



The BIG Question:
What are the wonders of chocolate?

Introduction

Our cross-curricular topic this half term is History based and looks to use the topic of Charlie and the Chocolate Factory to enthuse and excite the children for their first term in Year 4. During this topic we will be looking at the transition of chocolate from the Aztec period. Children will learn about where chocolate came from, how chocolate was made and how it is different today. During this study children will explore where chocolate was made and what climate is needed in order for this to be possible.

During the half term we will be partaking in a variety of activities which will create immersive learning opportunities. The children will be studying 'Charlie and the Chocolate Factory' by Roald Dahl. This story is about a lucky boy, Charlie Bucket, who finds a golden ticket to Mr Wonka's Chocolate Factory that will change his life forever. This study of the book will be used throughout the half term as a stimulus/ hook to the learning activities. This book will allow us to access the children's learning across all subjects in the curriculum. In Science we explore changing states by designing and creating a bar of chocolate using ideas from the book. Additionally we use the topic of the book to create spectacular pieces of Art in the theme of Pop Art.

Books we will share

- Charlie and the Chocolate Factory by Roald Dahl
- Non- Fiction texts
- Exploration and Encounters (GINN HISTORY)
- Aztec- Elizabeth Baquedano
- Chocolate a Sweet History- Sandra Markle
- Chocolate EXPLORE-Liz Gogerly
- My Chocolate Bar and other Foods-Franklin Watts
- Film clips from Charlie and the Chocolate Factory

Some of our Super Skills

- Pick out key skills
- Hi23 Ask and answer a variety of perceptive historical questions
- Hi26 Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past
- Hi28 Place events, people and changes into correct periods of time on a timeline
- Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC
- Hi31 Communicate knowledge and understanding in a variety of ways
- Ar49 Drawing Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media
- Ar50 Painting Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks
- Ar54 Find out about artists, architects and designers
- Ar55 Drawing Use research to inspire drawings from memory and imagination
- Ar56 Drawing Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary
- Ar62 Painting Use more specific colour language e.g. tint, tone, shade, hue.
- Ar63 Painting Plan and create different effects and textures with paint
- Dt30 Evaluate work, adapting and improving through the views of others to improve their work
- Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes
- Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Dt33 Join and combine materials and components accurately in temporary and permanent ways.
- Ge33 Ask and respond to geographical questions and offer their own ideas
- Ge34 Explore places with different climate zones and compare and describe how climate affects living things
- Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales

Our Community and Beyond

Our immersive classroom (The Space) was transformed into the Chocolate Factory from the novel. Children have the opportunity to experience what it would be like to be one of the 5 lucky winners of the Golden Ticket.

In our concluding lesson of the topic we have parent support when making our own chocolate bars. Children, staff and parents became chocolate inventors for the days. This is an example of where Holy Family are able to celebrate our unique partnership.

Content and Vocabulary

History of Chocolate

The Maya people were the first to grow a “cacao tree.” They lived in Central America over 1,000 years ago. “Cacao” means “food of the gods.” Maya people made chocolate drinks which they called chocolatl. It was very bitter, and not like modern chocolate drinks. While the Maya and the Aztecs were enjoying their chocolate



drink, people living in Europe knew nothing about chocolate. In the 16th century, Spanish explorers began to conquer Central America. They started to drink its chocolatl, but they added sugar to make it taste sweeter. When the Aztecs got to Europe. One Aztec asked a European man and said “Would you like to try this

chocolate drink?” In Europe, the people had never heard of chocolate before. At first, the European man thought that it was bitter and didn’t think it tasted nice. So he put sugar in it to make it sweeter and it tasted superb.

Cortez’s Voyage

Hernan Cortez travelled to Mexico to explore the cocoa bean. When he arrived he noticed the value of the bean. Montezuma the current ruler of Mexico was killed in order for



Cortez to gain power.

Aztec Settlement

The Aztecs tribe lived in ancient Mexico for about 400 years. They believed in human sacrifice. They settled along the swampy shore of Lake Texcoco where they built canoes to fish and trade materials.

Chocolate on the map

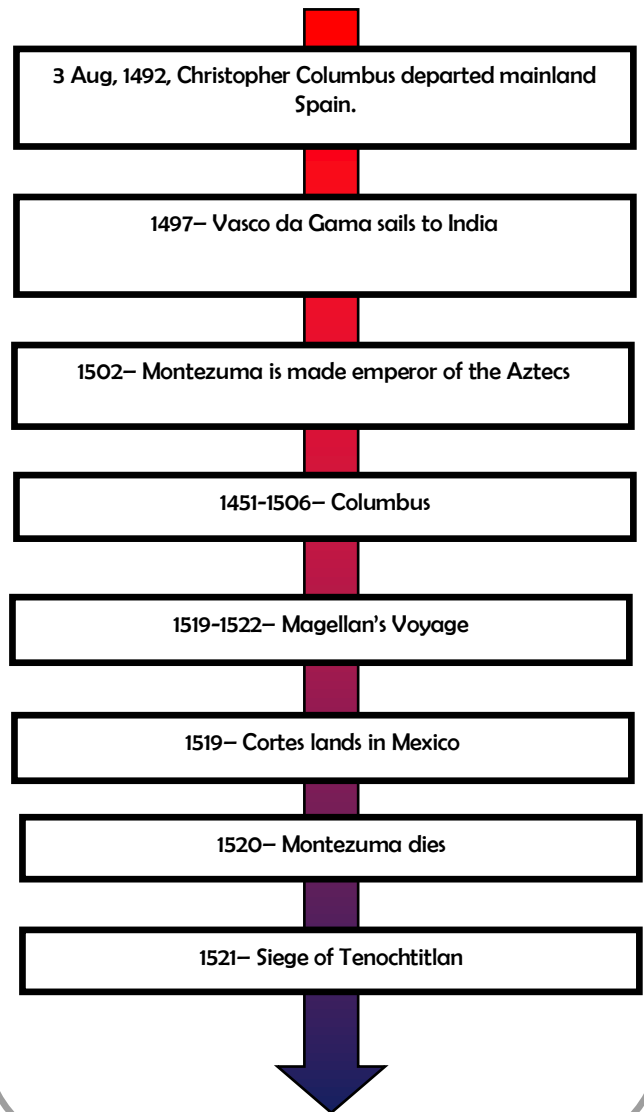
Children to understand that in order to grow cocoa beans the right conditions need to be in place. E.g. climate, tropical, equator line, wet, dry conditions.



Cacao Bean Tree

Children will have a strong understanding of what countries you would find a cacao bean tree, why? What happens to the cacao? What the weather/climate needs to be? What can people do today to prevent a cacao bean tree crisis.

Some Key Facts/Events



My Magic Moments

For children’s comments at the end of the topic

