



What is the most important thing about chocolate?

L earning Journey

E ngaging

A uthentic

R ighteous

N ova Curriculum

Year 4

Terms 5 & 6

Big concept: Fairness and Moderation

Overview:

This enquiry enables learners to explore and understand the ancient civilisation of the Maya and their impact upon the world. This line of Enquiry will give children the opportunity to understand key geographical skills and knowledge, including where Central America is in the world, what life is like in these countries and how the human and physical geography is different to that of the UK. As historians, children will research from primary and secondary sources to develop an understanding of what life was like for the Ancient Maya compared to those living in Central America today. As Engineers, the children will work through our D&T cycle to research, design, make, evaluate and refine their own chocolate recipes, before designing and creating a wrapper for their chocolate using block printing techniques.

Learning links (previous learning):

History – Children will draw on knowledge of other known time periods to compare with the Maya, and link with their learning of non-European societies.
D&T – children will develop their cooking skills from years 1 & 3, where they made soup and Stone Age Stew. They will draw on their knowledge of handling food as a material.

Celebrating diversity and inspirational People:

Studying a non-European society considering what the country is like today through the daily life and festivals celebrated in Central America.

Launch and Landings

Launch: Maya experience day

Mini-landing: Why did the Mayan civilisation come to an end? Were the Spanish right to conquer the Mayan civilisation? Debate

Experiential learning opportunities:

A taste of Mayan food
Chocolate making and tasting

Landing: Chocolate making and tasting Showcase to Parents/Carers: Chocolate tasting event	
Enquiry Challenge	Cross-Curricular Writing Opportunities
Term 5- Challenge 1: Tour guide of Mayan city as a citizen Term 5- Challenge 2: Comparison of Ancient and modern Mayan life Term 6 - Challenge 3: Design and make the chocolate wrapper Term 6 - Challenge 4: Persuasive writing - chocolate	Term 5: one could be part of the enquiry challenge Tour guide Term 6: Instruction writing - recipe Persuasive writing - chocolate

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry	
History	D & T
<p>As historians we will learn about the Mayan civilisation.</p> <p><u>Historical Knowledge:</u> a non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p> <p><u>Chronological Awareness:</u> Understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history.</p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Put artefacts or information in chronological order.</p> <p><u>Historical Interpretation</u> Think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Describe how the past can be represented or interpreted in a few different ways.</p> <p><u>Historical Enquiry</u> Answer and sometimes devise my own historically valid questions.</p> <p>Use one or more sources of information to help me answer questions about the past in sentences.</p> <p><u>Historical Communication</u> Present recalled or selected information in a variety of ways using specialist terms.</p> <p>Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.</p> <p>Begin to use place value in the context of timelines</p> <p><u>Historical Concepts:</u></p>	<p>As Designers and Engineers we will make and refine chocolate recipes</p> <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> • Measure ingredients using scales. • Prepare ingredients hygienically and using the appropriate utensils by following a recipe. • Follow procedures for safety & hygiene. <p>Vocabulary: cut, shape, measure, hygiene, utensils, procedure, recipe</p>

<p>Make connections & contrasts and some references in my work to concepts. cause & consequence, continuity & change, similarity, difference and significance</p> <p>Tell you a range of similarities/ differences between different times in the past in periods covered so far.</p> <p>Give a few reasons for and the results of the main events and changes of a time studied.</p> <p>Identify and discuss historically significant people and events in situations and select what is most significant.</p> <p>Identify and give reasons for, consequences of, historical events, situations, changes.</p> <p>Can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>Vocabulary: Significance/significant , Similarity/ similar Difference/ different, Continuity, Change, Cause, Consequence, Interpretation Revisit all the words from KS1 plus introduce new words: Chronological, Millennium, Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities , Differences, Cause, Consequence, Prehistoric, evidence, Primary/secondary sources, Achievements, Ancient, Modern, Archaeology, Archaeologist, contrasts , trends over time, Influence, Significant, Impact</p>	
Geography	Art
<p>As Geographers we will: <u>Locational Knowledge:</u> I can name and locate the main countries and major cities in North or South America.</p> <p>I can identify the position of the Equator and how it affects climates in both hemispheres.</p> <p>Vocabulary: South America, Central America, Guatemala, Honduras, Belize, equator, northern hemisphere, southern hemisphere, climate, warm, dry, wet, humid, tepid</p> <p><u>Place Knowledge:</u> I can compare the human and physical features of a place in the UK and Europe.</p> <p>I can compare the human and physical features of a place in the UK to North or South America.</p>	<p>As Artists we will design and print chocolate packaging:</p> <ul style="list-style-type: none"> • Observe techniques used by a print artist & compare with manufactured printing techniques • Use simple block printing shapes to replicate tessellating patterns • Mix own printing colours • Explore pattern • Experiment with texture, line & shape by designing a block print using string • Make repeated patterns using own block • Refine block making design & technique using polystyrene, block & roller • Use more than one layer in a print

<p>Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, equator, northern hemisphere, southern hemisphere, climate, tropical, vegetation, rainforest,</p> <p><u>Geographical Skills & Field work:</u> I can interpret tables, diagrams and atlas maps to retrieve information</p> <p>I can identify 8 compass points and use 4 figure grid references</p> <p>I draw conclusion from maps about population, settlement and land use</p> <p>•</p> <p>Vocabulary: table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, equator, northern hemisphere, southern hemisphere, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>	<p>Vocabulary: line, pattern, texture, colour, shape, block printing, printing ink, polystyrene printing tiles, inking rollers, tessellate, texture, layer.</p>
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Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts: The chocolate Tree The legend of Podkin One Ear Charlie and the Chocolate Factory</p> <p>As Writers: We will explore Explanation texts, a Warning Story and a csDiscussion Text.</p>	<ul style="list-style-type: none"> - Understand Decimals to tenths and hundredths - Tell the Time to the nearest 5 minutes and understand the 24 hour clock - Solve problems with Money

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in: Athletics, OAA and cricket</p>	<p>As Musicians we will develop our musical skills and knowledge through music assemblies and the Beacon Bristol music scheme:</p> <p>-</p>
Computing	PSHE

<p>In computing we will develop skills through Teach Computing scheme: Logo and repetition in games</p>	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme unit: Growing and changing, Being my best</p>
RE and World Views	Science
<p>As philosophers we will explore the question: the best way for a Jew to show commitment to God.</p>	<p><u>Working Scientifically</u> How do objects change state?</p> <p>Vocabulary: solid, liquid, gas, states of matter, water cycle, evaporation, condensation</p>
French	
<p>As linguists we will learn vocabulary associated with 'At the tearoom' and 'Goldilocks'</p>	