

JOURNEYS – FOOD

Where does our food come from?

Unit overview

This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study with a suggested local shop, market or farm as a recommended visit to begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).

Knowledge, skills and concepts

In this unit, the children will:

- understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production
- use locational and directional language (e.g. near and far) to describe the location of features and routes on a map
- name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas
- use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Background information

Our daily food consumption shows many of the impacts that we make as humans on the world, beyond where we live. Learning about how our food gets to us – planting, growing and rearing livestock and crops, processing and transporting – occurs with even the simplest meal we eat. Essential in KS1 geography is bringing places alive to children through a sensory experience.

The throwing away and waste of produce is another important aspect of the children's understanding of the food industry. They could survey the amount thrown from school lunches every day. Ask: *Where does this food go to?* Where possible, make links with the science curriculum, how food grows and the idea that you can find food where you least expect it. Looking for cress, herbs or nettles (for nettle tea), or picking fruit such as blackberries, plums or apples (in season) will open the children's eyes to the bounty that may be on your doorstep.

Cross-curricular links

- **English:** role-play through the children's shop (Week 1).
- **Maths:** reinforce learning about near and far, linking to the children's understanding of scale and distance. What grows close to us/far away? (Weeks 1, 2, 5)
- **Science:** provides links to food growing, life cycles, ecosystems and edible and inedible things (Weeks 2–4).
- **Modern foreign languages:** extend learning by mentioning other languages of the British Isles such as Welsh, Gaelic, Irish, Cornish (Weeks 5–6).
- **Physical education:** national sports and teams, team games (Weeks 5–6).

The Big Finish

The children will be learning about regional food as the unit draws to a close, and this will support their greater understanding of the map of the UK. By working together to create a 'Great British Food Map', and through eating a 'Great British Picnic', they will begin to appreciate the differences that physical geography can bring. This 'Great British' title is useful, but it must be emphasised that the requirements of the National Curriculum are that children learn about the *whole UK*, which includes Northern Ireland, not just the island of Great Britain.

Map work

Infant atlases and simplified world maps are extremely useful here. Use map resources and atlases. So-called 'physical' UK maps, showing the landscape represented in differing colours and denoting land use, are essential.

Fieldwork

Giving the children the chance to visit somewhere locally that produces food (e.g. in Week 1) will contribute to the development of your own classroom enquiries about what food is grown/processed, how and why. Seen in the context of local area work and skills development, such visits could be to an allotment, a formal garden, a garden centre, a pick-your-own fruit farm, a market or a farmers' market. A focus on a street market with different food and general consumables stalls, or even a supermarket, might work as well. Some larger supermarkets (such as Morrisons™) have recreated the idea of a street market within their stores, and most other supermarkets have zoned areas such as the bakery, fruit and vegetables, frozen and tinned goods sections. Many schools will not have a typical high street (as mentioned in the books suggested in Lesson 1) with a butcher, baker and greengrocer, etc. nearby; this partly shows what has been lost from high streets over time but is also something that can be gained by going on a virtual field trip, in this case using Google™ Street View.

Independent learning area

Set up a 'UK food shop' and competing 'World food shop' complete with packets, photos and replica food to assist child role-play. This will help the children start to consider and visualise some of the seasonal foods we get and why (i.e. during the winter), when there are limited crops beyond root vegetables because of the cold weather, we are heavily dependent on imported vegetables. Start to introduce language (such as lowland, upland, mountain, wetland, desert, coastal areas) that links to these images. Make sure that the vocabulary is clearly presented for the children in the independent learning area. Using physical world maps to identify the different colours and starting to see patterns will allow the children to see the world beyond political borders. This leads into discussions about biomes in KS2. Find example maps within the Resources section of Rising Stars Geography.

Assessment

All children can:

- identify foods that can be bought on the local high street
- understand what cereal crops are made into
- explain where everyday products (milk) come from
- explain that many different types of food come from the UK.

Most children can:

- identify foods that can be bought on the local high street and can identify processed food
- understand what cereal crops become and where everyday products like milk come from
- explain that many different types of food come from the different UK regions.

Some children can:

- identify types of food: fast, fresh, processed
- identify foods that can be bought on the local high street and can describe how food has been processed
- name and describe regional products from the UK
- explain why foods come from specific regions.