

# prospectus



## World Kitchen

### Essential Knowledge

By the end of this unit children will know...

- How to use maps and atlases to locate continents, oceans and countries around the world.
- How to extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America.
- Traditional cuisines which belong to different countries around the world.
- About the safe use of tools and equipment by undertaking a range of practical tasks, such as making products and cooking.
- How to use constructive feedback to improve what they design.

### Launch

#### Visits and experiences:

- Spot the difference role play linked to food safety and hygiene (Teachers to use drama to demonstrate good and poor food safety).
- Invention test - Masterchef (Children to experiment with different ingredients and flavours to create an original dish).

### Explore

- Research based on traditional cuisines of different countries around the world.
- Using atlases to locate continents, oceans, countries and capital cities on a world map.
- Explore how food habits have changed in the UK over the last 1000 years.
- Investigate issues of fair trade and famine.

### Energise

- Children create a campaign to promote project Ecuador through persuasive monologues
- Food tasting celebration experience. Can the children guess which countries the food originates from?

### Celebrate

- South American food festival: A fusion of physical education (Zumba), Spanish, human geography and design and technology (tasting and evaluating food).

## Core Subjects:

### Links to theme

#### English

- Stories from other cultures.
- Persuasive writing (e.g. Monologues- Project Ecuador).

#### Mathematics

##### Data Handling

- Collect, record and present data on a bar chart (favourite foods).

##### Space, shape and measures

- Using an atlas scale, calculate different distances from countries to UK.

##### Geometry

- Plot and read coordinates on a world map.

#### Science

##### Solids and Liquids

- Plan, carry out and evaluate an investigation re: what happens when some foods are heated and cooled?

##### Keeping warm

- Plan, carry out and evaluate an investigation re: which materials are the best insulators?

## World Kitchen : Theme Content

### Personal Development

#### Spiritual

- Reflect on the lives of others around the world through drama.
- Recognise their own creativity when experimenting with a range of ingredients and planning their insulator.
- Explain some of the religious practices of individuals.

#### Moral

- Reflect upon their own views regarding Fair Trade and its impact of others.
- Recognise the impact of the inequality of food distribution on others.

#### Social

- Identify how different sections of society eat.
- Develop cooperation and collaboration via participation in the South American Food Festival.

#### Cultural

- Reflect on the way that cultures are represented in stories.
- Recognise similarities and differences between and within food cultures of other countries over time.
- Experience the significance of dance from other cultures.

### Foundation Subjects

#### History, Geography and Citizenship

**Geography** - Ask and answer geographical questions about the human characteristics of a location. Explain own views about locations, giving reasons.

Use maps and atlases to locate countries. Use a range of resources to identify the key human features of a location. Describe geographical similarities and differences between countries.

**History** - Describe changes that have happened over time in British history. Describe the social and ethnic changes that have occurred in Britain over time.

**Citizenship** - Try different foods to expand their knowledge of different cultures. Consider global issues and act upon them.

#### Art and Design and Design Technology

**Art** - Develop ideas from starting points; collect information, sketches and resources; adapt and refine ideas; comment on artworks using visual language; replicate some techniques used by notable artists; evaluate their own art work and that produced by others.

**Design Technology** - Prepare ingredients; make products by working efficiently by carefully selecting materials; refine work and techniques as work progresses continually evaluating the product design.

#### Music, Languages and Physical Education

**Music** - Sing from memory with accurate pitch; Sing in tune.

**Languages** - Write a few short sentences using familiar expressions.

**P.E.** - Plan and perform and repeat sequences in a clear, fluent and expressive manner.

#### Computing

To use some of the advanced features of apps and devices in order to communicate ideas (iMovie, puppet pals).

# The World's Kitchen : Links to National Curriculum Framework

## Core Subjects:

### English

- Write for a range of real-life purposes and audiences (persuasive monologue re: Project Ecuador).
- Compose stories from other cultures with plot, characters and setting.

### Mathematics

- Converting between different units of measures (Atlas scales).
- Interpret and present discrete and continuous data.
- Describe positions on a 2-D grid as coordinates.

### Science

- Observe that some materials change state when they are heated/cooled.
- Recognise some common insulators.

## Foundation Subjects

### History, Geography and Citizenship

#### Geography

- Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country, and a region or area within North or South America.
- Understand and describe key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

#### History

- Gain knowledge of the essential chronology of Britain's history (to include: Middle Ages, Victorians, WW2 and modern advances in technology 1960s-present day).

#### Citizenship

- Investigate global issues, reflect upon these and act upon them.

### Art and Design and Design Technology

Art and Design - Improve artistic techniques such as drawing using a range of materials, e.g. Pastels, chalk, etc.

D&T - Develop skills and the safe use of tools in the preparation and cooking of food.

### Music, Languages and Physical Education

Music - Develop skills of singing with increased confidence and control; Perform as part of an ensemble using voice and musical instruments.

Languages - Communicate ideas and facts using familiar Spanish phrases.

P.E. - Perform dances using a range of movement patterns

### Computing

- Select and use a variety of software to present information.

# World Kitchen : Assessment Opportunities/Tasks within theme

| Core Subjects   | Foundation Subjects   |
|---|---|
| <b>English</b> <ul style="list-style-type: none"><li>• To produce a persuasive monologue regarding the promotion of Project Ecuador.</li><li>• To create a story linked to another culture.</li></ul>   | <b>History, Geography and Citizenship</b> <p><b>Geography</b> – To locate continents, oceans, countries on a blank world map. to produce a piece of writing about traditional cuisines within in a continent of the world and to use this to create a Tagxedo.</p> <p><b>History</b> – To create a group presentation about the changing food habits of individuals within the UK over time.</p> <p><b>Citizenship</b> – To debate as a class the issues surrounding Fair Trade from the perspective of different stakeholders; to create a poster to advertise Project Ecuador and raise money for this cause.</p> |
| <b>Mathematics</b> <ul style="list-style-type: none"><li>• To identify and plot coordinates of places around the world.</li><li>• To use scales in an atlas to calculate different distances.</li><li>• To present data in a bar chart/bar line chart/line graph.</li></ul> | <b>Art and Design and Design Technology</b> <p><b>Art and Design</b> – Create their own fruit and vegetable faces in the style of Giuseppe Arcimboldo.</p> <p><b>Design and Technology</b> – Taste and evaluate different foods from a range of countries; to create an insulated container.</p>  |
| <b>Science</b> <ul style="list-style-type: none"><li>• Children to plan, carry out and evaluate investigations: a) which materials are the best insulators? b) What happens when some foods are heated and cooled?</li></ul>  | <b>Music, Languages and Physical Education</b> <p><b>Music</b> — Actively participate in Morning of Music.</p> <p><b>Languages</b> – To produce a menu using familiar Spanish phrases</p> <p><b>P.E.</b> - To learn, perform and repeat a South American style dance (Zumba).</p>   |
|   | <b>Computing</b> <p><b>Puppet Pals APP</b> – To create an animation to persuade others to donate to Project Ecuador</p> <p><b>iMovie</b> - To create a hygiene and safety information video.</p>  |