

# Chocolate : Topic Enrichment Pack : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>HISTORY Lesson 1</b>	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"> <li>Do children know where the cocoa bean was first cultivated?</li> <li>Can children explain the importance of the cocoa bean to these early civilisations?</li> <li>Can children compare and contrast the use of cocoa beans in different cultures/time periods?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Cocoa Bean Culture Cards</li> <li>Mayan Information Sheet</li> <li>Aztec Information Sheet</li> <li>Quetzalcoatl Legend Sheet (FSD? activity only)</li> <li>Quetzalcoatl Legend Storyboard A/B (FSD? activity only)</li> </ul>
<b>HISTORY Lesson 2</b>	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"> <li>Can children explain how the cocoa bean arrived in Europe?</li> <li>Do children understand how the consumption of chocolate was linked to social status and wealth?</li> <li>Do children understand how the industrial revolution changed the production of chocolate?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Character Cards</li> <li>Prompt Questions Cards</li> <li>Worksheet 2A/2B</li> </ul>
<b>HISTORY Lesson 3</b>	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"> <li>Do children understand how the company developed over time?</li> <li>Can children use a timeline to organise the main events in chronological order?</li> <li>Can children ask and answer questions about the development of the company?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>The History of Cadbury Sheet</li> <li>John Cadbury Biography Sheet (FSD? activity only)</li> <li>Question Sheet (FSD? activity only)</li> </ul>
<b>SCIENCE Lesson 1</b>	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"> <li>Do children understand that heat travels from warmer to cooler places?</li> <li>Do children understand what a fair test is?</li> <li>Can children plan and carry out a fair test, including predicting and recording results, and drawing conclusions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Beakers/bottles of warm liquid (e.g. water or hot chocolate)</li> <li>A range of materials to test</li> <li>Thermometers, timers</li> <li>Worksheet 1D (FSD? activity only)</li> </ul>

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<b>SCIENCE Lesson 2</b>	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"> <li>Can children explain what is meant by the terms 'melt' and 'melting points'?</li> <li>Can children make predictions and carry out observations?</li> <li>Can children explain their findings?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Observation Sheet A/B</li> <li>Chocolate Sheet</li> <li>Pieces of dark, milk and white chocolate</li> <li>Timer</li> <li>Lamp/s, camera (optional)</li> </ul>
<b>ART Lesson 1</b>	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"> <li>Do children understand what a depiction is?</li> <li>Can children design and create their own depiction of a given subject?</li> <li>Can children choose and use colour, different materials and the relevant equipment appropriately and safely?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Quetzalcoatl Picture Cards</li> <li>Mask Design Sheet 1A/1B/1C</li> <li>Mask Templates</li> <li>Card, paper, scissors, glue, feathers and a variety of other materials (optional)</li> <li>Challenge Cards (FSD? activity only)</li> <li>God of Chocolate Design Sheet A/B (FSD? activity only)</li> </ul>
<b>ART Lesson 2</b>	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"> <li>Do children understand the importance of lettering on products?</li> <li>Can children draw different types of lettering themselves?</li> <li>Can children choose appropriate lettering to represent a product name?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards A/B/C/D/E</li> <li>A4 paper</li> <li>Worksheet 2A/2B</li> <li>New Chocolate Bars Sheet</li> </ul>

