

Year 4 – Chocolate Health & Wellbeing



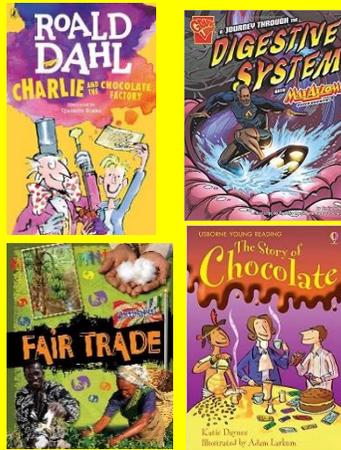
Where does chocolate come from?



In this unit, you will find out all about the delicious world of chocolate!

In geography, you will find out about where chocolate comes from and how it is produced. In history, you will find out where chocolate first came from and how it became the tasty bars we buy from the shop today. In science, you will learn about the importance of a balanced diet and how eating too much chocolate can be bad for you! In DT, you will be using your cooking skills to design and make a chocolate bar of your own to market and packaging. Then in computing, you will use software to create an advertisement for your delicious product. Enjoy!

Core Texts



In geography, pupils will know:

- Chocolate comes from cacao pods which grow on cacao trees.
- These trees grow on plantations in tropical regions, which are close to the equator.
- The pods take about 6 months to grow before they are harvested, prepared and then sent to chocolate factories all over the world.
- Ivory Coast is the biggest exporter of cacao beans.
- The Fairtrade Foundation gives small-scale farmers a better deal by ensuring a fair price for their produce.

Geography Skills

- Use digital maps to locate and investigate places.
- Reason about key physical and human characteristics of regions studied.
- Locate different countries in the Northern/Southern hemispheres and discuss how life is different in the two hemispheres.
- Understand the term climate zone and use maps to identify the different climate zones.

Personal, Social, Health and Citizenship

- I understand the concept of a balanced lifestyle.
- I can make informed choices about food and understand the benefits of eating a balanced diet.
- I understand what might influence my choices of food. (Advert)
- I recognise, predict and assess risk in different situations and decide how to handle them effectively.
- I understand mood swings and know how I can deal with them.
- I know what legal drugs are.
- I know about the effects and risks of smoking.
- I understand the responsible use of mobile phones.
- I have basic first aid skills to deal with burns and scalds.
- I understand what terminal illness is and know charities which can help support families through this.

Key Vocabulary

fair-trade climate zone
 tropical refine
 production cacao
 economy humid
 originate harvest
 import bitter
 export trade
 climate population
 plantation explorer

In history, pupils will know:

- Chocolate was first discovered in Central America in approx. 1000 BC.
- Christopher Columbus brought it back to Spain along with other exotic foods in 1500AD.
- Hernan Cortez, a Spanish explorer realised how valuable the beans were in 1540 and then Spain started exporting lots of cacao to sell.
- The first chocolate house opened in 1657 in London.
- In 1861 the Cadbury brothers started selling chocolate to the mass population.

History Skills

- Use dates to order significant events from the periods studied.
- Place periods of study on a timeline, using BC and AD.
- Use research findings to pose new questions.



In DT pupils will know:

- That molten chocolate can be poured into moulds to change the shape.
- That there are 3 main types of chocolate- dark, white and milk.
That different ingredients can be added to chocolate to make unique bars.
- That the packaging of chocolate bars is very important and needs to appeal to the consumer with attractive colours, fonts and slogans.
- That market research is conducted to find out people's opinions on different products and ideas.

DT Skills

- Know how a healthy diet is made up from a variety and balance of different food and drink.
- Explain why a healthy diet is important.
- Sort and classify an increasing range of food according to specific food groups, e.g. proteins, carbohydrates, fats etc.
- Prepare food including experience of using a heat source.
- Be able to identify foods which come from the UK and other countries in the world.
- Generate more than one idea for how to create a product.
- Gather information to help design a successful product (i.e.by asking others' views).
- Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide.
- Suggest improvements to develop and refine a planned idea.
- Evaluate the appearance and usability of own and pre-existing products.
- Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.

Key DT Vocabulary

**packaging brand blend cocoa mixture pour
flavouring temper glossy refrigerate consumer
melting point net slogan mould melt texture
smooth rich sweet creamy bitter lustre
market research survey brief recipe aesthetic**

In Computing pupils will know:

- Chocolate companies use advertisements to persuade people to buy their products.
- Effective advertisements create an emotional reaction from the audience.
- A storyboard is used to plan and organise scenes.

Computing Skills

- Story board and film a short movie.
- Edit Trim and arrange clips to convey meaning.
- Add titles, credits, slide transitions and special effects.

Key Computing Vocabulary

image animation clip cut frame split

transition video effect arrange credits audience

i-Movie storyboard edit script trailer preview



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In science, we will learn about the importance of a balanced diet and how food is digested in our bodies.

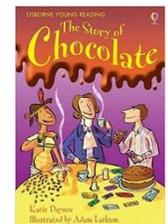
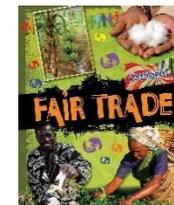
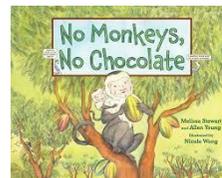
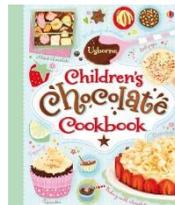
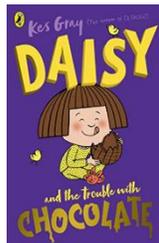
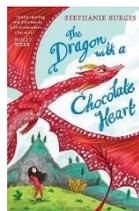
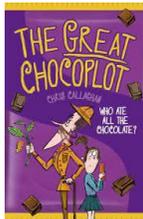
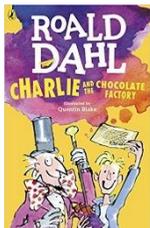
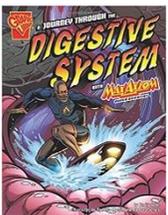
In DT, we will be using your cooking skills to design and make a chocolate bar and packaging of your own to market.

In Computing, we will use software to create advertisements for our delicious products. YUM!

Home Learning Ideas- How You Can Support At Home.

Design your own packaging for an imaginary bar of chocolate. This carefully about the colours and fonts you use.	Go to the shop and buy 2 chocolate bars. Encourage your child to work out how much they will cost before you get to the till.	Watch the movie of Charlie and the Chocolate Factory.
Talk about the responsible use of mobile phones and reasons behind this. Children could design a poster to display in school with a key message about this.	Look at the packaging of food at home. Look at the nutritional values. Look at the calories, protein, fat and sugar content. Is it healthy food?	Use Google Earth to locate places around the world where cacao beans are grown.
Research about how the Fair-Trade scheme has changed the lives of farmers all around the world.	Research about the Mayan civilisation and about the drink which they used to make using cacao beans.	Find a chocolate-based recipe in a cook book or online and do some baking. Don't forget to take some photos of what you made!

Reading List – Topic Linked



Chocolate



Where does it come from?