

Intent: What do we want our the children to learn? How do we intend to achieve this?
Skills and Knowledge coverage during the Topic

End Point:

Children to produce a non-chronological report, using ICT, about chocolate.

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self Awareness

Skills Focus

Knowledge & Understanding of The World:

Geography

-Identify the position and significance of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn.

-On a world map, locate areas of similar environmental regions.

-Human geography, including trade links.

-Describe and understand key aspects of Physical Geography, including: climate zones, biomes and vegetation belts.

-Use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries and describe features studied.(Year 3 & 4)

History

-Place the time studied and events on a time line.

-Place events from a period studied on a time line.

-Use dates and terms related to the study and passing of time.

-Use terms related to the period and begin to date events.

-Sequence several events.

-Understand more complex terms, eg. BC/AD

-Find out about the everyday lives of people in the period studied.

- Use evidence to reconstruct life in time studied.

-Identify reasons for and results of people's actions.

-Understand why people may have wanted to do something.

-Look for links and effects in time studied.

-Ask a variety of questions.

-Use the library and internet for research. (Year 3 & 4)

-Use text books and historical knowledge. (Year 3 & 4)

Science (States of Matter)

-Understand what a fair test is.

-Plan and carry out a fair test, including predicting, recording results and drawing conclusions.

- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) (Year 3 & 4)

Where does our chocolate come from?

PSED: Living in the Wider World

Relationships: Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.

Health and Well-being: Children can make choices about how to develop healthy lifestyles.

Living in the Wider World: Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying and can express ways of responding to it. They can show how they care for the environments (eg. animals and school grounds).

Creative Development:

Developing Ideas: Collect information, sketches and resources; adapt and refine ideas; explore ideas in a variety of ways; comment on artworks using visual language.

Collage: Select and arrange materials for striking effect.

Sculpture: use clay and other mouldable materials.

Taking Inspiration: Replicate some of the techniques used by notable artists, artisans and designers; create original pieces that are influenced by studies of others.

Physical Development:

Invasion Games:

-Play games with fluency and accuracy, using a range of throwing and catching techniques.

-Know the rules of the games.

-Find ways of attacking and defending successfully.

-Understand how strength, stamina and speed can be improved by playing invasion games.

Tech, Media, Materials:

Computing:

-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

-presenting and analysing data collected.

E-Safety: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Year 3 / 4 Holly

Curiosity

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Key Vocabulary

Consumption	Chronological order
Civilisation	culture
Aztec/Mayan/Quakers	harvest
Quetzalcoatl	packaging
Ghana	
Industrial Revolution	
Manufacturer	
Europe	
Social status	
Wealth	
Tropic of Cancer/Capricorn	
Equator	
Climate	
Rainforest	
social responsibility	
Philanthropy	
balanced diet	
Fairtrade Foundation	
wages	

Text Links:

Charlie and the Chocolate Factory (Roald Dahl)

Non – fiction texts Mayans and Aztecs.

Information about chocolate production and the Industrial Revolution.

Performance poetry

LOTC (including Forest School, Visits and Visitors)

Outdoor Quiz
Timeline Activity
Finding missing words (reading activity)
Drama activity – making comparisons
Testing temperature of liquids as they cool down
DT – create a mask for the god of chocolate using natural materials

FS – practical activity at fire-pit – investigate which types of chocolate melt fastest.

FS – practical activity – which material will be best at keeping a cup of hot chocolate warm.

FS – set up a factory production line to produce an end-product

Cross Curricular Maths and English Links:

- Collecting and presenting data – favourite chocolate bars.
- Drama hot-seating – asking and answering questions to the founder of the Cadbury company, John Cadbury.
- Write a diary entry about the arrival of chocolate in Europe
- Write a diary entry about the working conditions of a city factory worker's lifestyle but now works at Bourneville.
- Write an explanation of how a cocoa pod grows.
- Write a persuasive letter to a chocolate factory who doesn't yet buy Fairtrade cocoa beans, and try to persuade them to support the Fairtrade Foundation by buying cocoa beans from Fairtrade farmers.

Implementation: How and when it will be taught



Week 1:

When and where were cocoa beans first discovered?

Children will:

- Learn where and when the cocoa bean was first grown.
- Be able to explain the importance of the cocoa bean to the early civilisations of the Maya and Aztecs.
- Compare and contrast the use of the cocoa beans in these different cultures and time periods.

Week 2:

How did the cocoa bean come to Europe?

Children will:

- Learn how the cocoa bean came to Europe after being discovered by Christopher Columbus in 1502.
- Sequence events of the arrival of the cocoa bean throughout Europe.
- Understand how the consumption of chocolate was linked to social status and wealth.
- Understand how the Industrial Revolution changed the production of chocolate.
- Write a diary entry (English Link)

Week 3:

How has the Cadbury company developed over the last 200 years?

Children will:

- Create a timeline of the company's main events.
- Ask and answer questions about the life and business of John Cadbury. (Drama link)

Week 6:

How is life for a cocoa farmer?

Children will:

- Learn about the top cocoa producing countries in the world.
- Understand some of the problems that cocoa farmers are facing.
- Compare and contrast to our own lives and share their own views and opinions about cocoa farming.
- Write a chronological account of a typical day of a Ghanaian farmer.

Week 5:

What is the journey of the cocoa bean, from pod to product?

Children will:

- Sequence the events in a timeline, from growing, harvesting, fermenting, dried, packed, then transported to various countries.
- Sequence the various production processes within the chocolate factories.

Week 4:

Where and how do cocoa trees grow?

Children will:

- Use maps, atlases and digital mapping to identify areas of the world with hot, wet (tropical) climates, where cocoa trees grow.
- Learn about the four main layers of a tropical rainforest and where the cocoa tree prefers to grow.
- Explain how cocoa trees grow.

Week 7:

How and why has Quetzalcoatl been depicted in different forms over time?

Children will:

- Choose and use colour, different materials and the equipment appropriately and safely.
- Explore how through the years the Aztec god has been depicted in many different ways.
- Create a mosaic mask, depicting Quetzalcoatl, the god worshipped by the Aztecs, as the God of Chocolate.

Week 8:

How did the Aztecs use clay to create their pottery?

Children will:

- Create a clay drinking vessel, using a given technique.
- Decorate their vessel appropriately, fit for use for King Montezuma's xocoatl (drinking chocolate).

Week 9:

How are different styles of graphic writing produced?

Children will:

- Understand the importance of lettering on products.
- Draw different types of lettering.
- Choose appropriate lettering to represent their product name.

How to present data for analysis, using ICT.

Children will:

- Collect and input data into MS Excel Spreadsheet.
- Convert the spreadsheet into a graph.
- Analyse the data and describe what it shows.

Science links at Forest School and LOtC.
Which materials are best at keeping liquids warm?

Children will:

- Understand what a fair test is.
- Plan and carry out a fair test, including predicting and recording results and drawing conclusions.

Which type of chocolate melts fastest?

Children will:

- Explain the terms 'melt' and 'melting'.
- Make predictions and carry out observations.
- Explain their findings.

How to set up a production line.

Children will:

- Work as a team for an end goal.

Week 11/12:

What makes a balanced diet?

Children will:

- Name the main food groups.
- Compare and contrast diets of Aztecs to our modern-day diet.

What is the Fairtrade Foundation?

Children will:

- Understand problems facing cocoa farmers.
- Understand how and why the Fairtrade Foundation charity was set up.
- Explain how the Fairtrade Foundation is helping farmers and their communities.

What is philanthropy?

Children will:

- Learn some of the ways in which the Cadbury family improved the lives of their workers.
- Compare and contrast working and social conditions of workers in different locations.
- Share their own thoughts and opinions.

Week 10:

Investigate different types of chocolate packaging.

Children will:

- Understand the importance of a product's packaging in terms of its appeal.
- Analyse existing products.
- Compare and contrast existing products.

Design and evaluate new packaging for a chocolate product.

Children will:

- Evaluate work against specific criteria
- Offer constructive comments and advice
- Explain what makes a design successful.

Impact:

