



Wider Curriculum Plan for Home learning

Subject: **Geography** Unit: **Food** Year: **3** Spring

Session 1	<p>Where does fruit grow?</p> <ul style="list-style-type: none">• Watch this lesson video (up to 9 mins) 'Where does our food come from?' and complete the activities as suggested.• On an interactive World map called Mapchart – locate and label the country where your fruits were grown. <p>Challenge: My friend says: 'Pineapples cannot be grown in the UK'. Find out more and explain how you would answer them.</p>	
Session 2	<p>How far does fruit travel? (Does it matter?)</p> <ul style="list-style-type: none">• "A study has found that more than half of the UK's food and feed now comes from overseas." (The Guardian 2016). Why do you think this is?• Continue watching this video from 9 mins - 15 mins. What 3 reasons are given for why lots of food is grown in different countries?• Use this Food Miles calculator to find out the distance some of the fruits from Session 1 have travelled. You could find out how far bananas from Ecuador, grapes from Spain, apples from New Zealand, satsumas from China, pineapple from Costa Rica and blueberries from the United States of America. <p>Challenge: Does it matter if fruit comes from a long way away? Explain your thinking.</p>	
Session 3	<p>What can we grow in the UK?</p> <ul style="list-style-type: none">• Think of a fruit from last lesson. Which country was it grown in? Could it be grown in the UK?• Watch this video about seasonal food. Make notes of the benefits to buying seasonal foods. Watch this video about foods that are seasonal to the UK.• Look at this seasonal calendar or the seasonal fruit and vegetable cards below. Choose a season and design a menu of food for a meal that you could eat during that season. <p>Challenge: Is there a best season for food in the UK? Is it good for growing? For harvesting? What is the difference?</p>	
Session 4	<p>How far does food travel?</p> <ul style="list-style-type: none">• Match the ingredients below to the correct food item: bread, cornflakes or chocolate.• The 3 biggest wheat producing countries are: China, India + Russia. The 3 biggest maize producing countries are: USA, China + Brazil. The 3 biggest cocoa producing countries are: Cote d'Ivoire, Ghana + Ecuador. Choose one of these crops and locate the 3 biggest producing countries on MapMaker or the Worldmap below.• Imagine the journey ONE of these crops has to go on to reach us in the UK. Which countries would it pass through or over? Which seas or oceans might the crop cross? How would it travel? By plane? Train? Lorry? Boat? Share your journey in writing, on a map or talk about it with someone at home. <p>Challenge: How does fruit have to be packaged to travel so it does not go off and is not damaged? Find out more about how this is different for different fruits eg banana vs grapes.</p>	
Session 5	<p>Should we only eat local?</p> <ul style="list-style-type: none">• Look at the statements below – can you sort these into 'yes' we should only eat locally grown food or 'no' we should not only eat locally grown food. You may also want to add in some of your own reasons.• Use the statements from above to write a 'for' paragraph and an 'against'	



	<p>paragraph to answer 'Should we only eat local'?</p> <ul style="list-style-type: none">• Overall, what is your conclusion? Do you think we should only eat locally produced food? Why?
Session 6	<p>What is the problem with food waste</p> <ul style="list-style-type: none">• Click here to listen to why we waste so much food and the effect it has on the wider world.• As you listen, write down any surprising facts you hear about food waste or unknown vocabulary to help you remember the meaning.• Use ideas from the audio or create your own to think of 5 ways you can reduce food waste in your home/school. How can you all make a difference. Make a list of what each person could do to help. What would that be for you, parents, school, the supermarkets, your local council (Is food waste collected?)• You could create a poster, a presentation or a leaflet. Share this with your family. <p>Challenge: What do you think the local council could do to help more with food waste? Write a letter explaining what you think would help.</p>



Session 1: Look at these example labels and packaging to help you find where each ingredient is from.



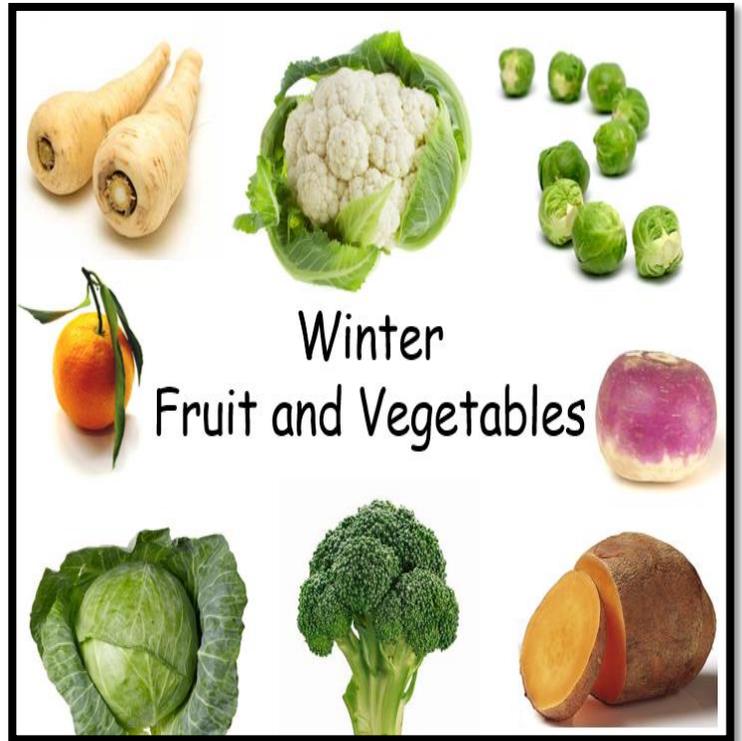
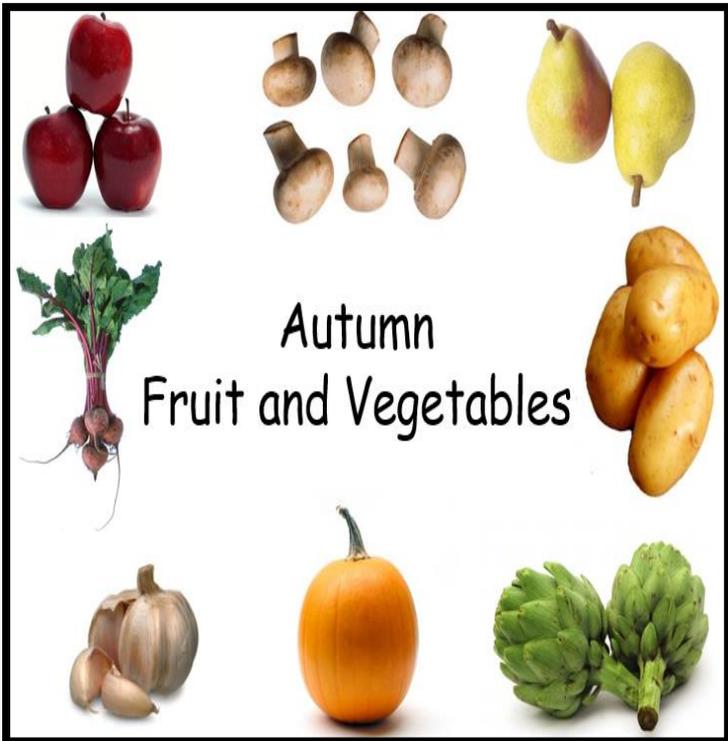
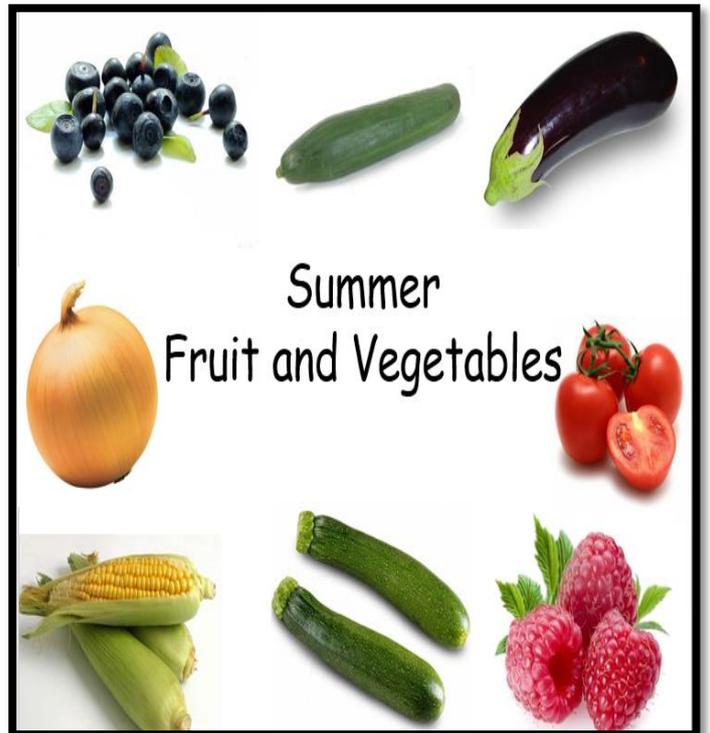
These bananas were grown in Ecuador.

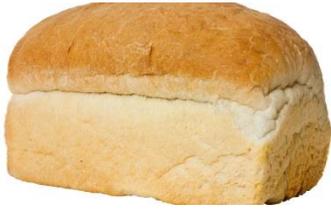
These grapes were grown in Spain.



This apple was grown in New Zealand.

Session 3: Use these cards to help you to create a 'seasonal eating' menu





- Sugar
- Salt
- Sugar
- Water
- Cocoa
- Vegetable Fats
- Vanilla
- Flour
- Milk
- Cocoa Butter
- Maize

Draw lines to match each ingredient to the finished food product. One ingredient for each item has been done for you. Circle what you think is the main ingredient for each finished food product.



Answers:



- Sugar
- Salt
- Sugar
- Water
- Cocoa
- Vegetable Fats
- Vanilla
- Flour
- Milk
- Cocoa Butter
- Maize



Session 5:

<p><i>The quality of food is normally better if the food is grown locally.</i></p>	<p><i>Eating locally grown food often costs more.</i></p>
<p><i>You may not have as much variety or selection if you only eat locally grown food.</i></p>	<p><i>Eating locally often means you are supporting your local community.</i></p>
<p><i>Food won't have travelled thousands of miles, so it won't have had such a bad impact on the environment.</i></p>	<p><i>We'd take away a valuable source of jobs and money from communities all over the world.</i></p>
<p><i>Food grown in other countries may be grown on farms with poor working conditions.</i></p>	