



BRABIN'S ENDOWED PRIMARY SCHOOL

Class: Oak Year 5/6 Term: Autumn 2

2020 Curriculum Unit – Food, Glorious Food

Key Learning Overview;-

Geography- children will use a range of maps to locate the world's countries. They will also learn about some physical and human aspects of geography that can affect food production e.g climate zones, land use, trade links, economic activity and natural resources.

DT- Children will evaluate existing food products from around the world in terms of user and purpose. They will then use what they have found to design a prototype product before using a range of cooking techniques, skills and ingredients to make their own dish.

Science- Through a series of investigations, children will compare and group together everyday materials on the basis of their properties and measure their effectiveness.

Writing Opportunities-we will write: a series of narrative pieces linked to Oliver Twist, leading on to the creation of a new chapter of our own. Children will also write speeches designed to be presented verbally within a class debate.

Class Novel, key texts and extracts-Novel: Oliver Twist

Extracts of: A Christmas Carol, Great Expectations and discussion texts.

Curriculum Shapers

- Be Curious: develop an appreciation of and responsibility for the environment and experience contrasts with the other locations in the World
- Be Knowledgeable: develop subject specific language, manage, receive, record and apply information, nurture a thirst for knowledge and apply cross-curricular skills
- Be Adventurous: work practically on a large scale
- Be Creative: develop creative thinking skills and question why and what if
- Be Collaborative: respect the opinions and difference of others and value one's own perceptions and others
- Be Reflective: make lifestyle choices in relation to learning and identify new aptitudes
- Be Positive: value pupil voice and consider one's place in the world

Key Questions

- How is food different around the world?
- What is different about the food and ingredients in Lancashire?
- Where does our food come from and where is it sourced?
- Which countries are known for producing which types of food?
- Can we get all types of food in the UK?
- Which foods are natural? Which are man-made?
- Do different peoples eat different types of food? Is this a choice or from necessity?
- What can we learn about materials through carrying out investigations?

Key Skills Coverage - Geography

Prior Knowledge

Year 1/2: Hot and Cold Places

Year 1/2: Mugumareno Village (study of human geography)

Reduce, Reuse, Recycle

Year 3/4: European study (study of human geography)
Year 3/4:
Year
3/4: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (linked to the places studied)

Key Geographical Skills

Locational Knowledge

- Locate the world's countries.
- Name and locate (relevant) counties and cities of the United Kingdom.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Human and Physical Geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts.
- Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water.

Mapping

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Use latitude and longitude in an atlas or on a globe.
- Use the scale bar on maps.
- Read and compare map scales.

Enquiry

- Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc).

Key Vocabulary

Equator - an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole

Tropics- parts of the world that lie between two lines of latitude, the Tropic of Cancer, $23\frac{1}{2}^{\circ}$ north of the equator, and the Tropic of Capricorn, $23\frac{1}{2}^{\circ}$ south of the equator. The tropics have a humid climate, where the weather is hot and damp

longitude- To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator. **latitude**- To find out how far east or west a place is, lines of longitude are used.

These lines run from the top of the Earth to the bottom. **Biomes**- a natural area of vegetation and animals **Vegetation**- plants, trees and flowers

Natural- derived from nature- not made by humans

Manmade- not made naturally- made by humans

Trade- the action of buying or selling goods

Food miles- a mile over which a food item is transported during the journey from producer to consumer, as a unit of measurement of the fuel used to transport it.



Key Skills Coverage - DT

Prior Knowledge

Year 1/2: The eat well plate and where food comes from
Year 1/2: Food technology- recipes
Year 3/4: Simple savoury foods and cooking techniques
Year 3/4: The eat well plate- food for purpose

Key Design Skills

Food

Cooking and Nutrition

- Know where and how ingredients are grown and processed

Technical Knowledge

- Know how to use utensils and equipment including heat sources to prepare and cook food

Design

- Sketch and model ideas to decide which idea to develop.

Make

- Weigh and measure using scales. Use a range of cooking techniques.
- Work safely and hygienically

Evaluate

- Give a report using correct technical vocabulary

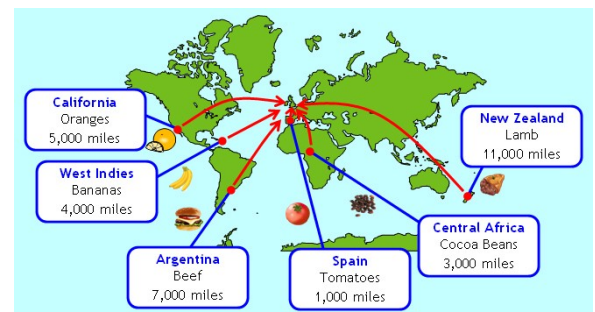


Key Vocabulary

Diet-the food and drink usually eaten and drunk by a person or animal.**Healthy**-being physically and mentally well- looking after your body**Nutrition**- the process of eating and using the nutrients in food for living and growing.**Source**- a place where food originates from**Seasonality**- changes in available food due to the seasons

Key Technical Vocabulary

- | | |
|--------------|-----------|
| *ingredients | *utensils |
| *combine | *fold |
| *knead | *stir |
| *pour | *mix |
| * whisk | * beat |
| *roll out | * shape |
| * sprinkle | *crumble |



Key Skills Coverage - Science

Prior Knowledge

- Year 1/2: Uses of everyday materials: properties and suitability
- Year 3/4: States of matter
- Year 3/4: Rocks and soil
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

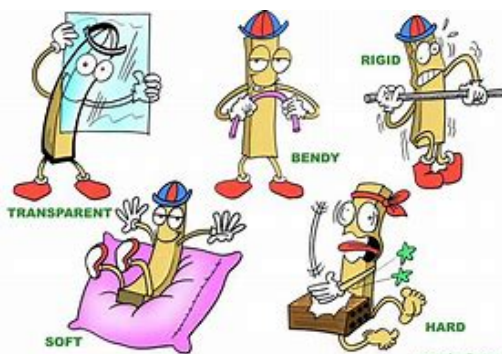
Key Scientific Skills

Knowledge

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Working Scientifically

- Plan different types of scientific enquires to answer their own questions, including recognising and controlling variables
- By comparing and investigating materials



Key Vocabulary

- Variable**- something that can change or that has no fixed value
- Properties**- the ways in which an object behaves
- State**- the structure or condition of something
- Solution**- a mixture that contains two or more substances combined evenly
- thermal**- relating to or caused by heat or by changes in temperature
- soluble**- able to be dissolved.
- insoluble**- impossible to dissolve, esp. in a given liquid.
- conductor**- a substance that heat or electricity can pass through or along
- insulator**- a non-conductor of electricity or heat
- transparent**- If an object is transparent, you can see through it
- magnetic**- having to do with magnets and the way they work
- flexible**- an object or material can be bent easily without breaking

