



Autumn Term 2

Topic: Chocolate

History	Geography	Art	Design and Technology
<p>Children will look at the history of chocolate its use by the Mayans and Aztecs and it learn how it was transferred to Europe and grew in popularity. The will develop a timeline of key events</p> <p>Children will look at the history of chocolate ad where it has been developed, particularly through the story of chocolate in York. The children will learn about the development of different factories over time</p>	<p>Children will learn about importing and exporting of goods as they look where in the world chocolate comes from and how it is distributed</p> <p>Children will learn the climate needed to grow cocoa plants and compare that to the weather and climate locally using their knowledge from previous Year 2 Earth Matters topic.</p> <p>Children will look at cocoa plantations and how they are run and they will draw a map with a key laying out production.</p> <p>Children will look at why York became an area for chocolate production looking at local geographic factors.</p>	<p>Children will create posters to market their chocolate bars</p>	<p>Children will create their own chocolate bar including the wrappings and the use this to market their bar.</p> <p>Children will create a box for their chocolate bar using nets and then use this to create their own bar to sell.</p> <p>Children will look at existing designs of chocolate bar to evaluate their market, advertising and production.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
	<p>Rules in Charlie and the Chocolate Factory and the behaviour of the characters</p> <p>Respect for people of different appearance and beliefs linked to the characters in Charlie and the Chocolate Factory.</p> <p>Chocolate Monster story about friendship</p> <p>Grendl a story about learning about what things are important in life</p>	

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts</p> <p>Chocolate Monster</p> <p>Charlie and the Chocolate Factory</p>	<p>Calculating cost and profit for enterprise activities</p> <p>Measurements for packaging and mass</p>	<p>Research on Chocolate production and advertising</p>	<p>Science- Reversible and irreversible change melting chocolate and chocolate production</p>

Unit 6 Literacy and Language- Chocolate Planet & Information Texts Grendl	Calculating dates and constructing a timeline		
Writing opportunities Adverts using persuasive language Making an advert for chocolate bar Book Charlie and the chocolate factory Information texts Instructional writing making chocolate			
Reading opportunities Selection of Non-Fiction books about chocolate available in the classroom			

Objectives	Activities
Geography:	
<p>I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p> <p>I can describe the physical and human geography of a distant place.</p> <p>I can describe my locality and explain how it is different and similar to the distant place.</p>	<p>Children will understand how chocolate is made, they will study how cocoa is grown and then exported. Children will use maps to look where in the world chocolate comes from and how it is distributed.</p> <p>Children will learn the climate needed to grow cocoa plants and compare that to the weather and climate locally using their knowledge from previous Year 2 Earth Matters topic.</p> <p>Children will look at cocoa plantations and how they are run and they will draw a map with a key laying out production.</p> <p>Children will look at why York became an area for chocolate production looking at local geographic factors.</p>
History:	
<p>I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.</p> <p>I can understand securely and use a wider range of time terms. E.g. 'nowadays', 'in the past', 'previously'.</p> <p>I can identify independently a range of similarities, differences and changes within a specific time period</p> <p>I can identify a few relevant causes and effects for some of the main events covered.</p>	<p>Children will study the history of chocolate its use by the Mayans and Aztecs and it learn how it was transferred to Europe and grew in popularity. The will develop a timeline of key events.</p> <p>Children will look at the history of chocolate and where it has been manufactured, particularly through the story of chocolate in York. The children will learn about the development of different factories over time</p>
ICT:	
<p>I can create my own document adding text and images and can manipulated their size and orientation.</p> <p>I can save my work into a folder and edit it later.</p>	<p>Children will research Chocolate production, exporting and importing</p> <p>Researching different chocolate bar wrappers looking at colours of brands, lettering, logos and pictures. They will copy images they like into a document as a 'mood board' as inspiration for their own ideas.</p>

	Children will study at how manufactures market and advertise their product.
D&T	
<p>I can use the internet to help me gather ideas for a design</p> <p>I can think of an idea and plan what to do.</p> <p>I can explain the need for a product and what it needs to do.</p> <p>I can explain why I have chosen certain materials</p> <p>I can make simple adjustments and say what went well and what didn't.</p> <p>I can say whether a product fulfilled the design criteria.</p> <p>I can suggest how products can be improved.</p> <p>I can measure ingredients</p> <p>I know the correct hygiene when preparing food.</p>	<p>Children will look at existing chocolate bar to evaluate their market, advertising and production.</p> <p>Children will research different chocolate bar wrappers looking at colours of brands, lettering, logos and pictures. They will copy images they like into a document as a 'mood board' as inspiration for their own ideas.</p> <p>Children will create their own chocolate bar including the wrappings and the use this to market their bar.</p> <p>Children will create a box for their chocolate bar using nets and then use this to create their own bar to sell.</p> <p>Children will manufacture their own chocolate bar melting chocolate over a hot pan safely.</p>
Art	
I can make different marks with a pencil: scribbles, sweeping lines, wavy lines, straight lines	Children will create posters to market their chocolate bars