

Topic	Lunch	Key Subject focus	D&T	Phase	3/4	Cycle no.	2
						Term	Spr 2
<b>Previous learning:</b> A day at the seaside (seaside snack) City and Countryside (farming types and produce)				<b>Future learning:</b> Brazilian Carnival Journey around the UK			
National Curriculum objectives				School KPI's			
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• <b>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</b></li> <li>• <b>Prepare and cook a variety of predominately savory dishes using a range of cooking techniques.</b></li> <li>• <b>Understand and apply the principles of a healthy and varied diet.</b></li> <li>• <b>Select from and use a wider range of materials and components, including ingredients according to their functional properties and aesthetic qualities.</b></li> <li>• <b>Investigate and analyse a range of existing products.</b></li> </ul>			<ul style="list-style-type: none"> <li>• To explore the origin of the ingredients of a school meal, identifying ingredients from the UK and those that do not come from the UK.</li> <li>• To explore the location of non-UK food ingredients and understand how the climate and physical geography of a country affects the crops that are grown there.</li> <li>• To understand that food crops are seasonal and that stocks can only be maintained by sourcing food from different areas.</li> <li>• To design and make a tasty, healthy and nutritious school lunch with the lowest food miles.</li> <li>• To learn to use known kitchen utensils safely including knives, peelers, chopping boards, graters etc.</li> <li>• To understand the importance of good food hygiene to the production of safe food products.</li> </ul>			
Geography	<ul style="list-style-type: none"> <li>• To locate the worlds countries, using maps, concentrating on their environmental regions, key physical and human characteristics.</li> <li>• To identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer and Capricorn, and the impact it has on food crops.</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>• To describe and understand the key aspects of human geography including types of settlement and land use, economics including trade links, and the distribution of natural resources including food.</li> <li>• To use maps, atlases and globes and digital/computing mapping to locate countries and describe features studied.</li> </ul>						
History	<ul style="list-style-type: none"> <li>• To gain a historical perspective, understanding the connections between food production and consumption and its impact on international economic, political and social industry.</li> </ul>						
<p><b>Statement of intent:</b> During this topic pupils will learn:</p> <ul style="list-style-type: none"> <li>• About the location of food products around the world and the impact of climate and physical geography on the location of food production.</li> <li>• That a lot of effort is taken to transport and provide a constant supply and variety of fresh food to our community.</li> </ul>							

- They will plot the location of some everyday food stuff on a world map and learn about the environmental and cost of some food stuffs.
- Pupils will research, design and make a tasty, healthy and nutritious meal for the school menu with the lowest possible environmental impact.
- Pupils will be taught explicitly how to use a range of everyday utensils and the importance of good hygiene in the kitchen.

**Activities:**

- <https://www.foodmiles.com/> food miles calculator
- visit morrisons
- classes work simultaneously and act as judges of each other's food- evaluating against attractiveness, taste and provenance

Learning intentions	Tasks
<p><u>Week 1</u> To locate the worlds countries, using maps, concentrating on their environmental regions, key physical and human characteristics.</p> <p>To use maps, atlases and globes and digital/computing mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> <li>• Where does our food come from? Children to create a mind map.</li> <li>• Visit morrisons with a shopping list of specific foods and identify where they come from</li> <li>• Plot food from the shopping list on a world map and use maps and internet search to identify physical and human features</li> <li>• Plot food from a specific meal (jacket potatoes) on a map of the UK. Identify physical features of the area and make links back to previous work on farming in the UK</li> </ul>
<p><u>Week 2</u> To identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer and Capricorn, and the impact it has on food crops.</p> <p>To understand that food crops are seasonal and that stocks can only be maintained by sourcing food from different areas.</p>	<ul style="list-style-type: none"> <li>• Children to be given a selection of fruits e.g. bananas, strawberries, mangoes etc. Children to locate where the fruits came from and locate their position on a world map. Use internet searches to find out information about the countries, including the weather and climate.</li> <li>• Children to have a recipe for a fruit salad with country of origin identified, use the airmiles website to calculate the number of food miles completed.</li> <li>• Children to plan a meal using the fewest number of air miles.</li> <li>• Children to create posters and leaflets promoting food miles awareness and the shop local initiative.</li> </ul>
<p><u>Week 3</u> To prepare and cook a variety of predominately savory dishes using a range of cooking techniques</p> <p>To learn to use known kitchen utensils safely including knives, peelers, chopping boards, graters.</p>	<ul style="list-style-type: none"> <li>• Children to look at a range of lunch menus and options and analyse their functional properties and aesthetic qualities.</li> <li>• Children to make a dish (jacket potatoes) using the available cooking utensils. (mini assessment)</li> <li>• Children to practice using a selection of kitchen utensils for chopping and grating (carousel of activities)</li> <li>• Children to make cheese on toast using the chopping/ grating utensils.</li> </ul>
<p><u>Week 4</u> Prepare and cook a variety of dishes using a range of cooking techniques</p> <p>Select from and use a wider range of materials and components, including ingredients according to their functional properties and aesthetic qualities.</p> <p>To understand the importance of good food hygiene to the production of safe food products</p>	<ul style="list-style-type: none"> <li>• Children to practice measuring out ingredients focusing on the unit of measurement and accuracy.</li> <li>• Children to prepare and cook an apple pie focusing on the skills of rolling and chopping and following a recipe (2 sessions)</li> <li>• Children to identify principles of good hygiene in the kitchen. Children to make adverts showing these principles in action.</li> </ul>

<p><u>Week 5</u> Prepare and cook a variety of dishes using a range of cooking techniques</p> <p>Select from and use a wider range of materials and components, including ingredients according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p>	<ul style="list-style-type: none"> <li>• Children to make stir fry focusing on chopping of vegetables and mixing of sauce.</li> <li>• Children to look at the principles of a healthy diet – the importance of eating 5 a day and create information books and leaflets.</li> <li>• Children to investigate a range of existing stir fry sauces, evaluating their taste, consistency and ingredients.</li> </ul>
<p><u>Week 6</u> To design and make a tasty, healthy and nutritious school lunch with the lowest food miles</p>	<ul style="list-style-type: none"> <li>• Children to plan a meal for school lunch (pizza and pudding)</li> <li>• Children to make their school lunch focusing on their use of utensils and ingredients</li> <li>• Children to evaluate the meals of the partner class.</li> </ul>

<p><b>Key vocabulary:</b> Seasons, seasonality, grown, reared, caught, processed, regions, hills, mountains, fields, latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of Cancer and Capricorn, settlement, land use, trade, savory, peeling, cutting/ chopping etc.</p>	<p><b>Cross curricular links</b> (may link to year before / after within other subjects) English – instruction writing Science – Animals including humans (Year 3) Maths – adding in thousands</p>
<p><b>Resources:</b> (already in school)</p>	<p><b>Resources:</b> (may need)</p>