

**ENTRY POINT:**

Exploring Chocolate using the senses

**EXIT POINT:****HISTORY—Local History/Chronology (History of Chocolate)****Learning Objectives:**

- To trace how several aspects of national history are reflected in the locality over time.
- Develop a chronologically secure knowledge and understanding of local history.
- To be able to note connections, contrasts and changes over time.

**DT—Packaging****Learning Objectives:****Design**

- 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 in a variety of ways. (Using CAD)

**Make**

- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components,

**Evaluate**

- 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

**Technical Knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**ART—Andy Warhol Posters****Learning Objectives:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

# Cycle B : CHOCOLATE

## (Objectives)

**SCIENCE—States of Matter****Learning Objectives:**

- Compare and group materials together according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in °C. Series of simple test on the scheme of work.

**MUSIC—Rhythm (Samba)****Learning Objectives:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

**GEOGRAPHY—South America Comparisons/Trade Links****Learning Objectives:**

- Locate the world's countries (South America) using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Use maps atlases, globes and computer mapping to locate countries.
- Understand geographical similarities and differences through the study of human and physical geography.
- 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.

**COMPUTING—Audio/Visual Adverts/Scratch****Learning Objectives:**

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**EXIT POINT:****HISTORY—Local History/Chronology (History of Chocolate)**

Possible Activities:

- Identifying chronology of chocolate wrappers
- Look at how adverts have changed over time.
- Look at different maps to see how the chocolate factories changed York.

**DT—Packaging/Cooking box of truffles**

Possible activities:

- Look at different chocolate wrappers
- Look at logos on packaging
- Look at nutritional information on packaging.
- **CCM Look at nets to create different boxes.**
- **Design & Make boxes. ( using CAD-Foldify)**
- **Make truffles.**
- **CCG: Journey of chocolate**
- **CCS&L/CCC: Make an advert on iPad/flip cam to advertise their chocolate bar using persuasive language.**
- **CCE: Write an instruction text for how to make a bar of chocolate and its wrapper.**

**ART—Andy Warhol Posters**

Possible activities:

CCC: Use a paint program to flood fill a repeating pattern picture of chocolate wrappers to create an Andy Warhol type picture.

Andy Warhol adverts in paint.

Poster adverts for chocolate,

CCDT: design own advert.

## Cycle B : CHOCOLATE (Activities)

**SCIENCE—States of Matter**

Possible activities:

CCC: Use the LogITs to measure the temperate of chocolate melting. Use the data to make graphs.

Set up class as science lab.

Solid, liquid and gas balloons—reinforce with drama.

Compare materials in different states of matter—how can we tell which is which?

Series of simple tests about gas, further series about liquid.

Water cycle.

**SEE SCIENCE SCHEME OF WORK**

**MUSIC—Rhythm (Samba)**

Use of drums for rhythm.

Combine dance and music.

Call and response.

Patterns in music.

Visual notation.

CCC: recording sound.

**GEOGRAPHY—South America Comparisons/Trade Links**

Possible Activities:

- **CCL Write a letter persuading local supermarkets to stock Fairtrade.**
- **Story of cocoa.**
- **Continents, seas and oceans.**
- **Physical geography—why does cocoa grow in South America and not York—conditions, etc.**
- **Human geography—how is cocoa farmed? How does it affect people? How is South America different yo York?**

**COMPUTING—Turtle**

Possible activities:

- **Using Softease Turtle:**
- **write a program to draw different regular shapes using the repeat tool**
- **program: a car around a road, person around a garden etc..**
- **write a program that makes a synchronised air display**
- **run programs that do the wrong thing, find the errors and correct**

CCN: Use a spreadsheet to make graphs/pie charts of favourite chocolate bars.