



## 'Chocolate' OVERVIEW 2017 Spring term

Week	Experience	Literacy Genre	Topic work	Products	Links to NC
1/2	Video/story of Charlie and the Chocolate Factory	Narrative - Charlie and the chocolate factory – Stories about imaginary worlds	<ul style="list-style-type: none"> <li>History of sweets/history of chocolate</li> <li>The creation of Bourneville – village and factory</li> </ul>	<ul style="list-style-type: none"> <li>Pre assessment what do you know? What do you want to find out?</li> <li>A timeline of the history of chocolate</li> <li>Where chocolate comes from matching activity</li> </ul>	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
3/4		Persuasion – A letter to Willy Wonka to persuade him to make your new product for the factory.	<ul style="list-style-type: none"> <li>Sound and light – inside Willy Wonka's chocolate factory</li> <li>Case study of the Cadbury family</li> </ul>	<ul style="list-style-type: none"> <li>Design a brand new product to produce in Willy Wonkas factory</li> <li>Create a musical piece for the inside of Willy Wonkas chocolate factory</li> </ul>	<ul style="list-style-type: none"> <li>Light – recognise the need for light in order to see things and dark is an absence of light</li> <li>Notice light is reflected from surfaces</li> <li>Recognise light from the sun can be dangerous and there are ways to protect eyes</li> <li>Find patters in the way the size of shadows change</li> </ul> <p>identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise that vibrations from sounds travel through a medium to the ear</li> <li><input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it</li> <li><input type="checkbox"/> find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>



					<input type="checkbox"/> recognise that sounds get fainter as the distance from the sound source increases. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music
5/6	Trip to South Molton – Chocolate factory	Information text/explanation text about the process of farming and making chocolate (from bean to bar)	<ul style="list-style-type: none"> <li>• Teeth</li> <li>• Chocolate taste test</li> <li>• The history of sugar and representation of wealth.</li> <li>• Growth of sugar cane.</li> <li>• Process of making chocolate from bean</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of chocolate – taste testing</li> <li>• Cycle of how sugar cane is formed/grown</li> </ul>	<input type="checkbox"/> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant <input type="checkbox"/> investigate the way in which water is transported within plants <input type="checkbox"/> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement.



					<p>recognise that living things can be grouped in a variety of ways</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li><input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify the different types of teeth in humans and their simple functions</li> <li><input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>
7/8	Trip – Fairtrade shop	Diary entry – a day in the life of a fair trade worker	<ul style="list-style-type: none"> <li>• What is fairtrade?</li> <li>• Why is it important?</li> <li>• Trade links</li> </ul>	<ul style="list-style-type: none"> <li>• Fairtrade wrapping for a chocolate bar – mood board</li> <li>• Design a new fair trade logo</li> <li>• Map of trade links</li> <li>• Information text about fairtrade</li> <li>• Case study of a fairtrade worker</li> <li>• Life in Ghana – case study</li> </ul>	<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand</li> </ul>



					<p>how some of these aspects have changed over time</p> <p>☐ 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)</p>
9/10		Playscript – The poisonous box of chocolates	<ul style="list-style-type: none"> <li>• Aztecs – traditions and culture linking to the foundations of chocolate</li> <li>• History of the Aztecs ancient beliefs associated with chocolate</li> </ul>	<ul style="list-style-type: none"> <li>• Now and then poster explaining what ancient civilizations believed about the properties of chocolate and what scientists today have discovered.</li> <li>• Table of positive and negative aspects of chocolate for health.</li> </ul>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
11/12	Visitors – Rolys Fudge	Shape poem - Easter	<ul style="list-style-type: none"> <li>• Product Design &amp; Manufacturing of Chocolate</li> <li>• Aztec Drawing and hieroglyphics</li> <li>• Observational Drawing –</li> </ul>	<ul style="list-style-type: none"> <li>• Design and make an easter egg/ chocolate bar AND packaging</li> <li>• Hieroglyphics artwork</li> <li>• sketching detail of packaging design</li> </ul>	<p>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</p> <p>Characteristics of materials – Solids and liquids and how they are separated.</p>



					<p>Changing State – Reversible and Irreversible Changes</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"><li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li><input type="checkbox"/> about great artists, architects and designers in history.</li></ul> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"><li><input type="checkbox"/> 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)</li><li><input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li></ul> <p>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</p> <ul style="list-style-type: none"><li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <p>Make</p> <ul style="list-style-type: none"><li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks</li></ul>
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					<p>[for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"><li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li></ul> <p>Evaluate</p> <ul style="list-style-type: none"><li><input type="checkbox"/> investigate and analyse a range of existing products</li><li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li></ul> <p>Technical knowledge</p> <ul style="list-style-type: none"><li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li><li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li><li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li></ul>
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