

Knowledge and Skills Organiser Year 3 & 4 Chocolate



Subjects covered by the national curriculum:

English

Advertising for chocolate bars
Charlie and the Chocolate Factory - Newspaper report about the Golden Ticket winner
Diary of explorers
Persuasive letters to Kinertons

Computing

Graphic design for chocolate bars
Advertising videos

Geography/History

Mayans and Aztecs
Global Fairtrade chocolate producers

R.E

Why do Christians call the day that Jesus died Good Friday?
Can we know if prayer works?

Art & D & T

Aztec weaving, pottery and Mayan Masks
DT - Chocolate cookies and packaging design; making flavours and shapes
Baking with chocolate - healthier recipes

Maths

Multiplication and division
Length, perimeter and area
Decimals
Mass and Capacity
Problem solving

Enrichment

Fairtrade fortnight 24th Feb - 8th
Chocolatier visit

Science

States of matter – showing reversible and irreversible changes
Water cycle
Investigations

The skills and knowledge you will develop in this topic:

Geographical Skills

Locate places using a range of maps including OS & digital

Follow a route on a map with some accuracy

Follow a route on a large scale map

Locate places on a range of maps (variety of scales)

Identify features on an aerial photograph, digital or computer map

Begin to use 8 figure compass and four figure grid references to identify features on a map

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- physical geography, including: the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Historical skills

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past

Develop use of appropriate subject terminology, such as: empire, civilisation, monarch

Identify some of the results of historical events, situations and changes

Identify and begin to describe historically significant people and events in situations

Art:

- Experiment with a wider range of materials
- Develop artistic/visual vocabulary when talking about own work and that of others (Y5/6)
- Mix and match colours (create palettes to match images).
- Develop fine brush strokes. (Y5/6)
- Make masks from a range of cultures and traditions, building a collage element into the sculptural process. (Y5/6)
- Weave using paintings as a stimulus / the natural world.
- Introduce sculptures from Aztec civilizations (sculpture).

Design Technology and Computing

- Gather information about the needs and wants of particular individuals and groups
- Make design decisions, taking account of constraints such as time, resources and cost (Y5/6)
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media.

Science

Grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).

They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.

They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

RE:

Good Friday:

How do Christians mark Easter events in their church communities? What are the meanings behind the texts about good Friday? What are the meanings behind the entry into Jerusalem and the death and resurrection of Jesus? How do Christians show their beliefs about Palm Sunday/Maundy Thursday/Good Friday/Easter Sunday? What does the narrative of the Last Supper, Judas' betrayal and Peter's denial mean?

Why is Holy Communion part of the celebration/worship? How does serving and celebrating, remembering and betrayal, trust and standing up for your beliefs make a difference to how pupils think and live?

Can we know if prayer works?

What is prayer? Why do people pray? How do people know prayer works? Is prayer about a relationship with God? What do we pray for? Do you have to go somewhere special to pray? What does it mean to them? How does it work for them?

Home Learning ideas:

- **Market research chocolate bar preferences and packaging designs**
- **Research Aztecs and Mayans – Geography, History of chocolate**
- **Cooking with a chocolate-based recipe**
- **Look for products with fair trade packaging**

Vocabulary I need to know:

Geography – Sustainable, fair trade, industry, natural, location, settlement

History – impact, artefact, source (primary and secondary), trade, civilization, ancient

Science – observe, compare, similarities and differences, record, test, investigate, accurate, conclusion, explain, evaporation, melt, condensation, reversible, irreversible, solid, liquid, gas

Art – abstract, pattern, sculpture, weave, form, mould

D.T – evaluate, prototype, product, market research, design criteria, target audience

RE – prayer, worship, disciple, ceremony, Holy book

By the end of our topic the children will:

Understand the where chocolate came from, the importance of the Aztec and Mayan cultures, how European explorers imported products from Central America and how chocolate can be produced sustainably in the modern world. They will also learn to design, produce and market their own chocolate-based product.