

Topic Overview: Exploring Brazil, The Aztecs and Chocolate (Autumn 2) Cycle A

SUCCESS CRITERIA:	KEY FOCUS AREAS	SYNOPSIS: Week 1 - Week 7 including Christmas Week
<p>On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • identify the different parts of a flowering plant and their functions. • identify the main stages of the life cycle of a flower. • Investigate the conditions that plants need to grow. • locate the world's countries on a map including North & South America (specifically Brazil & Mexico) • recognise that the Aztecs were a fierce tribe of warriors who settled in the Valley of Mexico in 13th Century. • Identify how artefacts can help us to understand how people's lives in the past. • identify where chocolate comes from and how it is made. • identify links between our local area (Birmingham) to chocolate. <p>describe and understand key aspects of human geography including economic activity including trade links (fair trade)</p>	<p>Geog: Focus on Brazil, where cacao beans come from and how these are made into chocolate.</p> <p>History: Who were the Aztecs? How does chocolate link to Birmingham?</p> <p>Science: Plants - What do they need to grow and what conditions can affect this?</p> <p>Design & Technology: To design, make and evaluate their own chocolate bar.</p>	<p>Topic: What do we know? What do we want to find out? Who were the Aztecs and where did they live? To place events and people into correct periods of time to use dates and vocabulary relating to the passing of time, including the terms BC and AD. Science - Plants: What do we know already? Introduction of vocabulary.</p>
		<p>Topic: To use artefacts to understand and compare Aztecs every day lives to our own. Class Trip: Cadbury World Science: What do plants need to grow well? Set up investigation into growing conditions.</p>
		<p>Topic: Where does chocolate come from and how is it made? Investigate the links between The Aztecs and Chocolate. Science: How is water transported in plants?</p>
		<p>Topic: To investigate how chocolate links to Birmingham (local history) Science: Name the different parts of a flower and the role each part plays in fertilisation and pollination.</p>
		<p>Topic: Fairtrade - what is fair-trade and why is it important? Science: To understand and order the life cycle of a plant.</p>
		<p>Topic & Science: What have we learnt? Investigate any questions from our original topic discussion.</p>
		<p>Christmas Week Christmas performances and activities including RE The Christmas Story</p>

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SCIENCE:

- ask relevant questions and use different types of scientific enquiries to answer them
- predict what will happen in an investigation.
- make systematic and careful observations; gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- identify the different parts of flowering plants; identify the main stages of the life cycle and the functions of the different parts of the flower

GEOGRAPHY:

- (Begin to) Ask and respond to questions and offer their own ideas.
- Use NF books, stories, atlases, pictures/photos and internet as sources of information.
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts
- Places on large scale maps, (e.g. Find UK or India on globe)
- Begin to identify significant places and environments
- Human geography including trade links (fair trade)

HISTORY

During the topic the children will begin to understand:

- The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

KEY QUESTIONS:

- Where does chocolate come from?
- How is it made?
- Who made the first chocolate bar?
- How much was the first chocolate bar that was made?
- How many different chocolate bars do Cadburys make?
- Who or what were the Aztecs?
- What influence did the Mayan civilisation have on chocolate?
- What links chocolate to Birmingham?
- Where would you find Cacao beans?
- How do they grow?
- What is the process of bean to bar?
- When was the first chocolate bar made?
- Why is fairtrade important?

KEY VOCABULARY:

chocolate
Aztec
Mexico
Trade
Tribe
Nomads
Sacrifice
Empire
Alliance
Cacao bean
fairtrade
root
stem
leaves
flower
seed dispersal
pollination
seed formation
nutrients

Opportunities for Extension

Find out more about the Mayan civilisation and how this influenced the first chocolate to be made.

Research The Cadbury Family. How did the business affect so many people's lives in the Midlands?

Use the images the Aztec temples to construct your own models. Make models using plastic construction bricks or build a model from cardboard. Research and draw some Aztec symbols. Make some Xocolatl (hot chocolate). Create your very own mood board about the Aztecs - use symbols, patterns, colours, words and textures. Write a diary entry about the life of an Aztec family.

Vertical Drivers and Opportunities for Enrichment

Local Environment: Caring for habitats in our local area - Bull Meadow.

Enrichment opportunities: Visit to Cadburys World

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<p>ENGLISH: Purpose for writing: To entertain Key texts: Charlie & the Chocolate Factory by Roald Dahl To inform: How is Chocolate made/The Aztecs Key author: Roald Dahl Class Text - (Reading for Pleasure) Chris Callaghan - The Great Chocoplot</p>		<p>MATHS: Year 3: Addition and Subtraction; Multiplication and Division Year 4: Addition and Subtraction; Area; Multiplication and Division</p>	
<p>D & T:</p> <ul style="list-style-type: none"> Design a purposeful, functioning and appealing product based on a design criteria. Generate, develop and communicate their ideas through talking and drawing & templates. Select from a range of tools and equipment, materials (textiles & ingredients) to perform practical tasks (e.g. cutting, shaping, joining and finishing) according to their functional properties and aesthetic qualities. Explore and evaluate a range of existing products. Evaluate their own ideas and products against a design criteria and consider the views of others to improve their work. <p>READING KEY TEXTS (whole class reading):</p> <p>How is Chocolate Made (Non-fiction texts)</p> <p>The Aztecs (Non-Fiction Texts)</p> <p>Bold Women in Black History (link to Black History Month)</p>	<p>MFL:</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>PSHE and RSE: Valuing Difference. Who helps us stay healthy and safe? Danger, risk or hazard? What makes me me? Friend of Acquaintance? What would I do in this situation?</p> <p>BRITISH VALUES: Respect and Tolerance</p>	<p>MUSIC</p> <p>Ocarina/Glockenspiel.</p> <ul style="list-style-type: none"> 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 listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>ICT/Computing : Touch Typing:</p> <ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom, and top rows. To practice the keys typed with the left hand. To practice the keys typed with the right hand. 	<p>ICT/Computing - spreadsheets</p> <ul style="list-style-type: none"> To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data. To introduce the 'spin' tool and show how it can be used to count through times tables. To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses.
<p>ASSESSMENT DESCRIPTORS</p>			
<p>Science Targets -As a LKS2 Scientist</p>		<p>Geography Targets - As a LKS2 Geographer</p>	

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- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Knowledge

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- observe and know the way in which water is transported within plants
- know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working Scientifically

- compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser
- discover how seeds are formed by observing the different stages of plant life cycles over a period of time
- look for patterns in the structure of fruits that relate to how the seeds are dispersed.
- observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links (Fair-trade), and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Design and Technology Targets -As a LKS2 Designer

Music - As a LKS2 musician

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<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs • Select appropriate tools and techniques for making their product • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work • Evaluate their work both during and at the end of the assignment - how well does it meet the intended purpose • Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato) • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds.
<p>History- As a LKS2 historian</p>	<p>PE - As a LKS2 sportsperson</p>
<ul style="list-style-type: none"> • Place the time studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD • Find out about everyday lives of people in time studied and compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • Look at the evidence available and begin to evaluate the usefulness of different sources • Use text books and historical knowledge to present a picture of one aspect of life in time past • Recall, select and organise historical information • Communicate their knowledge and understanding in a variety of ways • Deepen their understanding by asking a variety of questions • Use the library and internet for research 	<p>Tag Rugby</p> <ul style="list-style-type: none"> • Physical: throw, catch, run, change direction, change speed • Social: support others, inclusion, communication, collaboration, respect • Emotional: determination, honesty, independence, perseverance • Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development <p>Yoga</p> <ul style="list-style-type: none"> • Physical: balance, flexibility, strength, co-ordination • Social: working safely, supporting others, sharing ideas, collaboration, respect • Emotional: confidence, determination, integrity, focus • Thinking: recall, creativity, selecting actions, providing feedback, reflection

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