Rhaglen Dysgu Byd-eang Cymru

Global Learning Programme Wales

Education Development Trust

Key Stage 2/3 science/geography/numeracy resource: global food supply

Activity summary	Global learning opportunities	Welsh National Curriculum links	
		Science	**Geography**
This activity is based on GSK Science 'Food and Famine' practical activities on nutrition and digestion. They explore the environmental impacts of our food choices and the importance of clean water. Some of the material is also geographical and can readily be extended – see 'Development' below.	**GLP-W themes and outcomes:** • Developing countries • Globalisation and interdependence • Enquiry and critical thinking. **ESDGC themes** • Choices and decisions • Climate change • Consumption and waste • Natural environment. **Global Goals:** • SDG 2: Zero hunger • SDG 6: Clean water and sanitation.	**Key Stage 2** **Skills** Enquiry: • Developing: make observations, comparisons, explain links • Reflecting; improving/ strategies. **Range** Interdependence of organisms • Environmental factors and requirements for plant growth. **Key Stage 3** **Skills** • search systematically for, process and analyse information for a specific purpose, including ICT as appropriate **Range** Interdependence of organisms • food and nutrition • application of science and technology to improve the quality of life in countries with different levels of development.	**Key Stage 2** **Skills** Investigating • Observe, ask questions, collect data, present evidence. Locating places, environments and patterns: • Identify and locate places and environments using globes, atlases, and maps **Range** • Living in my world: the importance of being a global citizen • Geography in the news.

Development

You could develop work in **geography** and **numeracy**, including by:

- Investigating the global origins of food supply, perhaps using supermarkets' websites as a source. You could repeat the survey in northern summer and winter to investigate if there are differences in the foods on sale and their origin.
- asking pupils to make their own world map of supermarket fruits and vegetables, and using an atlas/wall map and scale lines to calculate the distances travelled to the UK. Alternatively Google Earth™ has a ruler to measure distances – as well as the potential to create an electronic world fruit map.
- adding information about distances travelled to the map, perhaps calculating average distance travelled
- Alternatively use this food miles calculator website, or these activities and calculator from Practical Action to think about food choices, food miles and climate change.
- The GLP-W World Food Day resource contains further activities on food security and a range of links to further sources.

You could develop further investigations in **geography** into food and farming:

- Investigating the global food supply using Think Global's Food Glorious Food and/or Food and Farming photo resource
- Investigate a fair global food system using Oxfam's Food for Thought resources

You could develop further work in **PSE** linked to healthy eating, perhaps by investigating the origins of food in school meals, and considering how our decisions/actions have global effects because of the connections between places.

Literacy opportunities	Numeracy opportunities	Critical Thinking opportunities
Oracy Element: Developing and presenting information and ideas Aspects : • Speaking • Listening • Collaboration and discussion. **Reading**	**Strand:** Using measuring skills Elements: • Length, weight, capacity • Time. **Strand:** Using data skills Elements: • Collect and record data • Present and analyse data	• ask and respond to a range of questions, as part of an investigation • explain, reason and think about evidence • assess or evaluate information, e.g. distinguish fact and opinion and compare sources of information.

Element: Locating, selecting and using information Aspect: • Reading strategies. Element: Responding to what has been said Aspects: • Comprehension • Response and analysis.	• Interpret results.	