Topic UU Spring Second Half Term Fairtrade 2025 Class and Year Groups: UU Year3/4

SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -

In this topic we will: Explore the idea of fairtrade, understand that farmers need to earn enough money to ensure their basic needs are met. We will learn which products are fairtrade with specific focus on chocolate. Where cocoa is grown, what journey it takes bean to bar and we will find out about the history of chocolate. We will create our own chocolate in DT, exploring existing products, designing and making.

KEY FOCUS AREAS

Geography: Food journey and fairtrade trade links. Comparing UK and

History: Local history study Cadbury family. Journey of chocolate

Science: Digestion, teeth and food chains

SYNOPSIS: Weeks

1	Finding out about the Fairtrade Foundation and how it helps farmers around the world the difference between wants and needs.
2	Fairtrade products.
3	The journey of the cocoa bean
4	The History of Chocolate. Timeline
5	The history of Cadbury's.
6/7	Easter Story and Earth Week

SCIENCE: Science Animal including humans:

To describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and their simple functions
construct and interpret a variety of food chains, identifying producers, predators and prey.

Working scientifically:
To asking relevant questions and using different types of scientific enquiries to answer them
setting up simple practical enquiries, comparative and fair tests
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

KEY QUESTIONS:

What is Fairtrade?
Why was chocolate important to the Aztecs and Mayans?
Who were the Cadbury Brothers?
Where does cocoa grow?
What is it like for a cocoa farmer?
What are food journeys?

KEY VOCAB:

Fair Trade Aztecs
Produce and producer products
Harvesting
Manufacturing
Crops
Import export
cocoa

Opportunities for Extension

Bake a difference. With an adult, bake or cook using at least one Fairtrade ingredient. Decorate your creation with the FAIRTRADE Mark! Talk about it! Tell a family member or friend about Fairtrade and the difference it makes to people and the planet. Use Google Maps or an atlas to travel around the world! Can you find a country where cocoa grows? Check the temperature in that country today. What was the temperature in that country 50 years ago? Has it changed? Cocoa trees grow in countries with tropical climates. Find out what fruit trees grow in the UK. With an adult, make a plan to grow your own!

Vertical Drivers and Opportunities for Enrichment

Vertical Driver: Health and Well-being:
Places to visit: A visit to Cadbury World help you to understand the process of cocoa beans to bar! Do you know how chocolate is made? Visit to a farm to look at where our produce comes from.

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<table>
<tr><td colspan="2">ENGLISH: Purpose for writing: Literacy shed: Marshmallow monster: non chronological reports Midnight feast Poetry. Charlie and the Chocolate factory: Newspaper reports

READING KEY TEXT(S): Whole class reader: The White Giraffe/Charlotte's Webb

Read and Respond: Voice in the Park and Charlie and the Chocolate Factory</td><td>MATHS:
Y3: Fractions, mass, and capacity

Y4: : Fractions and decimals</td></tr>
<tr><td colspan="3">MFL: Family and Friends Children should be able to: • follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something ...most children will be able to: • predict a repeated phrase; • make a range of simple statements by substituting vocabulary; • modify a colour adjective; • respond appropriately to a polite request. ...some children will be able to: • recognise the correct determiner depending on gender/number; • select adjectives based on gender/number of nouns; • order sentences correctly.</td></tr>
<tr><td>PE: Yoga: I can describe how yoga makes me feel. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.

Hockey: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</td><td>MUSIC: Charanga: Bringing us together: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</td><td>Geography and history: Finding out where in the world cocoa trees grow, and why they grow there. 2 Exploring what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product. 3 Comparing and contrasting the life of a Ghanaian farmer with that of a British farmer. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution Exploring how the Cadbury company began and developed, and ordering main events on a timeline. KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 106.

DT: Chocolate Creation: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</td></tr>
<tr><td>PSHE and RSE: Keeping Myself Safe

BRITISH VALUES: Rule of Law

School Value: Truthfulness</td><td colspan="2">ICT/COMPUTING: PURPLE MASH: Spreadsheets : To add and edit data in a table layout. • To find out how spreadsheet programs can automatically create graphs from data. To introduce the 'more than', 'less than' and 'equals' tools. • To introduce the 'spin' tool and show how it can be used to count through times tables. To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses. NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</td></tr>
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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	**Science Targets - A Year 4 Scientist**
• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.
Geog/History Targets - A Year 3	**Geog/HistoryTargets - A Year 4**
• Select and record information relevant to the study • Place the time studied on a time line • Distinguish between different sources – compare different versions of the same story • Understand why people may have wanted to do something. • Describe and understand Physical geography, including: climate zones, biomes and vegetation belts. • Human geography including trade links in the Pre-roman and Roman era. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	• Use evidence to build up a picture of a past event • Place events from period studied on time line • Look at the evidence available. Begin to evaluate the usefulness of different sources • Offer a reasonable explanation for some events • Describe and understand Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • Types of settlements in modern Britain: comparing villages, towns, cities.
DT Targets - A Year 3 designer	**DT Targets - A Year 4 Designer**
• Generate ideas for an item, considering its purpose and the user/s • Make drawings with labels when designing • Select tools and techniques for making their product • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work .Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • Evaluate their product against original design criteria e.g. how well it meets its intended purpose	• Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Evaluate their work both during and at the end of the assignment

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PE Targets – Yoga: To use a greater number of their own ideas for movements in response to a task choose and plan sequences of contrasting actions and compositional principles adapt their own movements to include a partner in a sequence Hockey: use control to keep possession and advance up the pitch/court be aware of space and use it to support team-mates and cause problems for the opposition choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent , know and use rules fairly to keep games going use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy , choose and vary skills and tactics to suit the situation in a game set up small games through knowing the rules, using them fairly to keep games going; use a small range of basic racket skills.	PE Targets – Yoga To perform actions, balances, body shapes and agilities with control plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement adapt sequences to suit different types of apparatus and their partner's ability. Hockey use control, accuracy and speed to keep possession and advance up the pitch/court , be aware of space and use it to support team-mates and cause problems for the opposition – make the right decisions , choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; , choose and vary skills and tactics to suit the situation in a game – increasingly complex situations , set up games through knowing the rules, using them fairly to keep games going , use a range of basic racket skills – forehand and backhand (short and long & left and right to move opponent)
MFL Targets - A Year 3 Linguist	MFL Targets - A Year 4 Linguist
Understand a few familiar spoken words and phrases – e.g. Say and/or repeat a few words and short simple phrases – e.g. Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.	Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
Music Targets - A Year 3/4 Musician	
• Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. • Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.	