

## Chocolate History Year 2

### What I have already learnt (In Year 1)

#### **Chronological understanding:**

I have learnt to order some events that I have learnt about from furthest away to most recent.

I have learnt what a timeline is.

#### **Vocabulary:**

I have learnt to use and remember names and places that link to areas of study.

I have learnt to start using simple words and phrases to indicate periods of time.

#### **Questioning:**

I have learnt to ask simple questions when I have been unsure.

I have learnt to answer some questions verbally relating to an area of study

#### **Knowledge :**

I have learnt to remember most key events about the areas I have studied.

I have learnt to that I can find historical information in books.

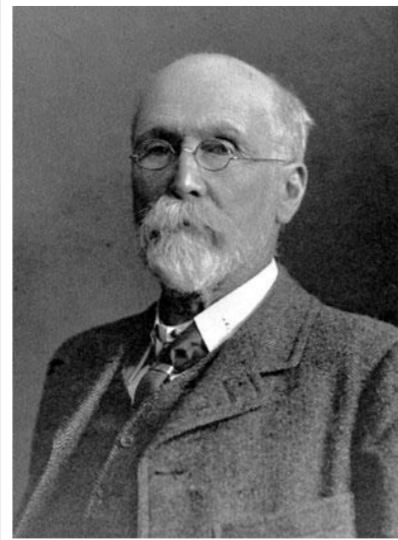


### What I will have learnt by the end of this unit.

- I will have learnt to recount facts from a historical time.
- I will have learnt to recognise similarities and differences between life in different periods.
- I will have learnt to place events and people in chronological order using a wide vocabulary of everyday terms.
- I will have learnt to understand some of the ways in which we find out about the past and identify ways in which it is presented.
- I will have learnt to ask and answer simple questions to demonstrate my understanding of key features of events.
- I will have learnt to use words and phrases like: before, after, past, present, then and now.
- I will have learnt to answer questions using books and the internet.
- I will have learnt that chocolate has a long history that dates back to ancient civilizations.
- I will have learnt that people used to drink chocolate instead of eating it.
- I will have learnt that Chocolate became popular in Europe in the 16th century.
- I will have learnt about the process of making chocolate and the ingredients involved.
- I will have learnt about the importance and impact of significant people like Rowntrees in the chocolate industry.

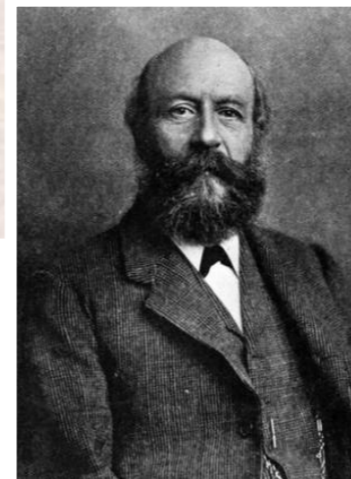
### What I will have learnt by the end of my Key Stage

- I will have developed an awareness of the past, using common words and phrases relating to the passing of time.
- I will know where the people and events I have studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- I will use a wide vocabulary of everyday historical terms.
- I will ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.
- I will understand some of the ways in which we find out about the past and identify different ways in which it is represented.



Joseph Rountree built a village in York, for people who did not have a lot of money as well as staff who worked in his factory.

John Cadbury's first chocolate factory opened in 1831 in Birmingham. By 1842, the company was making and selling 16 varieties of drinking chocolate.



The Mayan Calendar. The Mayans and the Aztecs believed (and perhaps some people still do) that chocolate was a gift from the gods.

### Key Knowledge

- Chocolate comes from cocoa beans, which grew on trees in Central America and South America starting probably about 100 million years ago.
- It was the Maya Indians whose descendants still live in Central America, who first discovered cocoa as long ago as 600 AD.
- Chocolate has a long history that started with the Olmecs, Mayans, and Aztecs.
- Chocolate was initially bitter and consumed as a drink by ancient civilizations like the Aztecs and Mayans.
- Christopher Columbus brought cacao beans to Europe in the 16th century.
- The Industrial Revolution made chocolate more affordable and available.
- Different types and forms of chocolate have been developed over time.
- The first milk chocolate was made in 1875, by Henri Nestle. He invented the first-ever milk chocolate, using high quality condensed Swiss milk from his own!
- The Cadbury Company made the first chocolate bar in 1842. John Cadbury was the founder of Cadbury World, the chocolate business based in Birmingham, UK.

### Key Vocabulary

**Cacao** - The tropical tree that produces cocoa beans.

**Cocoa** - The powder made from ground cacao beans.

**Luxury** - Something that is expensive and not necessary for survival.

**Cacao beans** - The seeds of the cacao tree used to make chocolate.

**Industrial Revolution** - A period of rapid industrialization during the 18th and 19th centuries.

**Mayan/Aztec** - Ancient civilizations that cultivated cacao beans.

**Ingredients** - The substances used to make something, like cocoa beans, sugar, and milk in the case of chocolate.

**British** - Relating to or from the country of England.

**Factory** - A building or place where products are made or manufactured.

**Trade** - The buying and selling of goods or services.

**Industry** - The production or manufacturing of products on a large scale.

**Evolution** - The gradual development or change of something over time.

**Magic** - Special powers or abilities.

**Contribution** - The act of giving or doing something to help achieve a common goal.

**Originated** - Where something came from or began.

**Significant** - Having influence and importance.

### Chocolatey Facts

- Chocolate has been used in some form for at least 3,000 years.
- Chocolate often contains more sugar than cocoa.
- People eat about 5 kg of chocolate per year.
- Chocolate Easter eggs were first made in Europe in the early 19th century.
- Originally, cocoa (now known as chocolate) was used as a medicine for drinking.
- The first cocoa drink was bitter and needed sweetening.

**My Skills and Knowledge that I may use from other subjects**

**Mathematics:** I can use my knowledge of numbers to read and recognise dates and find out how long ago something happened. I can use my knowledge of table and grids to read data about chocolate.

**Literacy:** I can use my literacy knowledge to write fact files and diaries. I can use my literacy knowledge to punctuate sentences correctly.

**Reading:** I can use my phonic knowledge to decode unfamiliar names and names of places.

**Geography:** I can use my knowledge of the world to name and locate the countries where cacao trees grow. I can use my Geography knowledge to read maps using compass directions.

**Science:** I can use my knowledge of suitable materials to talk about the different states of the chocolate process. I can use my knowledge of the senses to describe chocolate through history, such as when the Mayans used it, it was bitter.

**IT:** I can use my IT knowledge to research facts and dates about chocolate.

**Key Skills I will learn/use**

**Remember** - I will be able to remember when, where and why chocolate originated from.

**Remember** - I will be able to remember a range of key facts about the significant people involved in chocolate making and discovering.

**Recall** - I will be able to recall basic facts about Mayan life.

**Name** - I will be able to name the major countries involved with growing and making chocolate.

**Name** - I will be able to name the significant people involved in the chocolate making and discovering process.

**Observe** - I will observe changes in the chocolate process since the Mayans.

**Notice** - I will notice how times have changed and why they have changed.

**Recognise** - I will be able to recognise some similarities and differences when I compare the past to now.

**Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital**

**Diversity and Cultural Capital**

- Discuss the different countries involved in chocolate production, such as Brazil, Ghana, and Ivory Coast.
- Explore the cultures and traditions of these countries related to chocolate production.
- Share stories, songs, or images that reflect the cultural diversity associated with chocolate.

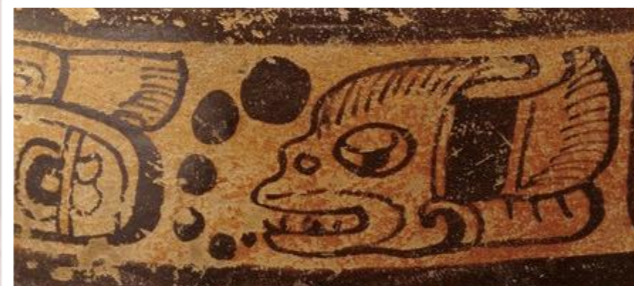
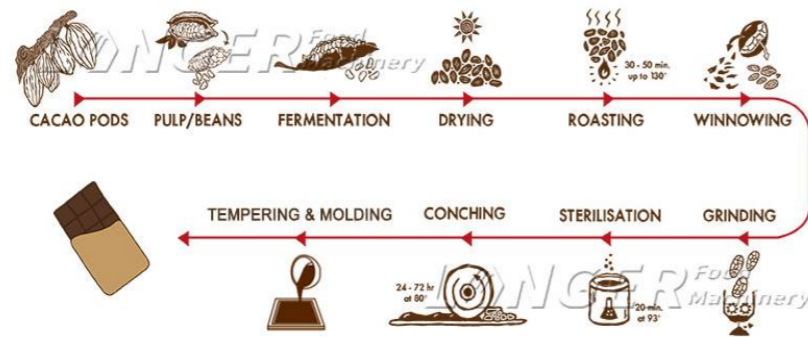
**Fairtrade Chocolate**

- Introduce the idea of Fairtrade and its importance in ensuring fairness for producers.
- Discuss how Fairtrade supports cocoa farmers and their communities.
- Show examples of Fairtrade logos on chocolate packaging.

**Key Historical Concepts**

- o Chronology Empire
- o Civilisation
- o Wider world history
- o Continuity and change
- o Cause and consequence
- o Similarity/difference/significance
- o Local history
- o Culture
- o Economy
- o Governance
- o Vocabulary

**THE PROCESS OF MAKING CHOCOLATE**



Mayans thought that chocolate was 'food of the gods'.



Cadbury's Chocolate Factory



Cocoa fruit harvesting in Mexico



From bean to bar.

**Recall and Remember**

1. When did the history of chocolate begin? a) Ancient times, b) Victorian era, c) 21st century, d) Middle Ages
2. Where did chocolate originate from? a) China, b) India, c) Mexico, d) Egypt
3. Who first discovered chocolate? a) Mayans, b) Romans, c) Greeks, d) Egyptians
4. What was chocolate initially used for? a) As a drink, b) As a medicine, c) As a toy, d) As a decoration
5. When did chocolate become popular in Europe? a) 15th century, b) 18th century, c) 19th century, d) 20th century
6. Which country became a major producer of cocoa in the 18th century? a) France, b) Spain, c) England, d) Netherlands
7. What was the first chocolate bar made from? a) Dark chocolate, b) Milk chocolate, c) White chocolate, d) Cacao nibs
9. What is cocoa butter used for? a) Making chocolate smooth, b) Growing cocoa plants, c) Decorating cakes



This bitter, spicy Aztec drink (Xocolatl) is what modern 'Hot Chocolate' is based from.