



Topic Project- Where in the world does our food come from?

You will need to answer the following questions below in your project. You may choose to use each question as a subheading if you want to record it in the form of an explanation text.

(Think about the layout we used when we wrote the explanation text for The Shirt Machine last term).

Or you could just write out all your research in your own way using your own headings.

What is your favourite food? What is the strangest thing you have eaten and where were you when you ate it?

Where do you think your food comes from?

(think about all the different ways you can get/buy food- you could create a thought shower to show all of the ways. Discuss the terms **export/import** with an adult).

Do you know of any food products that are made in the local area? Where were they made? Have you tried them?

How far does food travel to get to you?

Use the food miles tracker (see resources below) to look at how far a product has travelled. You could record some examples on the food miles tracker sheet.

Spend time using food miles tracker to work out which foods have the longest journey to UK. Can you identify their location on a world map. Are there any similarities in products in the same areas? Why is this? Climate, land use etc..

Can you track the full journey of one food item? (e.g bananas, coco)

As part of this you will need to show the journey of the item- use of factual information, maps and diagrams. Think about the location, the workers, and how people work together to produce the product and how the item travels to the UK. You may also want to write about what fair trade means.

Extra Challenge-

Finally think about**what impact does your chosen food have on the world?**

For example- Positive- gives work to local people. Negative-Think about carbon footprint of food, what impact does the transport of products cause? Packaging, pollution etc..

Below are some links you will find useful to help with your project:

- school 360- resources- my school-busy things- KS2- year 3 and 4- Geography section- human and physical geography- farming and trade
- Twinkl- they have a great deal of information/PowerPoints about food from around the world.
- www.foodmiles.com (food miles tracker)
- www.ecofriendlykids.co.uk
- <https://www.funkidslive.com/learn/environment/f-is-for-fairtrade/>
- <https://www.oxfam.org.uk/education/resources/explore-fairtrade>
- <https://www.twinkl.co.uk/resource/t2-t-16559-ks2-world-fair-trade-day-cocoa-farmer-case-study-activity-powerpoint>
- <https://www.actionaid.org.uk/>

I have included the National Curriculum objectives linked to the project so you can see what is expected across KS2 and for each year group.

National Curriculum Objectives:
KS2- Geography

Children should study the

- settlements and land use
- economic activity, including trade links
- distribution of natural resources, including energy
- food, minerals and water aspects

of the places being studied.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world .

Year 3

Locate the UK on a variety of different scale maps

Name & locate the counties and cities of the UK and the wider world.

Year 4-

Locate Europe on a large scale map or globe

Name and locate countries in Europe (including Russia) and their capitals cities

Year 5-

Locate the world's countries, focus on North & South America

Identify the position and significance of lines of longitude & latitude

Good Luck and I can't wait to see your finished work! Mrs Bush

