

Class 4 Planning November 2019 – Geography – Where does our food come from?

| <u>Learning Objectives</u> | <u>Activities/Resources</u> | <u>Notes</u> |
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| <ol style="list-style-type: none"> 1. Where do pupils think their food comes from? 2. What is in the food cupboard and how far has it come? 3. Where does the UK get food from? 4. What do farms do? 5. How does our food get from farms to our plates? 6. Does it matter if food is wasted? | <ol style="list-style-type: none"> 1. Have a selection of grocery items. Discuss where they think the food has come from. Give children a sheet of food. Children to decide where the food has come from. Watch Inside the Factory Bakewell Tarts. 2. Use variety of food packaging, children look for place of origin, locate on a world map. Record on chart, draw lines from place of origin to UK Begin to calculate food miles 3. BBC clip looking at the journey of food, pre-teach vocabulary to do with trade and export and import. Revise countries from previous work. Do they notice any patterns? Note that much of our food comes from abroad. Children to work in groups to research a food and how it gets to the shop shelves. Children to find out where most of UK food comes from. Where does 30% of our food come from? Which continent does the UK get least food from? Why might this be? 4. Watch Tractor Ted vegetables/milking/cereals sections. Discuss different types of farms. Design poster to show which food comes from which type of farm. 5. Show children a picture of a cheeseburger. How many different types of food in the cheeseburger? How many | |

different people involved in getting burger to the shops?
Children to research, then write a report on how the burger makes it to the shops/draw a flow chart.

6. Show children picture of food bins at lunch time. Think about how much is wasted in our small school each week, month, year. Discuss waste. Children to research then write a persuasive report on wasting food to publish on school website.