

Summer 2 Curriculum Unit - Where does our food come from? This unit will deepen pupils' understanding of the geography of the food they consume from field to plate through investigations incorporating history and origin, seasonality, weather and climate, food miles, regional specialities, food processing, distribution inequalities and the future of food supply.

Geography - locate on a world map where food comes from. Understand the term 'food miles'.

Science - food safety/ working scientifically.

History - origins of food.

DT - design, make and evaluate a Greek meal.

English - discussion/ debate report



Key Learning:- Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Children will learn about climate conditions in a range of different biomes, how food is produced, traded and transported and how fair trade organisations help farmers.

In English, we will carry out research to enable us to create a balanced argument about the value of Fairtrade.
In DT, we will make links to our spring topic of Ancient Greece, by working to design, create and evaluate a Greek style meal.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality Soar in Faith	Nurture Soar in Talents	Wisdom	Serve others courageously
Reflect on the 4Rs demonstrated by those involved in food production and transportation, considering social, economic and environmental issues.	Children will present their learning individually and in groups to their peers	Be curious about the social, economic and environmental issues of sourcing food.	What if Fair Trade organisations could give everyone in the world equal opportunities?	Flourish and excel in scientific investigation and creativity Use God-given talents and understanding to benefit others (see	Children will be introduced to the issues of sustainability, fair trade and food miles.	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding of Fairtrade and sustainability. Assess

			Is it right that FairTrade products should cost more?	subject policies for further detail)		possible solutions, and determine the role of consumers, farmers, retailers and scientists.
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term Letters to parents previous term	Why is it important to understand the implications of food miles/ fair trade?	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. English, history, geography, DT	Children will present their learning in different ways to peers. Question and answer session	Share findings/ debate topic with parents. Class display.
Links to British Values Children learn about British Values through understanding the challenges associated with sourcing food in a sustainable, fair way.			Other Curriculum Areas DT, English		
Parent and Wider Community Involvement Homework, display			Use their talents and deeper understanding to benefit others See individual Subject policies for ideas and examples		

