

Caroline Haslett Primary School

PSHE	Year 6	Who likes chocolate?
<p>Knowledge - what I already know</p> <ul style="list-style-type: none"> I know the difference between rich and poor I know that there are people in the world who are less or more fortunate than me 	<p>Vocabulary</p> <ul style="list-style-type: none"> Developed - a country that is advanced economically and socially Developing - a country that wants to be advanced economically & socially Interdependence - to be dependent on each other Mutual - having the same specified relationship Supply - to make available Demand - an insistent request Buyer - the person who buys the product Producer - the person who makes/ manufactures the product Import - to bring goods or services into a country Trade - an action of buying and selling; swapping services Exchange - an act of giving one thing and receiving another Profit - to make money Manufacture - to make something Local - referring to a nearby area or within the area Seasonal - only available at certain times of the year Starvation - suffering caused by lack of food Famine - an extreme scarcity of food Resources - a stock or supply of materials, money, staff or other assets Moral - concerned with the principles of right or wrong behaviour Ethical - morally good Bias - to be prejudice; a concentration of interest in one area 	
<p>Knowledge - what I will know by the end of this unit</p> <ul style="list-style-type: none"> To be able to identify rich and poor nations around the world To appreciate trade links across the world To understand the concept of global footprint To understand why some people are hungry around the world To appreciate there are different moral attitudes to fairness and responsibility To appreciate how the news is reported 		
<p>Activities</p> <ul style="list-style-type: none"> Identify countries on a world map where cocoa is grown and colour in blue. Then identify the countries where chocolate is made and colour in red. What do you notice about the position of these countries? Discuss the importance of fair trade. Who's involved in the cocoa trade? (farmers, cocoa buyers, importers, chocolate companies, shops, government) Divide £1 between each of these roles. Who do you think will get the most and least amount of money? Is this fair? Show the class a basket of imported food. 95% of fruit & vegetables are imported. Discuss the affect of the carbon footprint. Research foods that are grown locally in the UK. Is it good to only buy food sourced from the UK? Write 10 sentences about why food shortages happen Create a presentation about how the world's resources should be used and the responsibility we have to each other Create a grabbing news headline for issues discussed in previous lessons. 		

Skills

- Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues
- Identify and respect differences and similarities between people
- Recognise choices they can make and recognise the difference between right and wrong.
- Recognise the effect of their behaviour on other people, and cooperate with others
- Can identify rich and poor countries around the world and can explain reasons why some countries are rich or poor
- Understands what trade links are and why they are important
- Recognises their own global footprint in buying food or goods from different countries and the effect this has on the planet
- Understands why there are food shortages around the world
- Appreciates there are different moral attitudes to fairness and responsibility
- Understands how the news is reported and that some news is exaggerated or under-reported.