
 Lawn Primary School  <b>Clean Green World</b> 	<b>Year</b>	<b>3</b>	<b>Topic</b>	The Great Food Debate
	<b>Debate</b>	Why do some people choose to not eat meat?		
<p>This topic will introduce the issue of wildlife conservation and the impact of eating meat on our environment - again expanding on previous year groups with reference to supermarket plastics and supermarket/restaurant waste. Children will learn about the complex topics of farming, over-fishing, battery vs free range, food exportation and Fair Trade. The children will explore the concept of sustainable and environmentally friendly methods of growing their own food within school as well as examining food waste within school and suggesting practical solutions to tackle this problem.</p> <p>The topic will culminate in a debate on the question 'Should we eat meat?' where children will draw on their knowledge, skills and understanding to support their discussions and opinions.</p>				

Prior Learning	Future Learning
<p><b><u>Locational and Place knowledge:</u></b>  -Know the names of and locate the seven continents in the world on a globe or map. (Y2)  -Know the name of and locate the five oceans on a globe or map. (Y2)  -Know main differences between a place in England and that of a small place in a Non-European country. (Y2)</p> <p><b><u>Human and Physical Geography:</u></b>  N/A</p> <p><b><u>Skills and fieldwork:</u></b>  -Know and use: left, right, below and next to (Y2).</p> <p><b><u>Global citizenship</u></b>  -Children will learn that not recycling plastic can harm animals in the oceans. (Y2)  -Children will understand that their actions have an impact on the planet. (Y1 &amp; Y2)  -Children will understand how pollution affects mental and physical health. (Y2)</p>	<p><b><u>Locational and Place knowledge:</u></b>  -Know the names of and locate at least 8 major capital cities across the world.  -Know, name and locate the main rivers in the UK.</p> <p><b><u>Human and Physical Geography:</u></b>  -Know and label the main features of a river.  -Know the name of and locate a number of the world's longest rivers.  -Explain the features of the water cycle.</p> <p><b><u>Skills and fieldwork:</u></b>  -Know how to plan a journey within the UK using a road map.</p> <p><b><u>Global citizenship</u></b>  -Children will understand the effects of global warming on communities, wildlife and the planet.  -Children will learn about greenhouse gases and how this affects climate change.  -Children will come up with practical ways to reduce their carbon footprint.</p>

National Curriculum Links	Global Citizenship Themes	
<p><u>Locational knowledge:</u> -Know the names of 4 countries from the southern hemisphere and 4 countries from the northern hemisphere.</p> <p><u>Place knowledge:</u> -Know at least 5 differences between living in the UK and a Mediterranean country.</p> <p><u>Human and Physical Geography:</u> N/A</p> <p><u>Skills and fieldwork:</u> N/A</p>	Globalisation & Interdependence Sustainable Development	
	<i>Knowledge &amp; Understanding</i>	<i>Skills</i>
	<p>Similarities &amp; differences between places in various parts of the world, including own setting</p> <p>Links between local community &amp; wider world</p> <p>People's dependencies on the environment</p> <p>The effect that farming and expansion of infrastructures can have on the environment</p>	<p>Learn from mistakes &amp; use feedback</p> <p>Identify connections between personal decisions &amp; issues affecting people locally &amp; globally in the <b>context of farming and infrastructure development</b></p> <p>Begin to state opinions &amp; start to give reasons for these</p> <p>Listen carefully to others</p>

### Key Vocabulary

wildlife, conservation, vegetarian, vegan, farming, fair trade, importation, exportation, sustainable, foodbank, over-fishing, battery, free range, compost, developed country, developing country, biodegradable, non-biodegradable.

(Recap of previous year vocabulary will be needed)

## Recommended Texts & Web Links

Food and Fair Trade by Paul Mason, Cows are Vegetarian: A Book for Vegetarian Kids by Ann Bradley, Living on the Veg: A Kids Guide to Veganism by Clive Gifford, That's Why We Don't Eat Animals: A Book About Vegans by Ruby Roth, Who Cares about Animal Rights? By Childs Play Ltd, Looking After Your Health by Caroline Young, Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell, Before We Eat: From Farm to Table by Pat Brisson, The Farm That Feeds Us: A year in the life of an organic farm by Nancy Castaldo, Right this Very Minute by Lisl H Detlefsen, See Inside: Where Food Comes From by Emily Bone. What a Waste! Where Does Garbage Go? By Claire Eamer, What a Waste by Jess French (DK Book)

<https://worldslargestlesson.globalgoals.org/resource/the-global-goals-food-project-food-heroes/>  
[Where we work - \(fairtrade.net\)](http://www.fairtrade.net)

### What pupils need to know or do to be secure

#### Key Learning

#### Activities / Application of knowledge / Possible Evidence

*Sustainable development goals to be linked to:*

*Goal 1 - No poverty*

*Goal 2 - Zero hunger*

*Goal 10 - Reduced inequalities*

*Goal 12 - Responsible consumption and production*

*Goal 13 - Climate action*

*Goal 15 - Life on land*

**Retrieval opportunities: (Y1) Why recycle? (Y2) What happens when we don't recycle our plastic? How can we take action to stop Derby adding to the plastic crisis?**

**What happens to our food waste?**

-Children will understand about SDG 12 and why it is important.

-Children will investigate food which can and cannot be composted and why. (Meats and dairy should not be composted)

(Link to recycling from previous learning)

-Children will watch videos about food going to landfill and food decomposing.

-Know practical ways to reduce food waste (composting etc.)

**Is Fairtrade truly fair?**

Children to visit the school kitchen to see how much food is wasted in a day. Photos taken as evidence.

Children to sort foods into compostable and non-compostable.

Create a diamond 9 of the most to least important opinions about eating vs. not eating meat.

Create a poster or presentation about an animal rights charity.

Write a persuasive letter to a big supermarket chain to

-Use CAFOD Banana Split Game to introduce the idea of fairtrade:

<https://cafod.org.uk/content/download/733/6290/version/17/CAFOD%20BANANA%20SPLIT%20GAME.pdf>

-Follow the journey of a banana from it being planted to being bought in a British supermarket.

-Children will learn how the Fairtrade brand helps farmers across the world.

-Children will be introduced to the terms 'developed country' and 'developing country'.

-Children will understand why we should buy Fair Trade foods.

-Children know/to examine some familiar food products grown/reared in a selection of different countries - focus on avocado (Mexico, NH), banana (Brazil, SH), rice (India, NH), cocoa (Ghana, NH), peppers (Spain, NH), quinoa (Peru, SH), wine (Australia SH), beef (Argentina, SH).

-Know the names of 4 countries from the southern hemisphere and 4 countries from the northern hemisphere (see list above.)

-Children will examine whether or not these countries practice Fairtrade, using the Fairtrade website as a reference point (see weblinks).

-Know at least 5 differences between living in the UK and a Mediterranean country (Spain/link to knowledge of Spain link from MFL curriculum)

#### **What effect does farming have on our environment?**

-Children will understand that farming uses chemicals and the use of machinery can cause air pollution.

-Children will learn about how other things (such as packaging, importation etc.) impact the environment.

-Children will learn about the Marine Stewardship Council (sustainable fishing). Is it really sustainable?

#### **Do animals have rights when it comes to farming?**

-Children will discuss human rights and think about how this could link to animal rights.

-Children will learn about the journey from farm to fork (specifically linking to meat and dairy).

-Children to look at some of the work of animal rights charities.

#### **What impact does eating meat have on our environment?**

-Children will understand why we import lots of our meat from South America.

#### **What is the impact of building on the countryside? How does this impact our food production?**

-Read the story 'Window by Jeannie Baker' to introduce the concept of land being built upon to make more room for houses/businesses etc.

-Through discussion, children will understand the impact on wildlife and food production caused by this.

-Children will understand why the population increasing means less farmland.

-Children will investigate the amount of new housing estates/supermarkets built in Derby in the recent years and compare this to the amount of housing estates/supermarkets in the 1990s.

encourage them to sell more British-grown food.

Design a website for an animal rights charity.

Research products which are Fair Trade and are not.

Participate in a debate, stating their opinion and a reason for it about whether we should all be vegetarians or not.

Create comparative maps to show the difference in land use in different decades (overlay tracing paper over a map?)

News bulletin on how much food is wasted in the school kitchen (link to English writing unit)

**Why do some people choose to not eat meat?**

-Debate this as a class or in small groups.

### Field Work / Enrichment

-Possible trip to Brackenhurst Environmental Education Centre: Field to Fork session

-Cadbury world: Bean to Bar talk

-Stonehurst Family Farm, Leicestershire

-Bluebell Dairy.

-Growing our own food (radishes, peppers, garlic, cress etc).

-Trip to local supermarket

-Derby City Council workshop: Composting Champions.

Appendix 1

