
Beechwood
Primary School
BEECHWOOD
PRIMARY SCHOOL
PicCOLLAGE

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Environmental Issues

This year we have focused on the environment and ecological issues. In every year group we have looked at different ideas and issues to help develop our understanding of our community. These issues have ranged from school and local area problems to wider, global issues.

Reception have explored homes and places around the world. . .

Flying all around the world from the Class 1 Airport!

We also enjoyed playing instruments to African music.

Making landmarks e.g. Eiffel Tower.

We also had great fun creating homes from around the world!

Year One- We have been busy looking at houses in our local area.

We went on a walk around Seacroft to look at the differences in houses.

We noticed that there were a lot of flats in the area.

We learnt that these are built so that lots of people can live in one area.

We walked along a busy road and we discussed that walking is better for the environment than driving a car.

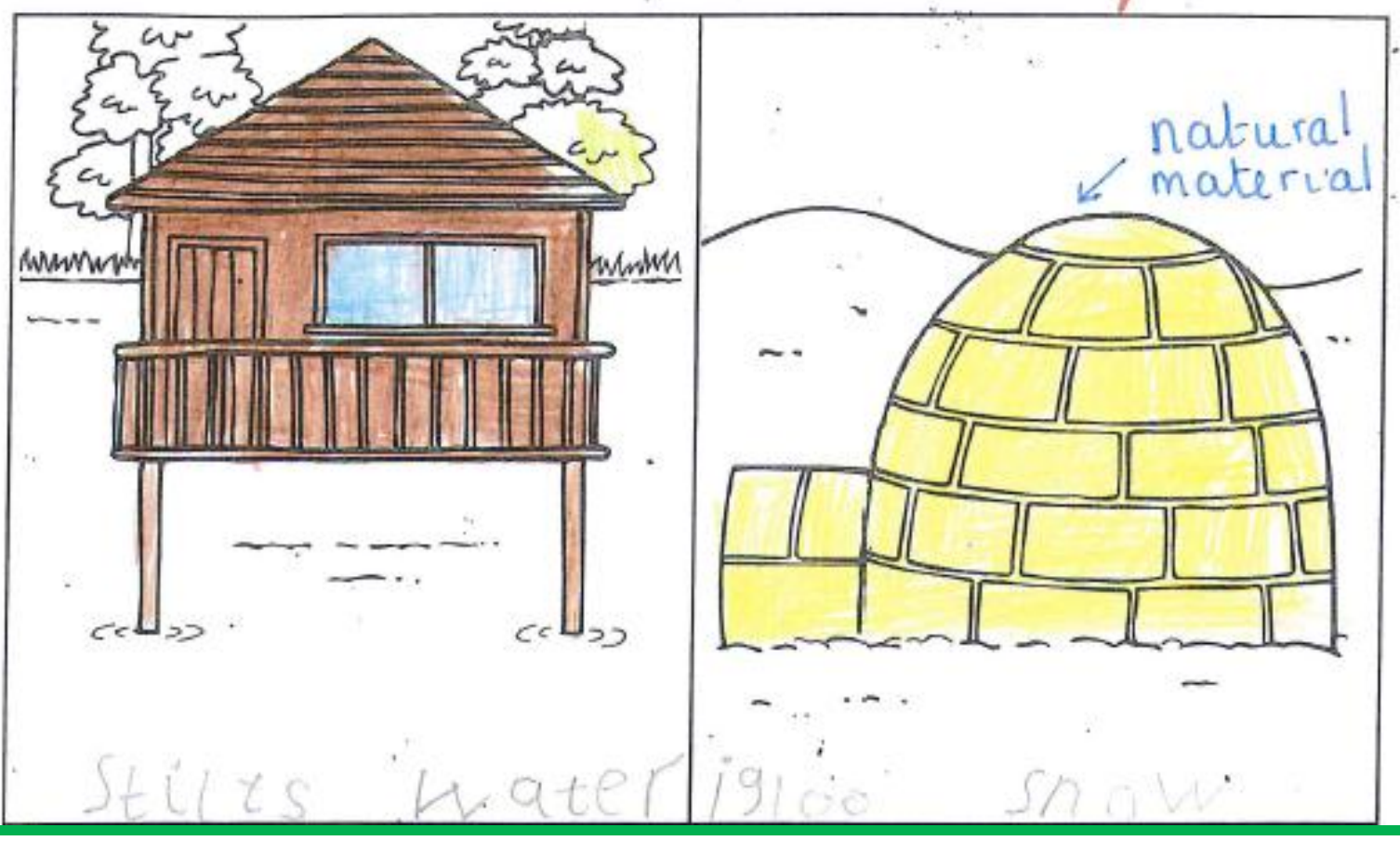
Sustainable Energy- Solar Panels

Lots of children noticed the solar panels on this roof. We talked about them in class and discussed that they are good from the environment because they get energy from the sun.

WALT: Identify key human and physical features of local and distant places 2/2/15

Houses can be different

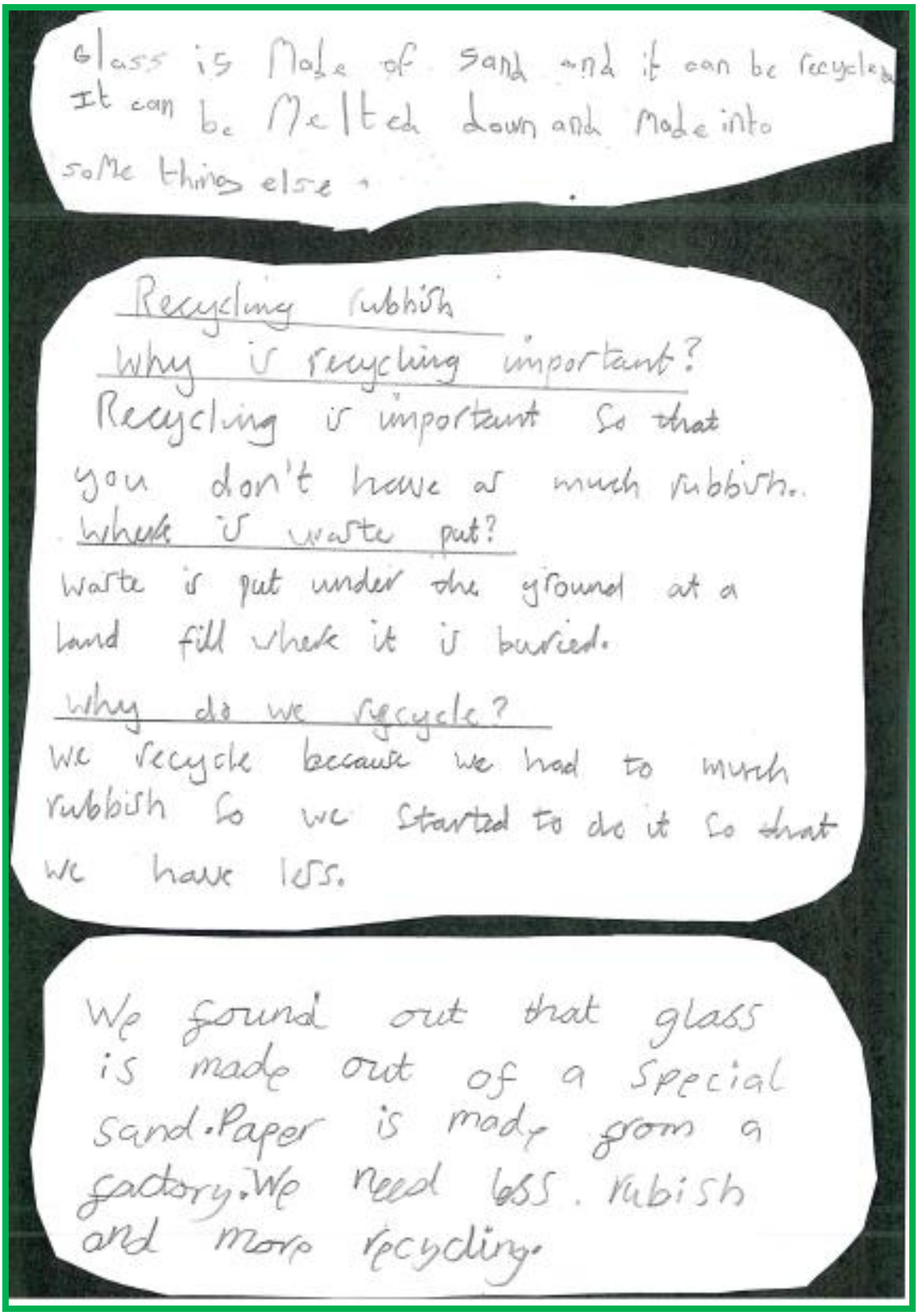
Think of words to describe these houses. What are they made from? Why are they different?



We talked about the different types of houses in different environments. We thought about the materials they were made out of and whether or not they were good for the environment.

Year 2

In year two we have been thinking about recycling. We noticed lots of waste and rubbish in school. We decided to produce some art work made from recycled materials.

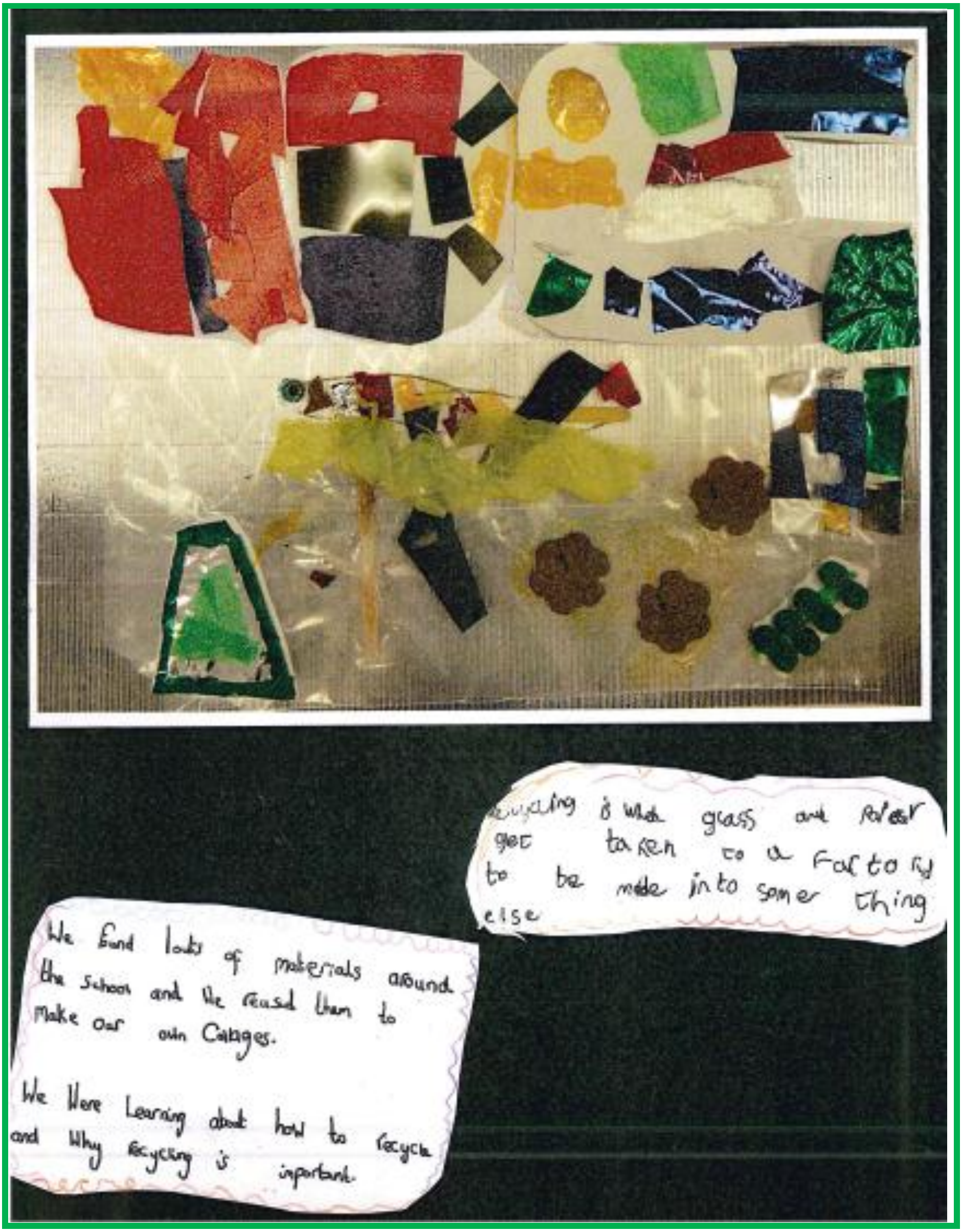


recycling

Recycling means using something again. It is important to make less rubbish.

Some materials recycled in a factory like bottles paper, cans and card.

They have truck in diffrent places. They bring the rubbish to landfill and it is buried under they ground.


Recycling is when glass and Paper get taken to a Factory to be made into some thing else
We find lots of materials around the School and we reused them to make our own Collages.
We Were Learning about how to recycle and Why Recycling is important.

Year Three

Our topic this spring term was 'Our community, our responsibility'. We walked around our local area and looked out for any problems or areas for improvement in Seacroft.

We noticed problems including litter, vandalism in play areas, waste paper in school and speeding traffic around Seacroft.

Local area walk.

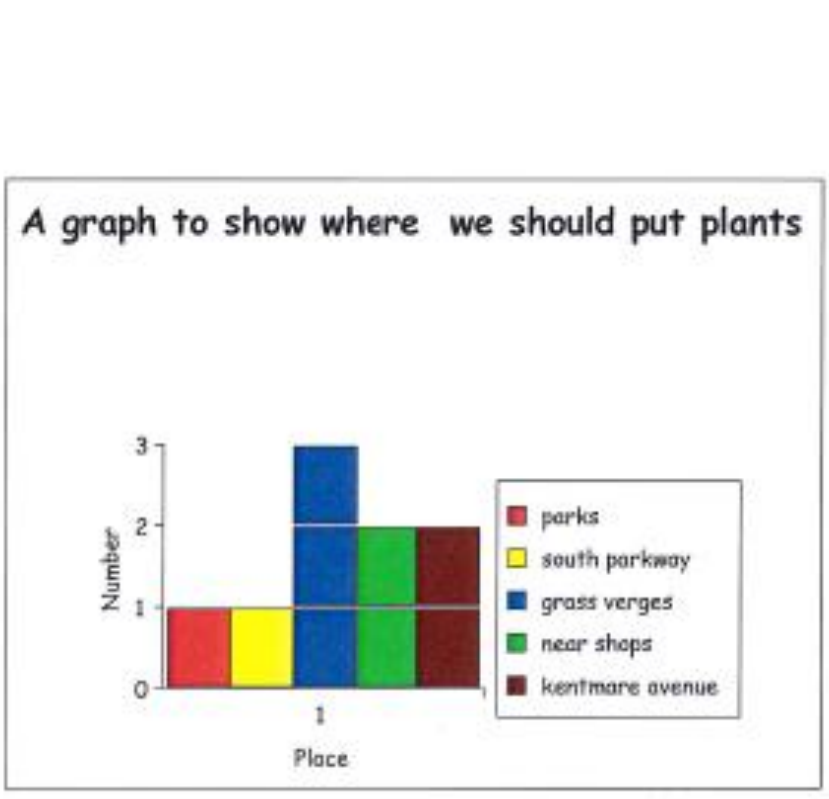
What will Seacroft be like in the future?

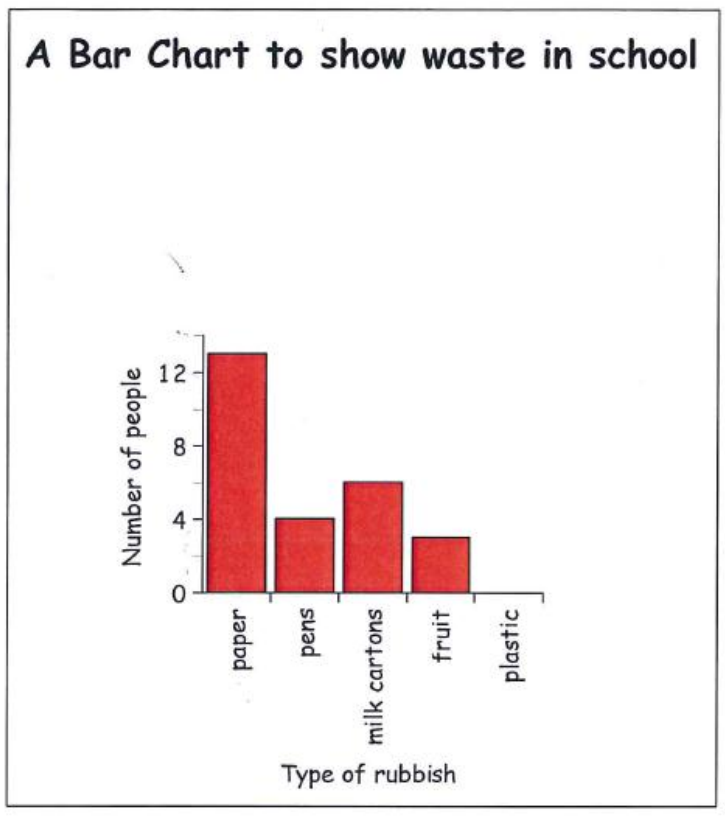
How can we take responsibility?

We thought about what is important to us in our community.

We invited the local councillor into school and asked for their help with these problems. We sent lots of emails to different departments in the council.

To show the council the problems we collected data and produced a range of graphs.

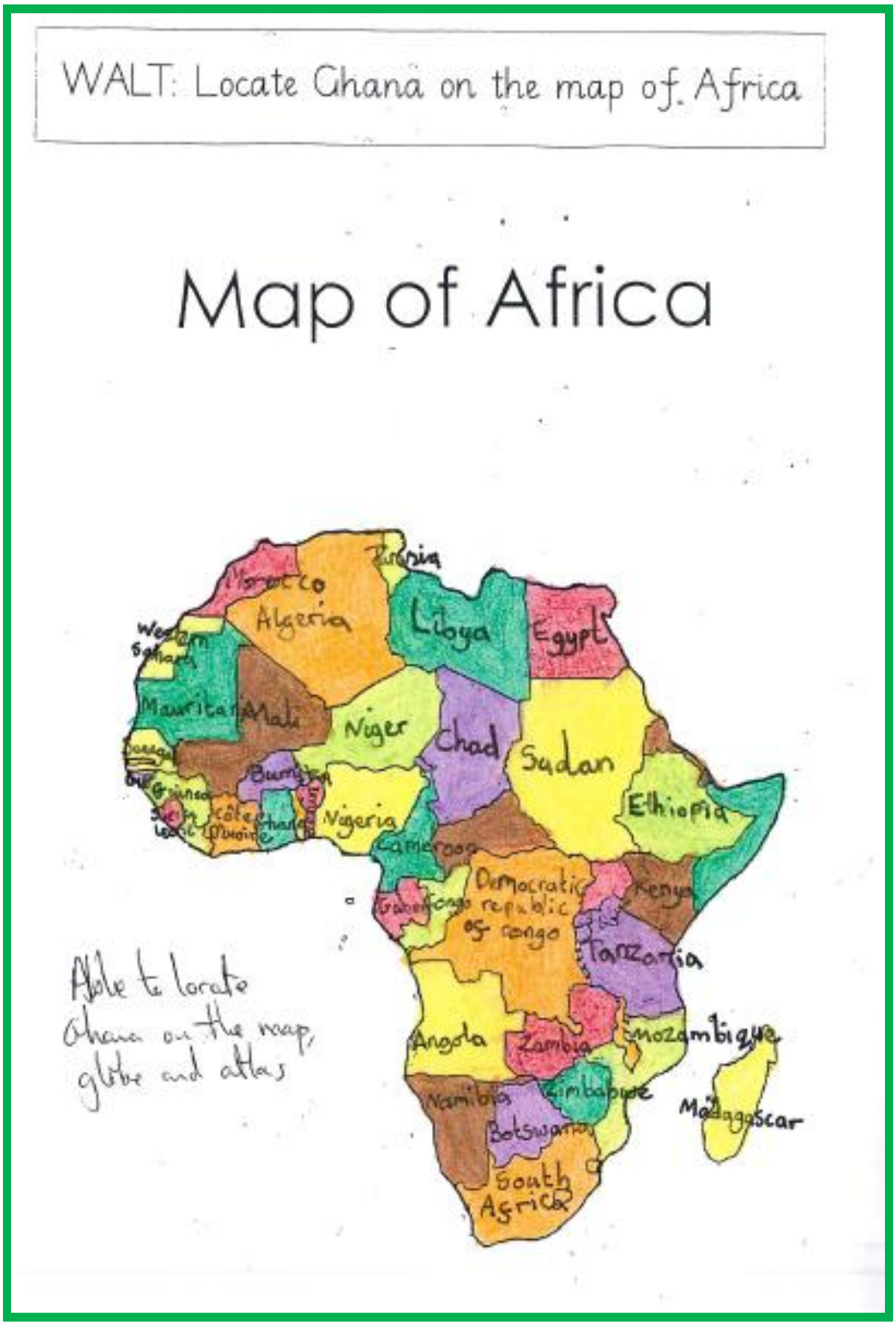




We helped the council to plant daffodils outside school to improve the appearance of our local area.

Year 4

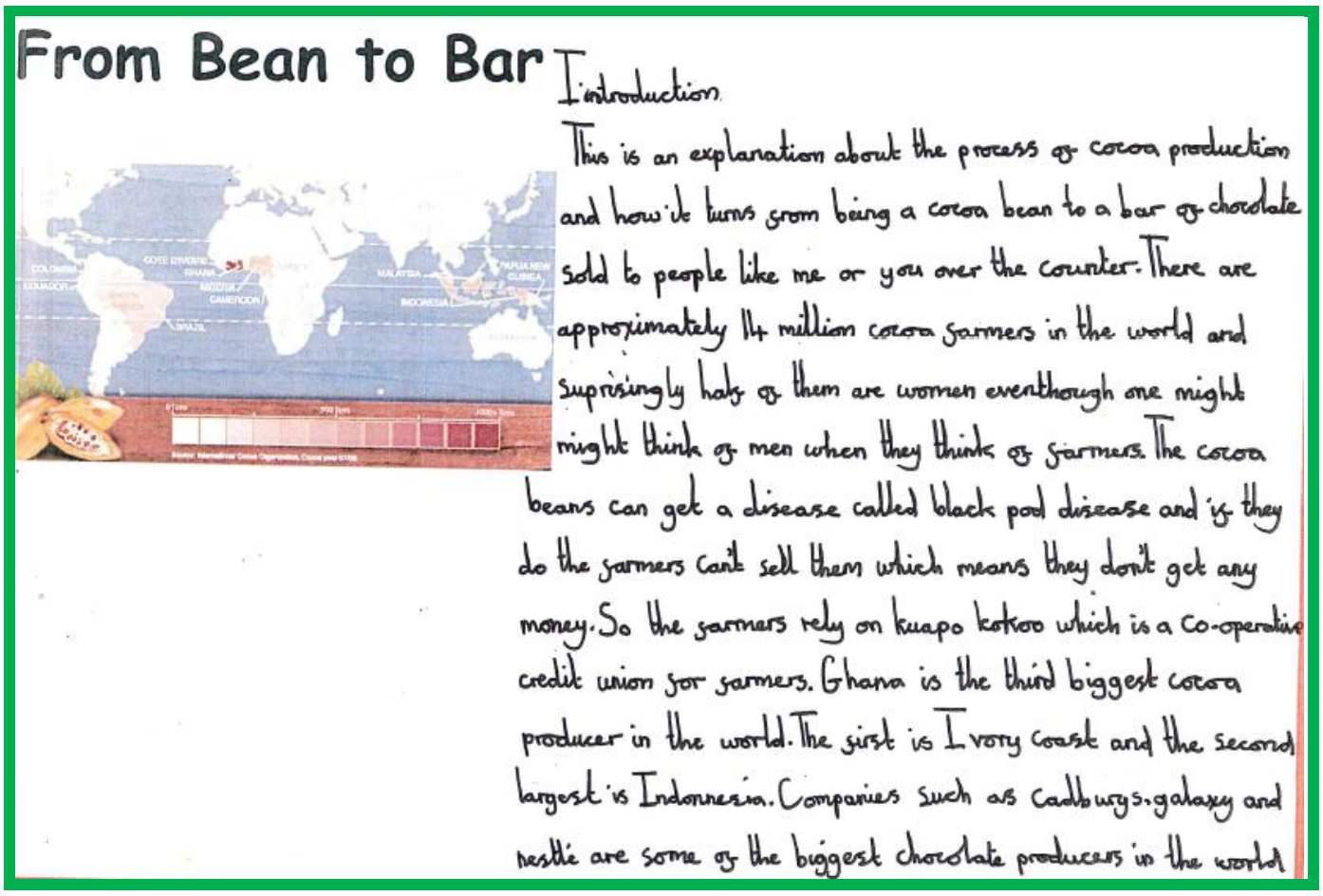
WALT: Locate Ghana on the map of Africa



This term our topic is all about Ghana. We have been lucky to learn about our link school and hear from Mr. Jackson about his time there.

We visited our local supermarket and looked at the cost of various food types.

In year four we have been learning about Fairtrade food. We considered how we could help other communities around the world by making choices in our local supermarket.



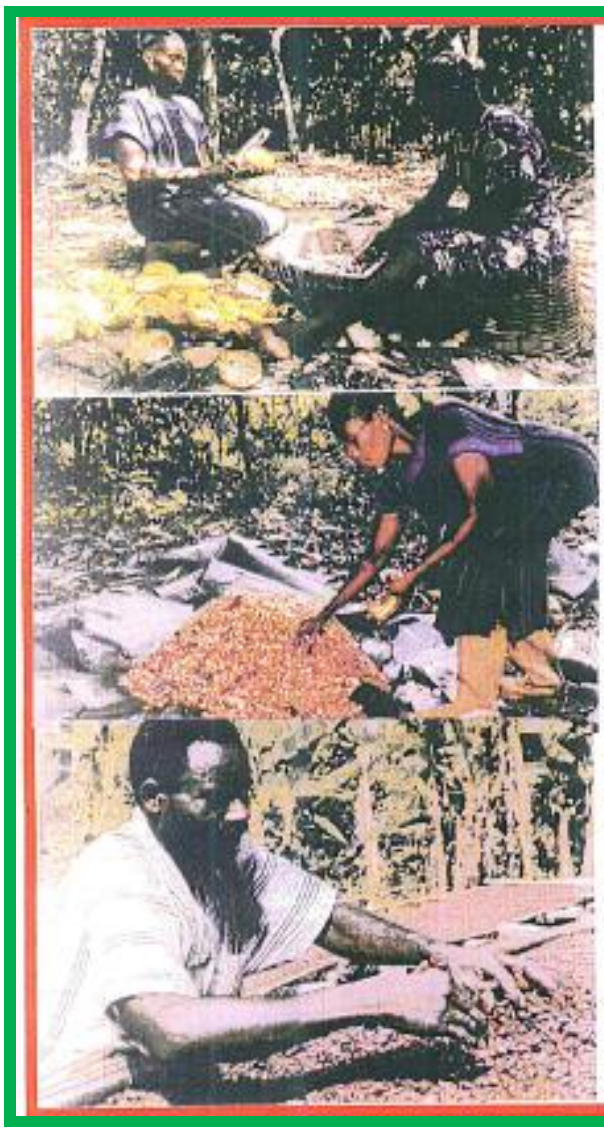
From Bean to Bar

Introduction

This is an explanation about the process of cocoa production and how it turns from being a cocoa bean to a bar of chocolate sold to people like me or you over the counter. There are approximately 14 million cocoa farmers in the world and suprisingly half of them are women eventhough one might might think of men when they think of farmers. The cocoa beans can get a disease called black pod disease and if they do the farmers can't sell them which means they don't get any money. So the farmers rely on kuapo kotoo which is a co-operative credit union for farmers. Ghana is the third biggest cocoa producer in the world. The first is Ivory Coast and the second largest is Indonnesia. Companies such as Cadburys, galaxy and nestle are some of the biggest chocolate producers in the world

Growing

The first stage of the process is to grow the seedlings in a nursery under a canape of trees in rows. There grown in plastic bags but when they are big enough they are transplated into the ground to grow taller. It takes a cocoa tree about 3-5 years to fully grow and they can grow up to 5 metres tall. They are grown in hot and humid climates in a raingorest. The farmers only have 2 seasons to grow cocoa and suiprisingly cocoa pods grow out of the trunk of the tree. Before cocoa pods grow, little flowers grow first and eventually the cocoa pods will sprout out of most of them but not all. When the cocoa pods are first produced they are a limey green colour but when they're yellow that means they're ripe and ready for harvest. Also they can grow up to 20cm in length.



Harvest

The farmers cut down all the ripe cocoa pods with a knige which is attached to a long pole so that they can reach the cocoa pods. Once they've cut down enough cocoa pods the farmers gather them up into a basket and carry all the heavy cocoa on their heads to a different part of the forest. There they are sliced open with a machete or cutlass and all the white, sticky, syrupy, wet beans get scraped out onto a basket. There can be up to 30-40 beans in one cocoa pod and the husk of the cocoa pod gets used to fertilise the soil.

Fermenting

After that all the white beans get covered up in some plantain, banana or bamboo leaves to ferment for 7 days. This is a very nessesary stage in the cocoa process because the beans can develop a chocolatey flavour so they dont taste plain.

Drying out

Next the beans are carried in a basket to a long bamboo table to dry out in the blazing heat. Usually the farmers turn the cocoa beans about twice a day. It is important that all the bad, poor quality or damaged beans get picked out because factories dont want any damaged beans so they'll just reguse them.

Weighing

The next stage of the process is to take the cocoa beans in sacks to a Recorder where he will weigh them and pay the farmers for the beans. But first he inspects the cocoa beans to test the quality and make sure no moisture is left in the beans because that will make them heavier and will cost the Recorder more money. The Recorder is been elected by the village because before Fairtrade, people could get cheated as the Recorder would giddle with the weighing so the beans would cost the recorder less. Even now people can get cheated is they're not members of Fairtrade and only get paid £6.25 per week which is only £24.80 per month for all their hard work.

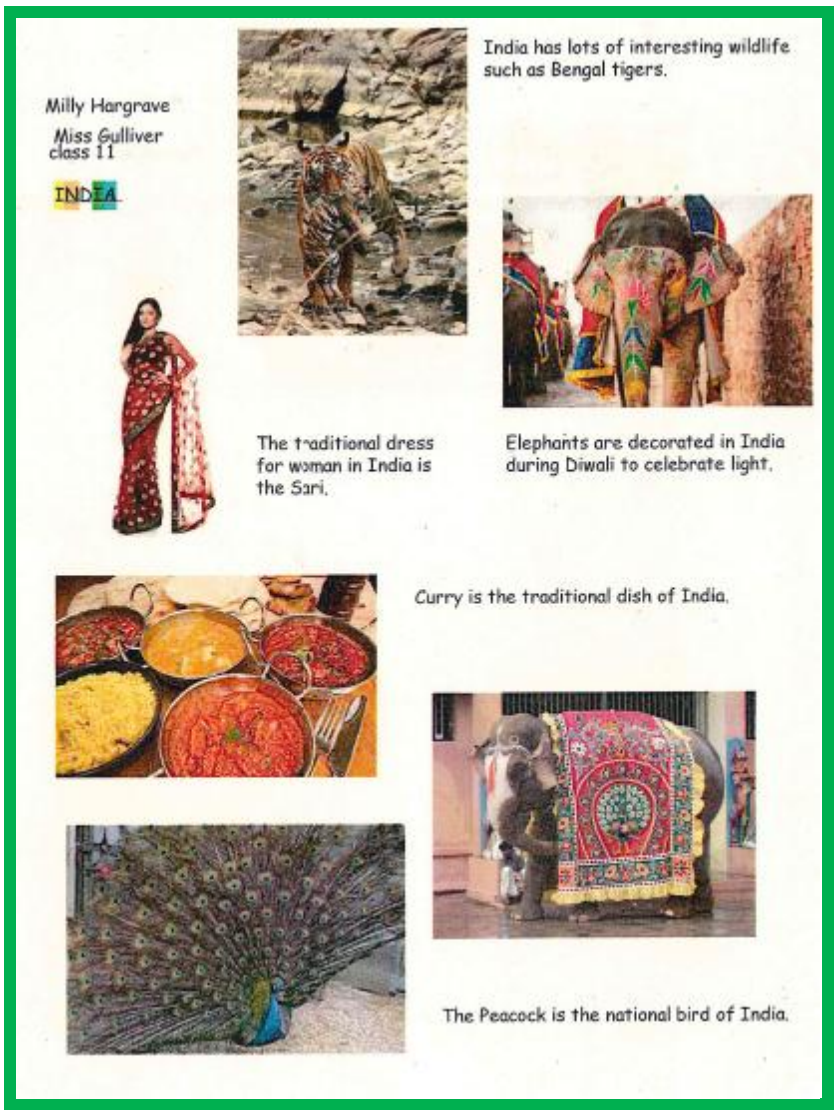
Exporting

After that all the heavy sacks of beans get stacked onto big trucks and taken to the port. At the port all the sacks of cocoa beans get loaded onto a huge cargo ship and get shipped off to other countries around the world. One of the biggest chocolate producers is Germany and there's also Cadbury, Galaxy and Nestle.

Manufacturing

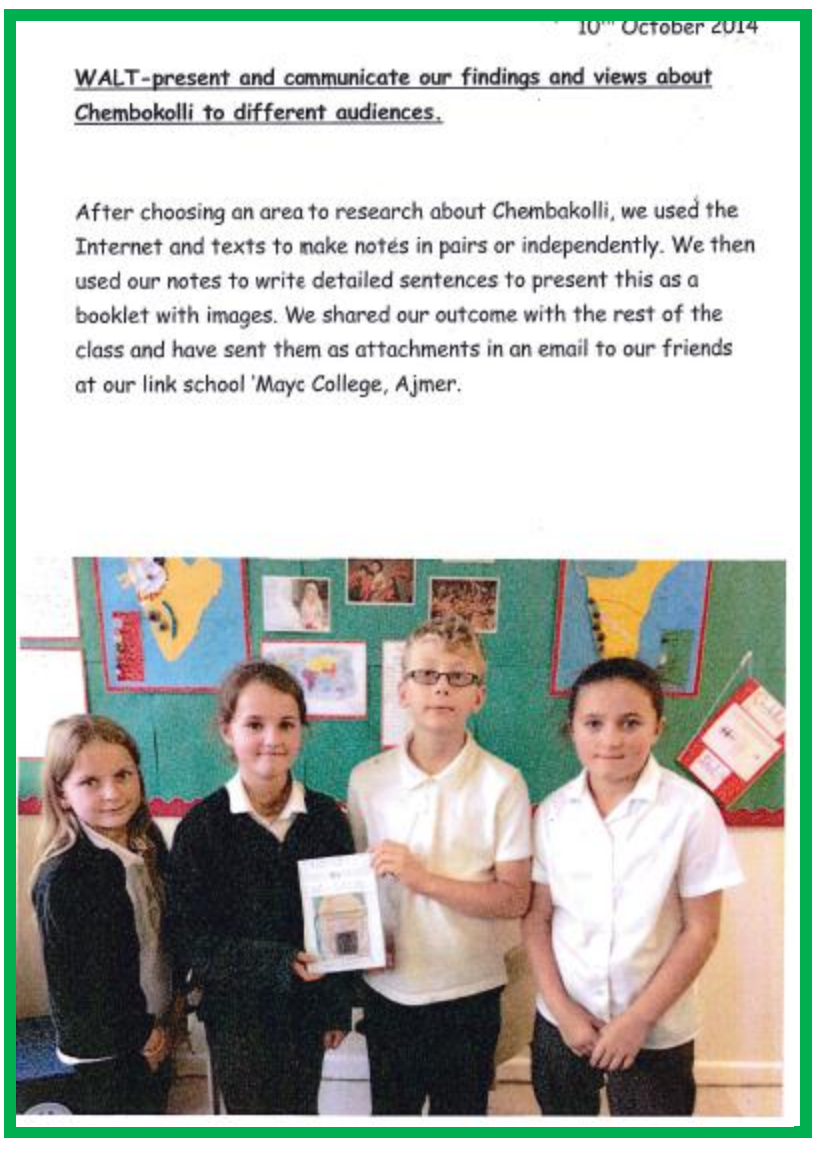
One of the most important stages of the cocoa process is actually making the chocolate. They grind up the cocoa beans into cocoa powder and white chocolate is made with cocoa butter milk, flour and sugar. Dark chocolate is made with cocoa mass milk, flour and sugar. milk chocolate is a mix of cocoa butter and cocoa mass. Next a manufacturer inspects the chocolate mixture to make sure there's nothing wrong with it because people would stop eating it and shops would stop buying it from their companies. The next stage of the cocoa process is to put it and a mould and wrap them up in wrappers. The final stage is to transport all the chocolate all the chocolate bars to shops where people like me or you can buy it over the counter.

Year 4



Over the Autumn term our topic was India. We enjoyed emailing our link school, Mayo College, Rajasthan to gather research and further information to help our topic.

We looked at contrasting localities and noted many difference between the two.


10th October 2014

WALT-present and communicate our findings and views about Chembokolli to different audiences.

After choosing an area to research about Chembakolli, we used the Internet and texts to make notes in pairs or independently. We then used our notes to write detailed sentences to present this as a booklet with images. We shared our outcome with the rest of the class and have sent them as attachments in an email to our friends at our link school 'Mayo College, Ajmer.

What are the houses like inside / out side?

Older houses only have one room form a Whole Family. Newer houses that have got two room and Verandah outside. Houses are used for sleeping, keeping belongings and we mainly outside. When there cooking and its started to rain they go under neat the Verandah. Most families have some land and they grow there own vegetables in there garden. Eath Villag sacred there house or temple.

Which materials do they use?

How do they Freeze Water

they collect rain Water form birrent rivers. they use buckets to collect there rain Water from the rivers. they use Water to Wast clothes Pots and bathing

Materials

In chembokolli traditional material from the forest are used men bring back bamboos dried grass and floors, mud and water. people build their own house. If their house is repiring they dont gave them money they just help. newer house are Made out of cement and bricks / painted. To protect the forest gournment trasn't allowed people to Collec Wood roofing grass from the forest.

20th November 2014

WALT – present our research about Mumbai in a clear and precise way as a verbal presentation.

This week we moved on tc our next locality – the city of Mumbai.

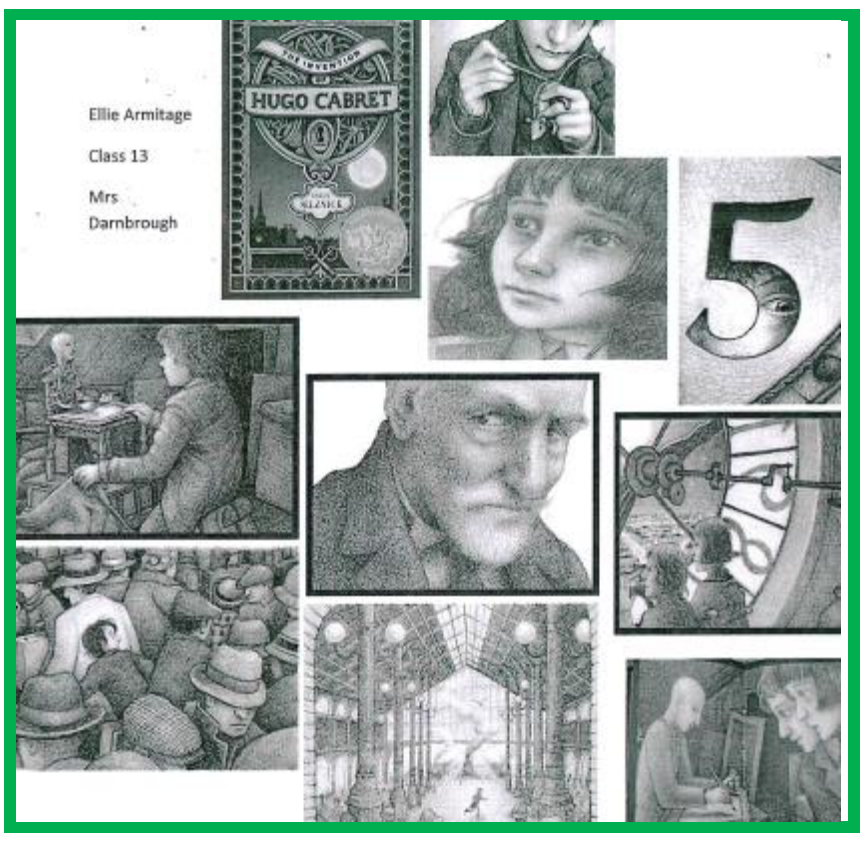
With my small group I made notes from three online videos, the Internet and different books and then selected the information we needed. We turned our notes into sentences and organised them together.

We wanted to use different ways to present our work and as a class we chose to present this research as verbal presentations. We presented what we had found out to the rest of the class and used the ipad video app to record our work.

Next we shared our videos with our friends at Mayo College on our website. We had to explain our findings clearly so the other children could learn about Mumbai too from our research.




Year Six



Monday 26th January 2015

WALT: consider and discuss the effects of an invention. ✓✓

For cars

In my opinion a good thing about having a car is they get people to places quicker so they wont be late for school or work. Furthermore another good thing is that you could travel across the country to visit different places. Another reason is that Paramedics use cars so they can get to places quicker.

Against

I agree that a bad thing about cars is that they are dangerous and could cause accidents that where people get hurt. Another bad thing about cars is that the smoke is poisonous for the enviroment. cars stop some people from getting exersize because they drive to places that they could walk to.

☺ You have used a range of conjunctions to discuss the positive and negative effects of an invention.

Monday 26th January

WALT: Consider and discuss the effect of an Invention. //

Cars

For

In my opinion Cars get People around quicker and they help People to get around places on time. Despite many People thinking Cars are too much money, I believe that cars are reasonably priced. Police and Paramedics use Cars to get to emmergencies quicker and easier.

☺ You have used some good vocabulary to discuss the points.

Against

I agree that Cars are dangerous because some drivers drive too fast. I believe that Cars are expensive to buy and keep maintained, then they are very expensive to insure them. In my opinion I think that having lots of cars on the roads can cause air Polution which is bad for our environment.

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WALT: Form opinions and views on issues of the Past. //

There wouldn't be any roads just land, so there would be more Parks and Playgrounds.

Wednesday 21st January

People wouldn't be able to drive so they would have to walk.

Without cars you would get tired of walking.

eople would ave to xersise more.

What if buses and cars didn't exist?

Children would not have to worry about getting hurt by cars.

People would be late for School and work.

People wouldn't beable to go on holidays as easily.

Now discuss the positive and negative aspects of your invention.

Monday 26th January 2015

WALT: Consider and discuss the effect of an invention ✓

Electricity

For:

In my opinion, I think electricity is a brilliant idea because we get central heating and light bulbs instead of using fireplaces and candles. I agree that electricity is a good idea because without it we wouldn't be able to play online games, text each other or watch TV. Another reason electricity is a good thing is that we have lampposts, and if we didn't it would be very dangerous to go outside at nighttime. ✓✓

Against:

On the other hand, people think that electricity is dangerous because you could get electrocuted. As well as this, electricity is very expensive ~~expensive~~ dangerous people often watch too much TV or go on their computer too much so they become unhealthy. Another negative aspect of electricity is we burn coal and oil to get electricity and this is bad for the environment because it causes pollution. ✓✓

☺ You have used a range of vocabulary to discuss the pros and cons of your invention.

Tuesday 3rd February

WALT: Use atlases to locate continents and countries. ✓✓

Use the atlas to label the continents.

Choose ten inventors and find out their places of birth.

Locate these in an atlas and write the page number and co-ordinates of each place of birth.

Inventor	Invention	Town/city of birth	Country	Atlas page number	Co-ordinates
James Naismith	Basketball	Almonte	Canada	40	D3
Louis Braille	Braille	Coupvray	France	34	C2
Bartolomeo Cristofori	Piano	Italy	Padua	34	C2
Levi Strauss	Jeans	Buttenheim	Germany	34	C2
Elias Howe	Sewing machine	Spencer	USA	40	D3
Adolphe Sax	Saxophone	Dinant	Belgium	34	C2
Thomas Edison	Lightbulb	Ohio	USA	40	D3
Johann Gutenberg	Printing	Mainz	Germany	34	C2
Alexander Bell	Telephone	Edinburgh	Scotland	34	B2
Rene Laennec	Stethoscope	Quimper	France	34	C2

Now answer these questions:

- Where do most inventors come from?
- Is there anywhere that doesn't seem to have many inventors?
- Does this mean there aren't any inventors from there?

☺ Can you find out about inventors from other countries and present the information using ICT?

Most inventors come from the USA or France.

The UK doesn't seem to have many inventors.

It doesn't mean there aren't any inventors from the UK, simply that we haven't researched every single


From Beechwood
Primary School,
2015
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