

Year 34 A2A Values - Inspiration and Healthy Eating 2018

Year ¾ Key Skills to be covered, taken from National Curriculum – pitching at the correct year group and differentiation within plan for different groups

Be specific in the key skills, and make them more understandable for children. Consider what it is YOU feel the children should learn as well as the National Curriculum:

- To understand that the food we eat comes from many different places around the world.
- To know how land in temperate climate zones is used to produce food.
- To know how land in tropical climate zones is used to produce food.
- To explore how food is produced in Mediterranean climate zones.
- To describe the way in which land in tropical biomes is being changed to enable more food to be produced.

Demonstrate that they can work in a pair and a small group.

Negotiate in small groups.

Coming to a 'consensus'.

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	
Mathematics links	
Computing links	
Other links	THINKING ABOUT THE WORLD AROUND US

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

- POSSIBLE VISIT TO A SUPERMARKET? FROM FARM TO FORK

Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

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Session	Key Objective from skills listed above (What is it that you want the children to learn?) resources	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt/assessment questions (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To understand that the food we eat comes from many different places around the world. Slides Worksheets 1A/1B/1C Atlases, books, internet etc. (FSD? activity only) Breakfast Foods (FSD? activity only)	<ul style="list-style-type: none"> • What did you have for breakfast today? Do you know where any of it came from? Children to think, pair, share their ideas. • Show the United Kingdom on a map. Explain that it is in the Northern Hemisphere. Many of the breakfast foods we eat come from other countries. • Show an example breakfast. Click on the different elements to learn more about where they came from and how they got to British supermarkets. How far have the ingredients of this breakfast travelled in total? Children to discuss their ideas. Show the slide explaining how far they have travelled. 	<p>Show the Plenary slide with a table of information about global grain production. Challenge children to think of questions for each other that can be answered by looking at the information on the table. Children are then to challenge each other to answer the questions generated.</p> <p>• Do children know that the United Kingdom is in the Northern Hemisphere?</p>	FIND OUT WHERE YOUR FAVOURITE CEREAL IS FROM

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		<ul style="list-style-type: none"> • Explain that today we will be looking closely at the ways in which food is transported to us from different places around the world. <p>Lower ability: On worksheet 1A, children are to draw images on the provided comic strip to show the journey of a breakfast food from one part of the world to another using the provided captions to help them.</p> <p>Middle ability: On worksheet 1B, children are to design a comic strip to show the journey of a breakfast food from one part of the world to another with reference to the provided description.</p> <p>Higher ability: On worksheet 1C, children are to re-read the information from the slides about the journey of various different breakfast foods from grower to breakfast table. They are then to design a comic strip on paper, on computer or in work books to show one of these journeys.</p>	<ul style="list-style-type: none"> • Do children understand that our food comes from different places around the world? • Can children explain some of the ways in which food is processed and transported around the world? 	
2	<p>To know how land in temperate climate zones is used to produce food.</p> <p>Slides Worksheets 2A/2B/2C Travelling Through Time Zones Food Cards & Ingredient Cards (FSD? activity only)</p>	<p>Do you remember what the hemispheres are? Once children have discussed their ideas, show the slide recapping information about the hemispheres. Children are then to discuss the questions posed about continents in each hemisphere. Show the slide with the answers.</p> <ul style="list-style-type: none"> • Explain that today we will start a long journey around the world to find out about what food is grown in different places. The first place we will visit is North America. Show the location on a map. • Explain that different parts of the world experience different climates. Show a climate zone map. What climates are found in North America? Where else in the world are these climates found? Do you notice any patterns in the way the climate zones are distributed? Children to think, pair, share their ideas. • Show location of a farm in the USA on a map. What climate zone is this farm in? Explain the conditions in a temperate climate zone and describe some of the crops that grow well in these conditions. • Go through the slides explaining how wheat is produced on large farms in North America. • Do you know what foods are made using wheat? Children to discuss their ideas. Show the slide explaining what foods are produced. • Explain that today we will be finding out more about the conditions in temperate climate zones and how food is produced and distributed in them. <p>FSD Provide pairs or small groups of children with the Food Cards (these could be printed double sided with the Ingredient Cards on the back).</p> <ul style="list-style-type: none"> • Explain that children are to sort them into groups: those that they think have wheat in them and those that do not. 	<p>Can children describe some of the conditions in temperate climate zones?</p> <p>Do children know some of the foods that are produced in temperate climate zones?</p> <p>Can children explain how these foods are transported long distances?</p>	

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		<ul style="list-style-type: none"> • Once they have had time to do this, children should look at the Ingredient Cards (if they have been printed on the back of the Food Cards, they can be turned over now). Which contain wheat? Which do not? Children should rearrange the cards, moving any that are in the wrong group. • Discuss what children have discovered: Which foods did you get wrong? Were you surprised that some of the foods contained wheat? Were any other types of flour used? Children to discuss and share their ideas. 		
3	<p>To know how land in tropical climate zones is used to produce food.</p> <p>Slides Worksheets 3A/3B/3C Fair Trade (FSD? activity only)</p>	<ul style="list-style-type: none"> • Explain how longitude and latitude lines are used to describe the location of things around the world. • Show map with the tropics labelled. Describe the tropics, then show climate zone map. Do you know the names of any countries in the tropics? Children to discuss their ideas. • Explain that today we will continue our journey, visiting Jamaica. Has anyone ever been to Jamaica? What are the conditions? If any children have been to Jamaica, they could share their ideas. Go on to Show the slide describing the tropical conditions. • Share information about how bananas are grown, cultivated and distributed in Caribbean countries. • Do you recognise this logo? Show a close up of a fair trade sticker on some bananas. Explain what is meant by fair trade, and how it benefits banana growers. • Explain that today we will be looking closely at how bananas are grown, cultivated and shipped to the UK. <p>ACTIVITY; Children are to produce a poster, radio advert or a news article which will persuade people to choose fair trade products when they go shopping. The Fair Trade sheet also has a few tips to help children write persuasively.</p> <p>PLENARY: Show the Plenary slide with a number of adjectives used to describe different climate zones. Challenge children to sort the words into two groups: those that describe temperate climate zones and those that describe tropical climate zones. Are there any words that do not fit in either group? Can you think of some parts of the world whose climates could be described using these words? Children to discuss their ideas.</p>	<ul style="list-style-type: none"> • Do children know where the tropics are? • Can children describe the conditions of tropical climate zones? • Can children explain how buying fair trade produce benefits food growers? 	
4	To explore how food is produced in Mediterranean climate zones.	LINK TO OUR PREVIOUS UNIT ON ITALY	<ul style="list-style-type: none"> • Do children know where in the world mediterranean climate zones are found? 	

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	<p>Slides Crops and Livestock The Farmer's Fields Food Tasting (FSD? only) A variety of Italian foods (FSD? only)</p>	<ul style="list-style-type: none"> • Show the climate zone map. Today we will be continuing our journey, visiting Italy. Can you see which climate zone Italy is in? Do you know anything about the climate conditions in Italy? Children to discuss their ideas. • Explain the conditions in a Mediterranean climate zone. Because of these conditions, certain foods grow well. Italy is famous for its food. Can you think of some Italian foods that you like? Children to discuss their ideas. Do you like any of these? Show various Italian foods. • Go on to describe the main types of farming in southern Italy. • Tomatoes grow well in Mediterranean climate zones. However, by using farm land in a different way, British farmers are also able to grow tomatoes. Explain how this is achieved. • Explain that today we will be explaining how farm land is used to grow food in Italy. <p>ACTIVITY; Try a variety of Italian foods! Explain to children that because of its location, Italy has historically had good trade links with other countries in Europe and North Africa*; Italians had easy access to a wide variety of different food for centuries before other countries in Europe such as the United Kingdom.</p> <ul style="list-style-type: none"> • Here are some examples of foods from these regions that are commonly used in Italy: olives; almonds; figs; artichoke; citrus fruits; hazel nuts; pomegranate; mozzarella; goat/sheep cheese; parmesan; ricotta; capers; sardines; aubergine; salami; prosciutto; polenta; peppers; beans; dark greens such as broccoli, spinach and kale; grapes; raisins; rye bread; focaccia; chestnuts. Provide children with some of these foods to taste. • Children can complete the Food Tasting sheet as they try the foods. At the bottom of the sheet there is a blank tally sheet which can be used by children to take a simple survey. <p>PLENARY: One of the reasons why Italy is famous for its food is its geographical location. Show the Plenary slides explaining the strong trade links with surrounding countries in Europe and North Africa, where the different climate allows for the production of very different foods to those grown in the Mediterranean.</p>	<ul style="list-style-type: none"> • Can children describe the conditions in mediterranean climate zones? • Can children describe some ways in which land is used for 	
5	<p>To describe the way in which land in tropical biomes is being changed to enable more food to be produced.</p> <p>Slides</p>	<ul style="list-style-type: none"> • Explain that today we will be continuing our journey, travelling across the Pacific Ocean to another place in the tropics: Indonesia. What do you think the conditions might be like in Indonesia? Children to 	<p>Do children know what a biome is?</p> <ul style="list-style-type: none"> • Can children explain how land is changed to enable more food to be produced? • Do children understand some of the consequences of changing the way land is used? 	

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	<p>Worksheets 4A/4B/4C Deforestation Statements Books, CD ROMs, newspaper articles, internet etc. Deforestation Questions (FSD? activity only)</p>	<p>discuss their ideas. Go on to explain what a biome is and the conditions in Indonesia.</p> <ul style="list-style-type: none"> • Show the slides explaining how rice is produced and cultivated. Show aerial photographs of rice paddies. Do you think that the land has always looked like this? Children to discuss their ideas. • Explain that humans change the way land is used to produce more food. This is not always a good thing. Forests in tropical areas are being cut down and turned into farm land. What are the problems with this? Children to think, pair, share their ideas. • Did you think of these? Share some of the problems associated with deforestation. • Explain that today we will be looking more closely at how land has been changed to allow the production of more food. <p>ACTIVITY: Provide small groups of children with the Deforestation Questions sheets, ensuring that the sheet with the list of questions is kept face down.</p> <ul style="list-style-type: none"> • What questions could we ask about this picture? Around the picture, children are to write as many questions as possible. • Ask children to turn over the sheet with questions on it. Did you think of any of these? Children may choose to add questions to their photo sheet. • How could we answer these questions? Children to discuss. Ask children to choose their best question to answer. 		
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