

# World Kitchen



## Areas of learning

As **Geographers** we will be studying a locality in the world that is very different to our own locality. We will be looking at maps of the world, learning to name the continents, major countries and oceans. We will be finding out where some of our favourite foods come from and finding out how they get to this country. We will also find out about the climate of some of the places food comes from.

As **Designers** we will be tasting different types of bread and fruit smoothies. We will learn how to make our own by learning to prepare food safely and hygienically. Then we will get a chance to choose which we would like to make for ourselves. We will be asked to design the recipe and make the whole thing from start to finish. We will then give our foods the 'taste test', to see if they could be improved.

As **Artists**, we will be studying how to draw and paint so that we can use our images to advertise our food products.

## Enterprise

As enterprising people we will:

Host a Food Tasting Market. We will have been learning how to make bread and smoothies and now will be our chance to get our products noticed. We will give samples of our food to other classes for them to try, in the hope that they will put in an order for more. Working in teams, we will try to get the most votes for the best food. The food will have to be presented well and we will have to be able to answer any questions the customer has!

## Environment

As people concerned with our environment we will:

Learn about the food that we can get from local suppliers. We all like to eat fruit and vegetables from other countries, but some of them can be found closer to home. We will collect food labels to see where in the world our foods come from and then see if we can think about getting some of our foods from local places.

## Spiritual and moral

In our spiritual and moral development we will:

Explore the place of food in celebrations. We will look at some of the parties and festivals we have and explore why food is sometimes an important part of them. We will also find out about how bread is important to some religions and how some religions spend some time fasting (not eating food). We will ask why this is important to them.

## Communities

As members of a community we will:

Explore eating together. We will ask why it is important for us to sit down together over a meal and share what has been going on in our lives with our families or friends. We will explore why we can't always do this every day but look for times when we can. We will also explore some of the manners we might expect when sitting down to a meal together.

## Learning across the curriculum

### Using communication

#### Writing, presenting and broadcasting

- Labels
- Lists
- Captions
- Instructions
- Recounts
- Glossaries
- Non-chronological reports
- Stories

### Using mathematics

#### Modelling

- Estimating
- Measuring
- Trying out ideas

#### Calculating

- Length
- Weight

#### Interpreting data

- Reading bar charts to extract information

#### Justifying

- Using mathematical words to explain

### Using ICT

#### Searching

- Websites
- Databases

#### Developing ideas and making things happen

- Graphics
- Text
- Multimedia

#### Communication

- E mail and messages

### Personal development

#### Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

#### Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

#### Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

## Subject Key Skills

### History, geography and citizenship

#### Investigate

Undertake investigations and enquiries using various methods, media and sources.

#### Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

#### Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

#### Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

### Science and design technology

#### Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

#### Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

#### Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

#### Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

#### Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

### Art, dance and drama

#### Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

#### Create

Create, design, devise, compose and choreograph individual and collective work.

#### Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

### PSHE

#### Reflect and evaluate

Reflection and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

#### Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

#### Move with control

Move with ease, poise, stability and control in a range of physical contexts.

#### Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

#### Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.