

<p><b><u>Links to Prior Learning</u></b></p> <p>Superheroes – healthy diet  Land Ahoy – locate countries  Bright lights big city – map skills  Street Detectives – map skills and historical enquiry  Muck Mess and Mixtures - Cooking</p>	<p><b><u>Substantive Knowledge</u></b></p> <p>Humans need the right amount of nutrition (Science)  Chronological Knowledge (History of chocolate/food)  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 (Geography)  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: Michael Rosen’s Chocolate Cake  Art: art on sweet wrappers and food packaging – graphic design  Music:  History: Aztec art featuring Cacao beans  Design: Wolfgang Puck – cooking breakfasts  Knowing where food comes from and how it is produced  Fairtrade  Understanding of business and marketing</p>
<p><b><u>Key Questions</u></b></p> <p>Where does chocolate come from?  Why does our food come from so many different countries?  Why is Christopher Columbus important?  Hernan Cortes – How/why did the Aztec empire come to an end?  What did the Aztecs trade in?  How has the use of chocolate changed over time?  How had chocolate improved living conditions?</p>	<p><b><u>Scrumdiddlyumptious!</u></b></p> <p><b><u>Yr 3/4</u></b></p>	<p><b><u>Key Vocabulary</u></b></p> <p>Existing products  Design criteria  Template  Net  Prototype  Computer aided design  Varied diet  Healthy  Equator  Northern and southern hemisphere</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></p> <p>French – Y3 – unit 2 and 3. Y4 – Numbers 21-30, dates  RE –Y3 God What is it like to follow God? RE – Y4 The beginning of Buddhism PSHE – Budgets, Healthy Diet. Healthy Friendships.  Computing – Yr 3 Programming A &amp;B Sequencing Sounds &amp; Events and Actions – Yr 4 Programming A &amp;B  Repetition in shapes and repetition in Games  Y3 Forest School, Y4 swimming</p>	

<p><b><u>Maths Links</u></b>  Interpret and compare using bar charts and tables  Measuring – measure compare and add lengths  3d shapes - Nets</p>	<p><b><u>English Links</u></b>  The magic box/Chocolate Cake – poetry  Grendel  Traditional tales – Hansel and Gretel  Non-chronological report - Fairtrade</p>
<p><b><u>DT tools and techniques</u></b>  Cutting (scissors)  Joining (glue)  Structures (card, nets of 3D shapes)</p>	<p><b><u>Art tools and techniques</u></b>  Observational drawing sweets in wrappers focusing on tone, shape, line, pattern  Printmaking working from observational drawings create lino cuts to print repeat patterns. (NB consider moving printing into Rocks and Metals)</p>
<p><b><u>History knowledge to be remembered</u></b></p> <ul style="list-style-type: none"> <li>• America was discovered accidentally by Christopher Columbus in 1492 – he believed he had reached Asia by travelling west.</li> <li>• Hernan Cortes, a Spanish ‘conquistador’, led an expedition that resulted in overthrowing the Aztec empire.</li> <li>• Aztecs believed that cacao seeds were the gift of the god of wisdom Quetzalcoatl, and were even used as a form of currency.</li> <li>• Aztecs drank chocolate as a bitter, spicy drink. The Spanish added sugar to it when they brought it back to Europe. Drinking chocolate quickly spread around Europe</li> </ul> <p>Primary source suggestion: Several mentions of chocolate are made in Samuel Pepys’ diary, from 1600s. (<a href="https://www.pepysdiary.com/">https://www.pepysdiary.com/</a>)</p> <p>Cadbury founded in 1824 in Birmingham. The Bournville estate was built to give workers in the Cadbury factory improved living conditions.</p>	<p><b><u>Evaluation 2019/20</u></b></p> <p>It was challenging to choose the history to be covered box on the left should help next time. Geography was successful and children remembered the locations taught.</p> <p>Print making wasn’t fitted in. Consider moving to Rocks and metals.</p> <p>This year’s topics have lots of ‘light touch’ chronology based history content and the second year has all the specific time periods. Should these be swapped round for better balance?</p>