**Food in the news**

**Class activities - Key Stage 2**

**Overview of the Resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary. Website links are included at key points in the resources to facilitate further research on selected topics.

Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and reuse in classrooms without internet connection.

**Coverage of National Curriculum and Skills Framework for 3 to 19 Year Olds in Wales**

The lesson plan activities state the relevant skills and range from the National Curriculum.

**Skills Framework and Assessment for Learning**

The accompanying lesson plans aim to support the requirement for a skills-focused curriculum. Where appropriate in the lesson plan, suggestions will be shown where thinking skills, communication, ICT and number skills can be applied in the context of geography.

Investigative work lends itself very well to assessment for learning. For example, at the beginning of a study children can establish where they are in their learning and suggest what they want to find out. At the end of a study, children can assess their own achievement and indicate it by using simple techniques such as drawing smiley faces or by showing traffic light symbols in their work. The use of questioning throughout the activities encourages children to reflect on their understanding and help further their learning.

Opportunities to use assessment for learning strategies will be indicated as **AfL.**

**Article 1: Food - Scandal!**

| **Key Skills Objectives** | **Subject Objectives and Skills** | **Activities and Resources** |
| --- | --- | --- |
| **Thinking Skills**  Plan  Ask questions  Gather information  Determining success criteria  Develop  Forming opinions and making decisions  Reflect  Review outcomes and success criteria  Evaluate own learning and thinking.  **Number**  Gathering information  Recording and interpreting data and presenting findings.  **Communications**  Literacy  Presenting information and ideas  Wider Communiations  Communicating information. | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - organise and analyse evidence and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues globally    **Geography vocabulary:**  Food supply chains, globalisation, deregulation, | **Aim:** to gather information about food supply chains  **Resources:**   * Geography in the News article and interactive content * newspapers and internet access for research   **Find out about the geographical journey of food from farms to shops.**   * Use local newspapers and the internet to find out about a local “farm shop” * Find out where the food comes from and how far it travels to reach the shop and produce a diagram or picture to show this journey * Now do the same for an ingredient that comes from outside the UK, finding out where it comes from and how far it travels to reach us. * Compare the journeys of the two ingredients using a table and write down some advantages and disadvantages of buying food from local suppliers and/or overseas suppliers.   **AfL:** Students hand in work for marking  **Reflect**:  Read teachers comments and add further information based on their input. |

**Article 2: Food - Origins**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions.  Gather information  Develop  Forming opinions  Develop ideas  Reflect  Evaluate own and others learning and thinking.  **Communications**  Literacy  Presenting information and ideas.  Wider Communication Skills  Communicating information | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - develop ideas to find answers and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues nationally and globally  **Vocabulary:**  Arable & pastoral farming, staple foods, food additives, | **Aim:** To gather and use information about the origins of ingredients in our food.  **Resources:**   * Article 2: Food-Origins. * Books and online sources.   **Activity – Work in groups of 2-3 to find out about one or two ingredients in your favourite foods.**  Use books and the internet to find out:   * How the ingredients are produced. Are they from animals or plants? * Where they comes from. * What type of geographical environment does it need? Do they need a particular temperature, type of soil or amount of rainfall/sun?   **AfL:** Groups to present a short presentation to the class, with an opportunity for the class to ask questions at the end (teacher-led) |

**Article 3: Living in Peril**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions  Gathering information  Develop  Considering evidence, information and ideas  Thinking about cause and effect and making inferences.  Reflect  Evaluate own learning and thinking  **Communications**  Written  Presenting ideas and information  Writing accurately | **Geography**  Skills  Gather information  Consider evidence  Develop ideas to find answers and own draw conclusions  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues locally and nationally  **Geography vocabulary:**  More and Less Economically Countries, Community Supported Agriculture, self-sufficiency, urban farming | **Aim:** To find out about a type of food that is common elsewhere in the world but not generally eaten in the UK.  **Resources:**:   * Issue 22 of Geography in the News * Online resources for research   **Activity: Prepare a poster about some foods that are eaten in other parts of the world that would seem strange to consumers in the UK.**  Find out about two or three ingredients which are commonly eaten in countries outside the UK, e.g. seaweed, banana skins, insects, horse milk etc.  Working individually or in pairs to produce a poster advertising these foods. To persuade people in the UK to eat them you could talk about:   * Their nutritional value * Whether or not they are ‘environmentally friendly’ * How they taste!   **AfL:** Posters to be handed in to teacher for marking  **Reflection:**  After receiving teacher’s feedback, consider one thing that you could have added to the poster to improve it. |