


Chocolate : Topic Bundle : Year 3/4

Year 3/4 Geography

Where does Chocolate come from?



5-lesson pack
Buy as individual lessons or a complete scheme of work

Geography

"Where does Chocolate come from?"


1	Discovering where and how cocoa trees grow
2	Exploring the journey of a cocoa bean from pod to product
3	Finding out about the life of a cocoa farmer
4	Discovering what the Fairtrade Foundation is, and how they support cocoa farmers
5	Exploring the culture and traditions associated with the consumption of chocolate around the world

Objectives:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 3/4 Topic Enrichment Pack

Chocolate



7-lesson pack
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Topic Enrichment Pack

"Chocolate"

1	HISTORY: Exploring the origins of the cocoa bean
2	HISTORY: Finding out how the cocoa bean came to Europe
3	HISTORY: Exploring the development of the Cadbury company
4	SCIENCE: Discovering which materials are best at keeping liquids warm
5	SCIENCE: Understanding that different substances have different melting points
6	ART: Exploring and creating a depiction of the god of chocolate
7	ART: Creating different styles of graphic writing

Objectives:

HISTORY

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

SCIENCE


- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- 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)

ART

- to improve their mastery of art and design techniques, including drawing with a range of materials
- to improve their mastery of art and design techniques, including sculpture with a range of materials

Year 3 English

Charlie and the Chocolate Factory



7-lesson pack
Buy as individual lessons or a complete scheme of work

English

"Charlie and the Chocolate Factory"


1	Becoming familiar with the main characters
2	Exploring how different characters are portrayed
3	Understanding characters' thoughts and feelings
4	Exploring how the author creates images through word choice
5	Making predictions based on what has already happened in the text
6	Answering questions accurately
7	Answering questions in character

Objectives:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- discussing words and phrases that capture the reader's interest and imagination
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 3/4 DT

Chocolate Packaging



5-lesson pack
Buy as individual lessons or a complete scheme of work

DT

"Chocolate Packaging"

1	Investigating and analysing different types of chocolate packaging
2	Creating packaging design ideas for a new chocolate product
3	Finding out about target audiences and conducting consumer research
4	Developing and finalising a packaging design for a chocolate product
5	Evaluating packaging designs for a chocolate product

Objectives:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Chocolate

Teacher's Topic Planner

Maths

Computing

Art

PlanBee 

2 lessons: "The God of Chocolate" and "Graphic Writing"

DT

PlanBee 

Complete scheme: "Chocolate packaging"

English

PlanBee 

Complete scheme: "Charlie and the Chocolate Factory"

Science

PlanBee 

2 lessons: "Thermal Insulators" and "Melting Chocolate Experiment"

History

PlanBee 

3 lessons: "Aztec and Mayan Chocolate", "The Arrival of the Cocoa Bean in Europe" and "The History of Cadbury"

Geography

PlanBee 

Complete scheme: "Where does Chocolate come from?"

RE

Music


Languages

Chocolate : Topic Bundle : Year 3/4

Teacher's notes:

Year 3/4 Geography

Where does Chocolate come from?



5-lesson pack


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Geography

"Where does Chocolate come from?"

Year 3 English

Charlie and the Chocolate Factory



7-lesson pack

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English

"Charlie and the Chocolate Factory"

Year 3/4 Topic Enrichment Pack

Chocolate



7-lesson pack

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Topic Enrichment Pack

"Chocolate"

Year 3/4 DT

Chocolate Packaging



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DT

"Chocolate Packaging"

Where does Chocolate come from?: Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know where and how cocoa trees grow	Children will discover where cocoa trees can be found, and what climate they grow best in. They will find out about the four layers of the rainforest, and where the cocoa tree thrives. Children will mark these areas on maps and diagrams, and then describe how a pod grows. Alternatively, they will create an information poster about cocoa trees.	<ul style="list-style-type: none"> Can children explain where cocoa trees grow and why? Can children use and label maps to identify areas where cocoa trees grow? Can children explain how cocoa trees grow? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C World Map Sheet Continents of the World Sheet Countries of the World Sheet Challenge Cards (FSD? activity only) Cocoa Trees Poster Sheet (FSD? activity only) Cocoa Trees Information Sheet (FSD? activity only)
Lesson 2	To explore the journey of a cocoa bean from pod to product	Children will find out how cocoa beans are harvested, dried, packed and transported to countries where chocolate is produced. They will discover the different processes that the beans go through in order to turn them into chocolate. In their independent activities, children match up pictures of the various processes with descriptions.	<ul style="list-style-type: none"> Do children understand the process of harvesting the cocoa bean? Do children understand the process of manufacturing chocolate from the cocoa bean? Can children explain this process in order? 	<ul style="list-style-type: none"> Slides From Pod to Product Picture Cards From Pod to Product Description Cards A/B/C Glossary of Terms Cards The Journey of the Cocoa Bean Information Sheet (FSD? activity)
Lesson 3	To know about the life of a cocoa farmer	Children will recap on which countries produce cocoa beans. They will find out about the daily life of a Ghanaian cocoa farmer, and discuss their thought and opinions about this. They will then create a diary entry as a Ghanaian farmer, or compare and contrast a cocoa farmer's day with a British farmer's day.	<ul style="list-style-type: none"> Do children understand what a typical day in the life of a Ghanaian cocoa farmer is like? Do they understand some of the problems that Ghanaian cocoa farmers are facing? Can they share their own views and opinions about cocoa farming? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C A Day in the Life of a Ghanaian Farmer Sheet A Day in the Life of a British Farmer Sheet Kuapa Kokoo Information Sheet (FSD? activity only) Discussion Points Sheet (FSD? activity only)
Lesson 4	To know about the Fairtrade Foundation	Children will find out about the difficulties that cocoa farmers face. They will discover how a charity called the Fairtrade Foundation was set up in order to help farmers with some of these problems. Children will create posters, leaflets and letters to inform people about the charity, and try to persuade them to support it by buying Fairtrade chocolate.	<ul style="list-style-type: none"> Do children understand the problems facing cocoa farmers? Do children understand how and why the Fairtrade Foundation charity was set up? Can children explain how the Fairtrade Foundation is helping farmers and their communities? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Fairtrade Mark Sheet Fairtrade Foundation Information Sheet Fair or Not Fair? Game (FSD? activity only) Fair or Not Fair? Situation Cards (FSD? activity only) Fair or Not Fair? Dice (FSD? activity only) Fair or Not Fair? Instructions Sheet (FSD? activity only) Counters (FSD? activity only)
Lesson 5	To explore the culture and traditions associated with the consumption of chocolate around the world	Children will first look at the definitions of the words 'production' and 'consumption' and use world maps to look at the differences in location between chocolate-producing countries and chocolate-consuming countries. They will then discuss the meaning of 'culture' and 'tradition', before answering questions or conducting their own research into chocolate traditions around the world.	<ul style="list-style-type: none"> Do children understand the difference between production and consumption? Can children identify some of the top chocolate-consuming countries in the world? Can children research and present information about chocolate-related cultures and traditions around the world? 	<ul style="list-style-type: none"> Slides Fact Posters Question Sheet 5A/5B/5C Country Cards (FSD? activity only) Challenge Cards (FSD? activity only)

Where does Chocolate come from?: Geography : Year 3/4

KS2 Geography Curriculum Objectives

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Vocabulary

cocoa, cocoa tree, cocoa pod, climate, tropical, equator, tropic of cancer, tropic of capricorn, continent, countries, rainforest, emergent, understory, canopy, forest floor, farm, crop, ripe, harvest, machete, ferment, drying process, roasting, winnowing, cocoa mass, cocoa press, cocoa butter, cocoa powder, chocolate, tempering, mould, export, import, Fairtrade Foundation, Fairtrade Mark, community, training, production, producer, consumption, consumer, global trade, culture, traditions

Teacher notes

Charlie and the Chocolate Factory: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with the main characters	In this first lesson, as a class you will read the first five chapters of <i>Charlie and the Chocolate Factory</i> , and discuss what children have learnt so far about the main characters. In their independent activities, they will answer a range of comprehension questions about the characters and events so far. In the alternative activity, they put themselves in the shoes of Charlie Bucket, and write a short paragraph using what they know about him.	<ul style="list-style-type: none"> Can children name and discuss what they know about the main characters of the book? Can children answer a range of questions about what they have read? Can children share their thoughts and opinions about the main characters? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Worksheet 1A/1B/1C Challenge Cards (FSD? activity only) Here Comes Charlie... Sheet (FSD? activity only)
Lesson 2	To explore how different characters are portrayed	After recapping on the characters we have met so far in the book, and the children's impressions of them, as a class you will then read Chapters 6, 7 and 8 together. In their independent activities, children use given extracts to delve deeper into each of the four Golden Ticket winners' characters, and begin to share their own opinions about them.	<ul style="list-style-type: none"> Can children name and describe the first four Golden Ticket winners? Can children share their opinions of these characters, based on the evidence from the text? Can children begin to discuss the author's intentions? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Extract Sheets Worksheet 2A/2B Discussion Cards Question Cards (FSD? activity only) Character Badges (FSD? activity only)
Lesson 3	To show knowledge and understanding of characters' thoughts and feelings	In this lesson, as a class you will read Chapters 9, 10 and 11 of <i>Charlie and the Chocolate Factory</i> . Children will be encouraged to use the given extracts from the text to deduce and infer characters' thoughts and feelings. In their independent activities, children will complete thought bubbles or diary entries for the character of Charlie. Alternatively, in groups, children create a role-play to show the reactions of Charlie's family as he arrives home with the last Golden Ticket.	<ul style="list-style-type: none"> Can children use given extracts to explain how a character is feeling? Can children use given extracts to infer what a character might be thinking? Can children put themselves into the shoes of another character? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Thought Bubbles Sheets Diary Sheet 3A/3B Role-play Challenge Cards (FSD? activity only) Bucket Family Badges (FSD? activity only)
Lesson 4	To explore how the author creates images through word choice	After reading Chapters 12-16 of the book, together children will analyse word choice in a selection of extracts, and discuss the imagery that is created through this use of language. In their independent activities, children will draw pictures of either Mr Willy Wonka or the Chocolate Room, based on given extracts.	<ul style="list-style-type: none"> Do children understand that authors choose and use their words carefully? Can children identify words and phrases that the author has chosen to help create a picture in the reader's mind? Can children share and explain their opinions? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Extract Cards 4A/4B Worksheet 4A/4B/4C Word Choice Cards (FSD? activity only) Discussion Cards (FSD? activity only) Dictionaries, thesauruses (FSD? activity only)
Lesson 5	To make predictions based on what has already happened in the text	Children will first be asked to predict what they think will happen to Augustus Gloop next, before reading Chapters 17-20 and part of Chapter 21 (up to stated point). After discussing the events of these chapters, children will then use their knowledge of the book so far to predict what might happen to Violet Beauregarde in the remainder of Chapter 21.	<ul style="list-style-type: none"> Can children use their existing knowledge of the story to predict what might happen next? Can children discuss and explain their predictions? Can children assess which predictions are the most/least likely, and say why? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Worksheet 5A/5B/5C Extract Clues Sheet Prediction Cards (FSD? activity only) 'Predictometer' Sheet (FSD? activity only)

Charlie and the Chocolate Factory: English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 6	To answer questions accurately	After reading Chapters 22-26 together, children will focus on what a good answer to a comprehension question should include, and then assess different answers to a given questions. In their independent activities, children will write, share, edit and improve answers to a variety of comprehension questions.	<ul style="list-style-type: none"> Can children identify when a question has been answered correctly? Can children use relevant information from the text to support their answers? Can children edit and improve their answers to comprehension questions? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl Discussion Cards A Good Answer... Cards Extract Cards Worksheet 6A Question Cards (FSD? activity only)
Lesson 7	To answer questions in character	As a class, children will finish reading <i>Charlie and the Chocolate Factory</i> and discuss the questions on the slides together. In their independent activities, children ask and answers questions in the role of the five children from the book. The FSD? activity challenges children to work in groups to create a talk show featuring the characters, called 'After the Visit'.	<ul style="list-style-type: none"> Can children use evidence from the text to justify their answers? Can children generate appropriate questions to ask different characters? Can children answer questions in the role of a specific character? 	<ul style="list-style-type: none"> Slides <i>Charlie and the Chocolate Factory</i> by Roald Dahl (not provided) Worksheet 7A/7B Talk Show Challenge Card (FSD? activity only) Name Tags (FSD? activity only)

Charlie and the Chocolate Factory: English : Year 3



Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <p>SENTENCE</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech <p>TEXT</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] <p>TERMINOLOGY FOR PUPILS</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
Writing - composition	
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	

Chocolate Packaging : Design Technology : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate and analyse different types of chocolate packaging	Children will discuss what makes a successful chocolate packaging design. They will then analyse existing products by evaluating the effectiveness of the name, colour, font, size, shape and images used.	<ul style="list-style-type: none"> Do children understand the importance of a product's packaging in terms of its appeal? Can children analyse an existing product? Can children compare and contrast existing products? 	<ul style="list-style-type: none"> Slides Chocolate Packaging Picture Cards A/B/C Worksheet 1A/1B/1C Comparison Question Cards (FSD? activity only)
Lesson 2	To create packaging design ideas for a new chocolate product	In this lesson, after recapping on the important aspects of packaging for a chocolate product, children will use this information to start creating design ideas for their own chocolate wrapper. Children choose to design packaging for one of three different chocolate companies, who each have different target audiences and success criteria. In this lesson, they will gather ideas and draw rough sketches of three possible designs.	<ul style="list-style-type: none"> Can children apply what they have learnt about the different aspects of packaging to their own design ideas? Can children create design ideas that match the given success criteria? Can children discuss their design ideas and explain their choices? 	<ul style="list-style-type: none"> Slides Chocolate Company Letters Initial Ideas Sheet Worksheet 2A/2B/2C Chocolate Box Challenge Cards (FSD? activity only) Chocolate Box Design Ideas Sheet (FSD? activity only) Worksheet 2D (FSD? activity only)
Lesson 3	To find out about target audiences and conduct consumer research	Children will first explore, discuss and develop their understanding of the terms 'consumer', 'target audience' and 'consumer research'. They will then conduct and analyse the results of a survey, aimed at their target audience, and designed to help them decide which one of their three initial design ideas they should develop further.	<ul style="list-style-type: none"> Do children understand the terms 'consumer', 'target audience' and 'consumer research'? Can children conduct a survey of their target audience in relation to their initial design ideas? Can children say what they have learnt about their design ideas from the results of their survey? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C from the previous lesson Survey Cards 3A Survey Question List Survey Template 3A Survey Results 3A/3B Survey Template 3B (FSD? activity only) Survey Results 3C (FSD? activity only)
Lesson 4	To develop and finalise a packaging design for a chocolate product	Children will recap on what they learnt from conducting their consumer research in the previous lesson, as well as revisiting and discussing the importance of the success criteria, before creating their final packaging design.	<ul style="list-style-type: none"> Can children use the results of their consumer research to justify their final packaging design choice? Can children create a final packaging design for a chocolate product? Can children share and discuss their finished packaging design? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Worksheet 4D (FSD? activity only)
Lesson 5	To evaluate packaging designs for a chocolate product	Children will find out what happens to a design once it has been created. In groups, they will pretend to be board members of the different companies that they designed the wrappers for, and evaluate each other's work according to the set criteria.	<ul style="list-style-type: none"> Can children evaluate each other's work against specific criteria? Can children offer constructive comments and advice? Can children discuss what makes a design successful? 	<ul style="list-style-type: none"> Slides Board Member Evaluation Sheets Company Head Name Cards Worksheet 5A/5B/5C (FSD? activity only)

Chocolate : Topic Enrichment Pack : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
HISTORY Lesson 1	To explore the origins of the cocoa bean	Children will discover that the cocoa bean is the essential ingredient for chocolate. They will find out when and where cocoa beans were first used to create a chocolate drink called xocoatl, and compare and contrast how two different cultures, the Aztecs and the Mayans, used them.	<ul style="list-style-type: none"> Do children know where the cocoa bean was first cultivated? Can children explain the importance of the cocoa bean to these early civilisations? Can children compare and contrast the use of cocoa beans in different cultures/time periods? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Cocoa Bean Culture Cards Mayan Information Sheet Aztec Information Sheet Quetzalcoatl Legend Sheet (FSD? activity only) Quetzalcoatl Legend Storyboard A/B (FSD? activity only)
HISTORY Lesson 2	To know how the cocoa bean came to Europe	Children will find out how the cocoa bean arrived in Europe. They will discover how it was initially used to make a luxurious drink for the wealthy, but after a time, the first eating chocolate was produced. Children will explore different characters' viewpoints of chocolate through this time period.	<ul style="list-style-type: none"> Can children explain how the cocoa bean arrived in Europe? Do children understand how the consumption of chocolate was linked to social status and wealth? Do children understand how the industrial revolution changed the production of chocolate? 	<ul style="list-style-type: none"> Slides Character Cards Prompt Questions Cards Worksheet 2A/2B
HISTORY Lesson 3	To explore the development of the Cadbury company	Children will explore the development of Cadbury, one of the largest chocolate producers in the world. They will order the main events on a timeline, or as an alternate activity, will find out more about the life of John Cadbury, the founder of the company.	<ul style="list-style-type: none"> Do children understand how the company developed over time? Can children use a timeline to organise the main events in chronological order? Can children ask and answer questions about the development of the company? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C The History of Cadbury Sheet John Cadbury Biography Sheet (FSD? activity only) Question Sheet (FSD? activity only)
SCIENCE Lesson 1	To know which materials are best at keeping liquids warm	Children will explain what temperature is, how it is measured, and how objects cool down to the temperature of the environment they are in. They will be shown a drink of hot chocolate, and challenged to conduct an investigation into how liquid could be kept warmer for longer by using different materials wrapped around the container it is in.	<ul style="list-style-type: none"> Do children understand that heat travels from warmer to cooler places? Do children understand what a fair test is? Can children plan and carry out a fair test, including predicting and recording results, and drawing conclusions? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Beakers/bottles of warm liquid (e.g. water or hot chocolate) A range of materials to test Thermometers, timers Worksheet 1D (FSD? activity only)

Chocolate : Topic Enrichment Pack : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
SCIENCE Lesson 2	To understand that different substances have different melting points	Children will find out that different objects, or substances, have different melting points. They will carry out an observational investigation to find out which melts the fastest: dark, milk or white chocolate. Alternatively, they can plan an experiment which compares the melting point of chocolate to other objects of their choice.	<ul style="list-style-type: none"> Can children explain what is meant by the terms 'melt' and 'melting points'? Can children make predictions and carry out observations? Can children explain their findings? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Observation Sheet A/B Chocolate Sheet Pieces of dark, milk and white chocolate Timer Lamp/s, camera (optional)
ART Lesson 1	To explore and create your own depiction of the god of chocolate	Children will find out about the Aztec god of chocolate, Quetzalcoatl. They will see that he has been depicted in many different ways. Children will create their own depiction of Quetzalcoatl by designing and making a mask. Alternatively, they can create their own god of chocolate.	<ul style="list-style-type: none"> Do children understand what a depiction is? Can children design and create their own depiction of a given subject? Can children choose and use colour, different materials and the relevant equipment appropriately and safely? 	<ul style="list-style-type: none"> Slides Quetzalcoatl Picture Cards Mask Design Sheet 1A/1B/1C Mask Templates Card, paper, scissors, glue, feathers and a variety of other materials (optional) Challenge Cards (FSD? activity only) God of Chocolate Design Sheet A/B (FSD? activity only)
ART Lesson 2	To know how to create different styles of graphic writing	Children will explore how lettering, or graphic writing, is very important when designing the name and packaging for products. They will practise different graphic writing styles and then use this knowledge to create their own lettering for a new chocolate bar.	<ul style="list-style-type: none"> Do children understand the importance of lettering on products? Can children draw different types of lettering themselves? Can children choose appropriate lettering to represent a product name? 	<ul style="list-style-type: none"> Slides Challenge Cards A/B/C/D/E A4 paper Worksheet 2A/2B New Chocolate Bars Sheet

