

Final Outcome: We are working towards designing our own menu for a three-course meal explaining where the food comes from and why, as well as how our meals may differ to someone living in Kenya.

Geography Component 4: Identify countries on a map to understand food miles.

What we will know after this sequence:

- Explain how our food arrives in the UK
- Identify countries on a map where food comes from.
- Research how many miles food has travelled to get here.

Vocabulary:

Continent, country, travel, miles, distance.

How will this feed into my next learning:

- I will plan a banquet menu explaining where food comes from.

SEN: Pre-teach key vocabulary, word mats, support with identifying numbers, pre-teach 'thousands'.



Geography Component 5: I will plan a healthy menu explaining where food comes from.

What we will know after this sequence:

- How to plan a menu based on seasonality and local food.
- Why we need to use foods from other countries in a menu.

Vocabulary:

Continent, country, travel, miles, distance.

How will this feed into my next learning:

I will host a banquet for parents and take part in creating the food.

SEN: Pre-teach key vocabulary, word mats, support with group work, fewer options to choose from.



History / Geography Component 3: To explore where my food comes from.

What we will know after this sequence:

- Where food in our supermarkets comes from by looking at packaging.
- To discuss seasonality and why some foods are shipped from other countries even though they can be grown in the UK.
- To discuss how what we eat has changed since the introduction of long distance travel.

Vocabulary:

Human, physical, feature, climate, temperature, rainfall, airmiles, seasonality.

How will this feed into my next learning:

- I will be able to map food miles and explain the impact on the planet.

SEN: Pre-teach key vocabulary, word mats, support with trip to ASDA, timetable for trip provided.



Geography Component 2: Identify food grown in Kenya

What we will know after this sequence:

- Foods that are grown in Kenya and how they arrive in the UK
- Why some foods can be grown in Kenya and not the UK – climate
- How foods get to the UK

Vocabulary:

Human, physical, feature, climate, temperature, rainfall, airmiles.

How will this feed into my next learning:

- I will take a trip to ASDA to look at where my food is sourced from.

SEN: Pre-teach key vocabulary, word mats, pre-teach different foods if unknown.



Geography Component 1: Identify food grown in the UK

We should know:

- What human and physical features are.
- Whether some common features are human or physical.

What we will know after this sequence:

- Food grown locally to our area (e.g. strawberries, runner beans, apples, pears)
- Food grown or made in the UK and where is produced.
- Why the climate in the UK suits the production or growth of some foods.

Vocabulary:

Human, physical, feature, climate, temperature, rainfall, climate

How will this feed into my next learning:

- I can identify food grown in Kenya

SEN: Pre-teach key vocabulary, word mats, support locating places in the UK, pre-teach some of the foods if unknown.

