. **WALT:** compare chocolate advertisements from the past to now. 9. **WALT:** investigate FairTrade and ethical issues. 10. **WALT:** investigate what it means to be ethical. 11. **WALT:** understand FairTrade and the experience of working as a cocoa farmer. 12. **WALT:** experience Bristol's chocolate production.	1. **WALT:** compare and describe different flavours using our senses when trying chocolate. 2. **WALT:** understand how to make hot chocolate in the style of Mayans. 3. **WALT:** design our own hot chocolate using different flavours. 4. **WALT:** design a label for our own hot chocolate. 5. **WALT:** understand the first process of making an ancient hot chocolate. 6. **WALT:** understand the second process of making an ancient hot chocolate. 7. **WALT:** evaluate our ancient-styled hot chocolates. 8. **WALT:** edit and improve our design.