

Year Group Curriculum Planning Overview

Year Group: 3	Term: 1	Unit: Chocolate	Timescale: 12 weeks	Values: Honesty/ Responsibility		
Big Question: Where does my chocolate bar come from?			Core Text: Charlie and the Chocolate Factory by Roald Dahl			
	Q1	Q2	Q3	Q4	Q5	Q6
Steps to Understanding Questions that help to focus in on answering the Big Question	What's in my chocolate bar and where does it come from?	Who were the Aztecs and how did they use cocoa beans?	When did cocoa beans come to Europe?	What did the beans get used for first?	Who were the first chocolate makers?	Chocolate now? Why is it so popular and what does the future look like?
Core Knowledge What do I want each child to know by the end of each step?	To understand what chocolate contains and where the central ingredient, the cocoa bean, comes from. (Geography)	To know who the Aztecs were and how they used the cocoa bean. To sketch Aztec patterns To know which colours are classed as warm and cool To use warm and cool colours appropriately. To explore and create pattern To use printing to create a printed Aztec pattern. To develop an understanding of the history of music	To understand that Europeans travelled the world to explore and discover new civilisations. To understand and explain that explorers exploited the natural resources they found (Cortes and cocoa bean)	To know that when the cocoa bean reached Europe, it was used to make a drinking chocolate. To know that Chocolate Houses were fashionable amongst the wealthy.	To understand the chronological order of the first chocolate makers. To understand and explain how and why the Cadbury Family improved conditions for their workers.	To know and explain that different chocolate products are marketed to people of different ages. To understand what Fairtrade chocolate is. To know how to research and develop a design idea. To design a product that is fit for purpose and aimed at a certain group To know how to discuss and improve my idea To know how to make and evaluate my product To know how to listen with attention to

						detail and recall sounds with increasing aural memory.
Key Vocabulary	Cocoa beans, cacao, continents, Equator, humid	Aztec Mexico Americas Civilisation Pattern Printing, repeating, warm, cold	Cortes Quetzalcoatl. Spanish Empire Conquer	Chocolate House Georgians Rich, wealthy Fashionable	Quaker Bournville Manufacture Improved, inventions, Dutch Press Welfare, ethos	Popular Future Advertisements Product Evaluate Modified Fairtrade Design Communicate Evaluate
What are the difficulties and misconceptions?	Understanding of history pre-Victorian. General vocabulary. Charlie and the Chocolate Factory, tricky read for some.					
Prior Learning:	Continents. Victorians – Florence Nightingale/Mary Seacole. Cadburys as chocolate makers. Collage, painting, cutting, sticking.					
Ignition: How will you begin your unit?	A letter arrives from a relation of Roald Dahl- they want to create a brand-new film for the 4D Cinema at Cadbury's World- Where Does my Chocolate Bar come from? (The Story of Chocolate). They will send a parcel with some information they have gathered so far- Aztec pictures, artefacts, photos, cocoa beans, chocolate wrappers.... Task- which parts belong together? (Cadburys, Aztec artefacts, Chocolate Houses, clothing ...) Begin a timeline using the items – this will be added to during the topic and through the year National Chocolate Day September 13 th					
Rationale:	The aim of the module is to develop an enquiry into the history of chocolate. Pupils will learn about The Aztecs, The Europeans who conquered them, the cocoa bean journey, the chocolate houses, and finally the manufacture of eating chocolate. This sequence of lesson plans will teach children the history of chocolate from the cocoa bean to the present-day chocolate products available. There will be links to History, Geography, DT, art, music and PHSE/Citizenship and RE within these lessons					
Trips:	Cadbury World- Aztec Experience					

Medium Term Planning

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
1	Have covered continents in Year 2, some children may be aware of the ingredients in chocolate.	Where does my chocolate bar come from?	What's in my chocolate bar and where does it come from?		To understand what chocolate contains and where the central ingredient, the cocoa bean, comes from. (Geography)	
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
<p>WALT: create a timeline using images and artefacts from when we are today back to an ancient civilisation.</p> <p>WALT use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p><u>Afternoon 1 (History)</u> Letter and parcel arrive. Read the letter and discuss who it's from and what it's asking us to do. Examine objects images and artefacts. Agree to attempt to place everything on a time line to help us begin to understand the 'history of chocolate'.</p> <p>GD – write a letter back with a partner.</p> <p>HA/MA – order sentences to create a response.</p> <p>SEN – complete a smiley face reaction and order the words – We will help you.</p> <p><u>Afternoon Two (Geography)</u> Re-cap our letter and the timeline we created. Re-place our question. Use the clues in the parcel and the letter. Cocoa beans – beans are where chocolate starts but where do cocoa beans come from? Google search to establish main countries and the climate needed. Share atlases with the class. What's an atlas? What does it show? Can we find the countries we're looking for?</p>	Letter from Dahl Family inside a parcel of objects, photos, chocolate wrappers, cocoa beans. Atlases, globes, computers	Parcel, Roald Dahl, wrappers, world, hemisphere, continents, equator, humid, conditions,	Write a response to the letter saying we are happy to help.	True/False quiz. Can children pick out the correct information.

	<p>GD – Locate countries and colour on a world map. Create a key.</p> <p>HA/MA – countries and key already highlighted. Colour code the key.</p> <p>SEN – stick photos of cocoa bean trees in pre-marked spaces on a world map.</p>				
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
2	Things change over time. People in the past wore different clothes, had different homes and jobs to us.	Where does my chocolate bar come from?	Who were the Aztecs and how did they use cocoa beans.	<p>To know who the Aztecs were and how they used the cocoa bean.</p> <p>To know which colours are classed as warm and cool</p> <p>To know that the Aztecs had music as part of their culture.</p>		
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
		<p><u>Afternoon 1 (History)</u></p> <p>Look at different images of life in an Aztec village where the cocoa bean is. Circulate and label around the edges what can be seen. Focus on the cocoa bean and people picking it, making and drinking the spicy drink. Think about what sounds we might hear when people are harvesting the bean, making the drink, enjoying the drink. Create the sound scape and bring the statues to life. Teacher narrate what the Aztecs used the bean for.</p>	<p>Images of Aztec life.</p> <p>Cloze procedure paragraph about life.</p> <p>Sentences to unscramble.</p> <p>Picture and caption to match.</p> <p>The timeline</p> <p>Contrasting pictures of a cold and hot place or</p>	<p>Aztec</p> <p>Mexico</p> <p>Americas</p> <p>Civilisation</p> <p>Pattern</p> <p>Printing, repeating, warm, cold</p>	<p>Sentences about how the Aztecs used the cocoa bean.</p>	<p>Exit ticket –</p> <p>Can children tick the correct three answers about what the Aztecs used the bean for.</p>

	<p>Children record what they have learnt about what the Aztecs used the cocoa bean for.</p> <p>GD - Cloze procedure paragraph about life. HA/MA - Sentences to unscramble. SEN - Picture and caption to match.</p> <p><u>Afternoon 2. (Art)</u> Children look at two contrasting pictures – a very hot place and a very cold place. Create a list of the colours they can see in each picture. (Can they identify which place would be where our cocoa beans would grow?)</p> <p>In sketch book children create a warm colour grid and a cold colour grid. Begin with pencil crayon and move to paint.</p> <p>SEN – pre-draw grid for colours</p>	<p>children to annotate to pick out colours.</p> <p>Sketch books</p> <p>Pencil crayons Pastels</p>			
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Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge
3	People decorate things they use to make them look attractive.	Where does my chocolate bar come from?	Who were the Aztecs and how did they use cocoa beans?	<p>To understand that a pattern is a shape that is repeated.</p> <p>To understand that we can create a repeating pattern using printing.</p> <p>To understand that the Aztecs created patterns to decorate objects and fabrics.</p>

WALTs (Linked to national Curriculum Objectives and skills)	Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
	<p><u>Afternoon 1.</u> Show the children the word pattern. What does it mean? Have we met it before? Look at a selection of patterns. What do they have in common?</p> <p>Children use view finders to focus in on a small part of a bigger pattern. Try to draw the shape they can see through the view finder in their sketch books. Annotate sketch books.</p> <p>Demonstrate how a simple pattern can be repeated using a block print. Children print a repeating pattern in their sketch book.</p> <p>SEN – guide lines to help with repeating pattern.</p> <p><u>Afternoon 2.</u> Using their skills and understanding from previous session to create an Aztec inspired plate. Model to show the children how they will use both warm colours and block printing to decorate their plate.</p>	<p>Selection of patterns. Aztec patterns Sketch books View finders Pencils, pencil crayons, block prints, paper plates, felt tips, ipad to photograph completed plate</p>	<p>Colour, repeat, print, printing, design,</p>		<p>Can children create a caption to match their plate?</p> <p>Sentence stems given as starters. E.g. I have used these warm colours to ... I have created a pattern in the middle of the plate using a technique</p>

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
4						
WALTs		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz

(Linked to national Curriculum Objectives and skills)					Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
5		1519 Cortes arrived in Mexico with 400 soldiers. The Aztecs believed he was the god Quetzalcoatl. 1528 Cortes brings the cocoa bean to Europe				
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
6						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket
		The First chocolate House opens in London 1657. Chocolate is only drunk by the rich				

Half Term

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge

7	<p>1830 Joseph Fry produces the first real moulded chocolate bar.</p> <p>1861 Cadburys introduced the first box of chocolates.</p> <p>1897 First milk chocolate bar made by Cadburys</p> <p>1905 Cadburys Dairy Milk appeared – more milk than any other chocolate bar on the market.</p> <p>Working conditions in Cadburys factories- Quaker influence, Bournville- welfare and ethos</p>					
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question	What do I want them to know by the end of the week? Core Knowledge		
8						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
9						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
10						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
11						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Week	Prior Knowledge	Big Question	Little Question		What do I want them to know by the end of the week? Core Knowledge	
12						
WALTs (Linked to national Curriculum Objectives and skills)		Differentiated Activity GD/ EAL/ SEN/Behaviour	Resources	Vocab	Cross curricular writing	AFL End of week quiz Exit Ticket

Calendar for the Autumn Term

Date	Event/ Activity	Date	Event/ Activity
Wk1	Settling in week Baseline Assessments for UKS2 and Reception Phonics Assessments	Wk8	Trips
Wk2	National Chocolate Date September 13 th	Wk9	Trips
Wk3		Wk10	Trips
Wk4		Wk11	Assessment Week Phonics Screening Mock Check Y4 Multiplication Tables Check Mock Test
Wk5		Wk12	Pupil Progress Meetings
Wk6		Wk13	End of Unit Tests
Wk7	Trips Parents Evening Thursday 2st October Inset Friday 22 nd October	Wk14	N/R/Y1 Nativity Dress Rehearsal N/R/Y1 Nativity Y2 Dress Rehearsal Y2 Christmas Production
	Half Term		Christmas Break

Knowledge Organiser