



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Where should my food come from?

Year 2 Spring 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 2	Where should my food come from?	Term: Spring 2
Context: By looking at an ariel map of our local area, the children will see that we live in a rural area, where lots of farms are producing food. We will discuss if our food comes from these farms or is it being produced further away. We will discuss the different places that food comes from, for example from an animal or plant. We will investigate how far some of our food comes from to our plate. Following this, we will discuss why some food must come from certain countries due to their climate.		
Prior Learning (Direct Pathway) Science – know the importance of eating different types of food Geography - know that different parts of the world have different climates, linked to previous topic on Captain Cook in Y2 and Kenyan Savannah unit in Y1. Seasonal weather patterns		
Prior Learning (Indirect Pathway) Geography – name and locate the world’s seven continents and five oceans Geography – name and locate the four countries of the UK		

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Science: Plants

PSHCE: SCARF – Rights and Respect

Art: Drawing and painting

Music: Charanga – Zootime

RE: How and why do we celebrate special and sacred times?

Computing: Digital Literacy

PE: Complete PE – Gymnastics (Pathways)

Enquiry Question

Where should my food come from?

Content on Direct Pathway

Geography – Look at an aerial map of our local area and see how much land is used for farming. Mark on a world map, where our food has come from and why it is produced there.

Science – Our food comes from plants and animals. We will talk about balanced diet and the importance of eating more of certain foods.

Learning Showcase

Using food only produced in our local area, create a picnic to share with parents.

In our English lessons, we will read the book 'Off to the Market' by Alice Oehr. We will be focusing on writing a set of instructions about how to make food for our picnic. We will recap previous learning of conjunctions and adverbs in sentences. We will be introduced to command sentences, imperative verbs and list sentences.



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Knowledge Narrative





‘Our food comes from animals and plants. Some of our food comes from far away. We should try to eat food that is free range and comes from our local area.’

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<u>Year Group:</u> 2	<u>Term:</u> Spring 2
<u>Title:</u> Where should my food come from?	<u>Key Focus:</u> Geography
Project Enhancements: <ul style="list-style-type: none">• Create food for a picnic with parents• Create a menu for our picnic• Create an invitation to parents	
<u>How can you help?</u> <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Learn your spellings and maths fluency facts, ready to be tested on Friday <p>You could also:</p> <ul style="list-style-type: none">• Look at the packaging of your food to see where it has been produced• Visit a local market• Make a list of all the different types of fruit and vegetable you could buy• Try an unusual fruit or vegetable	

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Unit Title: Where should my food come from?

<p>Y2 Spring 2</p>	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Know where our food comes from • Know what types of food we produce • Know what a farm is • Explain why buying locally produced and 'free range' food can be beneficial <p>End of unit assessment task: Poster to show that children understand why it's better to buy food that is free range and bought locally</p>
<p>Links: Y2 Science unit – Living things and their habitats Y2 Science Unit – Animals including humans (the importance of eating the right amounts of different food)</p>	
<p>Prior Learning: Y2 – Science - Know the importance of eating different types of food The name and location of the world's seven continents and five oceans The four countries of the UK Know that different parts of the world have different climates, linked to previous topic on Captain Cook in Y2 and Kenyan Savannah unit in Y1. Seasonal weather patterns</p>	
<p>Key Aspects of the Unit:</p>	
	<p>Map and atlas work/Fieldwork and investigation</p>
	<p>Location</p>
	<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p>
	<p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

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	Human Processes understand the processes that humans have developed across the globe including travel trade and economics
	Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity

Key Knowledge:

- To recognise that food comes from plants and animals
- To know the different meats produced by different animals
- Know the most popular fruits in the UK and where in the world they are produced
- Know and understand the term 'food miles' and consider the food miles of different foods we eat.
- Know that different plants need a different weather conditions to be able to grow
- Know that some plants are more suited to growing in certain locations eg bananas
- To know some of the benefits of buying food locally
- Know what a farm is and some of the foods they produce
- Introduce what trade is and what importing and exporting is
- Know what 'free range' is
- Know how seasonal weather patterns impacts on produce that can be grown

Geographical Skills:

Mapping:

- Know that when you 'zoom in' you see a smaller area in more detail.
- Begin to spatially match places (e.g. recognise UK on a small-scale map and on a larger scale map)

Fieldwork:

- Use a compass (four compass points) to follow and describe routes
- Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).

Vocabulary

food	Things that people or animals eat, to stay alive and be healthy.
environment	Everything around us - the natural world of land, sea, air, plants and animals
fruit	Fruit contains a seed and come from trees or plants.
vegetable	Part of a plant used for food.

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meat	Food that comes from an animal.
farm	An area of land used to produce crops or to breed animals or livestock.
food miles	The distance food has travelled to get to your plate.
free range	Animals kept in natural conditions.
trade	The activity of buying, selling or exchanging goods and services
local	An area close to where you live.

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Spiritual

Some religions do not eat certain meat due to their beliefs.

Social

Respect people's views on if they want to eat meat or not. Provide them with an alternative option.

Be kind and REAP the rewards

Be kind to our animals by treating them with respect.

Have pride when making our picnic as it is going to be on show and eaten by parents.

Moral

Should animals be kept in cages?

Should we eat meat from an animal?

Cultural

Different cultures produce and eat different foods.

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British Values through EDC

Democracy	
The Rule of Law	There are laws on how food is produced to keep people safe when eating it.
Individual Liberty	People have the right to be a vegetarian.
Mutual Respect and Tolerance	We will respect people's views on what they want to eat.