

## FOOD KS1 PLANNING

**Class:**

**Term:**

**Subject: Geography**

**Topic: Food**

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: new vocabulary, extracting information from videos and texts, using contents pages</p> <p>Maths: units of measurement, comparative language, comparing prices, amounts, weights and measures, sorting and Venn diagrams, 2D and 3D shape</p> <p>Science: habitats, parts of plants, food processing, chemical changes in cooking, nutrition, climate</p> <p>ICT: researching online, copying and pasting, resizing and moving images, online activities / games</p> <p>History: global population change</p> <p>PSHCE: cultural differences between people in different locations, sustainability, animal welfare, food safety, individual preferences</p>

### **2014 Geography curriculum objectives covered:**

#### **Locational knowledge**

- name and locate the world's seven continents and five oceans

#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, coast, mountain, ocean, soil, valley, season and weather
  - key human features, including: village, factory, farm, house and shop

#### **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- use directional language [for example, near and far; left and right]
- recognise landmarks and basic human and physical features

W	LO	Activities	Resources	Success Criteria
1	<p>To understand where our food comes from</p> <p>To understand issues around food, such as storage, processing and transport</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Explain that we are going to learning about food this term</p> <p>Ask the children to think, pair, share the names of as many different types of food as they can</p> <p>Go through PowerPoint which:</p> <ul style="list-style-type: none"> <li>explains how all food comes from plants and / or animals and must be caught, farmed or grown</li> <li>explains how some foods <i>do not</i> change much from 'farm to fork', with some examples</li> <li>explains how some foods <i>do</i> change much from 'farm to fork', with some examples</li> <li>has a couple of short videos on how bread is made and how fish is caught</li> <li>explains what 'processing' of food means and gives some examples</li> <li>explains how food needs to be transported from one place to another</li> <li>shows some examples of food outlets</li> <li>shows some examples of places where people grow their own food</li> <li>explains why and how we store food</li> </ul> <p>(Note: Each slide asks the children to think of the answers and / or some examples in partners, before explaining the point and / or giving examples of it)</p> <p>Explain independent work</p> <p>Explain that for independent work, stages of transport have been left out e.g. foods being taken from the farm to the factory</p> <p>Main:</p> <p>Children given a range of foods and the stages in their production, with varying numbers of stages e.g. an apple is picked and delivered, whereas chips need to be processed and packaged</p> <p>Children need to sort the stages of production into their foods firstly, and then into the correct order (boxes are colour-coded to help the children with the first part)</p> <p>Extension: Give children a choice of more detailed videos to watch on how different foods are produced:</p> <ul style="list-style-type: none"> <li>Cornflakes - <a href="https://www.bbc.co.uk/programmes/p011swm0">https://www.bbc.co.uk/programmes/p011swm0</a> (if the link doesn't work, Google 'BBC video How cornflakes are produced')</li> <li>Ice-cream - <a href="https://www.youtube.com/watch?v=4ZMg70YpXA">https://www.youtube.com/watch?v=4ZMg70YpXA</a> (if the link doesn't work, Google 'Magic of Making - Ice Cream')</li> <li>Orange juice - <a href="https://www.youtube.com/watch?v=T8KJGtMGMSY">https://www.youtube.com/watch?v=T8KJGtMGMSY</a> (if the link doesn't work, Google 'YouTube how orange juice is made')</li> </ul> <p>Children need to draw their own flow diagram to show how one or more of the foods is produced, choosing which food they want to learn about</p> <p>Plenary:</p> <p>Children to compare their work in partners, discussing any differences</p> <p>Discuss how different foods have different numbers of stages in their production</p> <p>Explain that packaging is often unnecessary e.g. with fruit and veg, and adds to the amount of energy we use and the amount of rubbish we produce</p>	<p>Worksheets (printed in colour, at least for lower ability)</p> <p>PowerPoint</p> <p>Scissors</p> <p>Glue</p> <p>PCs / Laptops and headphones (for extension)</p>	<p>MUST: correctly sort <i>some</i> of the food supply chains</p> <p>SHOULD: correctly sort <i>all</i> of the food supply chains</p> <p>COULD: find out about a more complex supply chain for a food and draw a diagram to represent it</p>

2	<p>To understand where meat comes from, including specific types of meat</p> <p>To understand why we cook foods</p> <p>To know which cooking methods we can use</p> <p>(45 mins)</p>	<p>Intro: Ask the children to think, pair, share what they can remember from the previous lesson e.g. that food has to be caught, farmed or grown Go through PowerPoint which:</p> <ul style="list-style-type: none"> <li>• asks the children to think of as many types of meat as they can</li> <li>• explains that meat comes from animals that we slaughter (kill to eat), with some examples of animals and their meat</li> <li>• explains that we sometimes simply name meat after the animal that it comes from, asks the children to think of some examples, and then gives them some examples</li> <li>• explains that often we have different names for the different types of meat that we get from larger animals</li> <li>• asks the children to think of some examples of types of meat that do not have the same name as the animal that they come from</li> <li>• explains that we can also cook food in different ways, with a slide with an image of each cooking method and a bit of information about it</li> </ul> <p>Model for children how to:</p> <ul style="list-style-type: none"> <li>• use a search engine</li> <li>• type in a text box in the table</li> <li>• copy and paste images by right-clicking on them</li> <li>• re-size and drag and drop images</li> <li>• copy and paste text, including the shortcuts of Ctrl + C and Ctrl + V (display these throughout the lesson)</li> </ul> <p>Explain independent work</p> <p>Main: Children to look up types of meat on the internet and find out which animal each of them comes from and an image of each type of meat Higher ability to also find out the different ways that each type of meat can be cooked</p> <p>Plenary: Back in class, in pairs or small groups, give the children two quizzes on:</p> <ol style="list-style-type: none"> <li>1) which animal each type of meat comes from</li> <li>2) what type of cooking method each image shows</li> </ol>	<p>PCs / Laptops</p> <p>PowerPoint</p> <p>Quiz sheets printed off and photocopied</p>	<p>MUST: learn which animals we get <i>some</i> of the meats from and learn <i>some</i> of the different cooking methods that we use</p> <p>SHOULD: learn which animals we get <i>more</i> of the meats from and learn <i>more</i> of the different cooking methods that we use</p> <p>COULD: learn which animals we get <i>all</i> of the meats from and learn <i>all</i> of the different cooking methods that we use</p>
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3a	<p>To understand where our food comes from</p> <p>To distinguish between meat and plant-based foods</p> <p>(25 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share different types of meat and different cooking methods</p> <p>Revise how meat is the flesh of an animal</p> <p>Revise how fruits and vegetables are types of edible plant</p> <p>Ask children what visual differences there are between meat and plants that we eat e.g.</p> <ul style="list-style-type: none"> <li>plants are often (but not always) different bright colours, whereas meat is usually white or red when raw / brown or black when cooked</li> <li>you can sometimes see the parts of the plant e.g. a lettuce is all leaves, potatoes sprout shoots</li> <li>plants sometimes have skins e.g. apples, potatoes, oranges etc</li> <li>you can often see bones and / or fat as part of meat</li> </ul> <p>Ask the children to think, pair, share what their favourite meals are and whether they have only meat, only plants or some of each</p> <p>Main:</p> <p>Children to sort the following into a Venn diagram with headings of 'Meat' and 'Plant/s':</p> <p>Meat – chicken leg, sausage and rack of ribs</p> <p>Plant/s – fruit salad, celery sticks and chips</p> <p>Both – roast dinner, burger and kebab</p> <p>Extension: Children to find out what each of the following is and what they are made from: pasta, cereal, offal, humus, liver, tofu and lard</p> <p>Plenary:</p> <p>Discuss how we rarely eat meat on its own and normally only have unchanged plants on their own as a snack or a dessert</p> <p>Usually we have a combination of processed plants e.g. pasta, bread, cereal etc, meat, plants and / or products that come from animals e.g. eggs, milk etc</p> <p>Explain that we normally have a range of different types of food in a main meal because this helps us get all of the things that our bodies need</p>	<p>Worksheets</p> <p>Scissors</p> <p>Glue</p> <p>PCs / Laptops and / or dictionaries (for extension)</p>	<p>MUST: correctly classify <i>some</i> of the items as meat, plant-based or a combination of the two</p> <p>SHOULD: correctly classify <i>all</i> of the items as meat, plant-based or a combination of the two</p> <p>COULD: find out where some other types of food come from</p>
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3b	<p>To understand where our food comes from</p> <p>To know the difference between a vegan, a vegetarian and a herbivore</p> <p>(20 mins)</p>	<p>Intro:</p> <p>Go through PowerPoint which:</p> <ul style="list-style-type: none"> <li>explains what 'diet' means</li> <li>revises what meat is and how it comes from dead animals, with examples</li> <li>explains how we get some food from living animals, with examples</li> <li>explains how we get some food from plants and the different parts of plants that we eat, with examples. Watch the video at <a href="https://www.bbc.co.uk/programmes/p0118wxb">https://www.bbc.co.uk/programmes/p0118wxb</a> (if the link does not work, Google 'Bitesize video food groups and eating plants') from 2 mins 10 secs, as this is the part that is about the different parts of plants that we eat</li> <li>explains what a vegan, a vegetarian and a herbivore are</li> <li>explains what meat substitutes are and gives some examples</li> <li>gives some pros and cons of being vegetarian</li> </ul> <p>Main:</p> <p>Children given a table with a number of foods in it and the headings 'Vegan', 'Vegetarian' and 'Herbivore'</p> <p>Children need to put a tick or a cross in each column to say if each type person would eat each type of food e.g. for cheese, the vegan column should get a cross and the vegetarian and herbivore column should get ticks</p> <p>Extension: Children to find out what each of the following is and what they are made from: pasta, cereal, ofal, humus, liver, tofu and lard</p> <p>Plenary:</p> <p>Children to compare their work in partners, discussing any differences</p>	<p>PowerPoint</p> <p>Video moved to start at 2 mins 10 secs</p> <p>Worksheets</p> <p>PCs / Laptops and / or dictionaries (for extension)</p>	<p>MUST: understand the difference between a vegan, a vegetarian and a herbivore</p> <p>SHOULD: correctly identify if a vegan, a vegetarian and a herbivore would eat a number of food items</p> <p>COULD: find out where some other types of food come from</p>
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To access the complete Food KS1 planning, with every resource needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/geography/year-1/543/food-ks1-planning/>