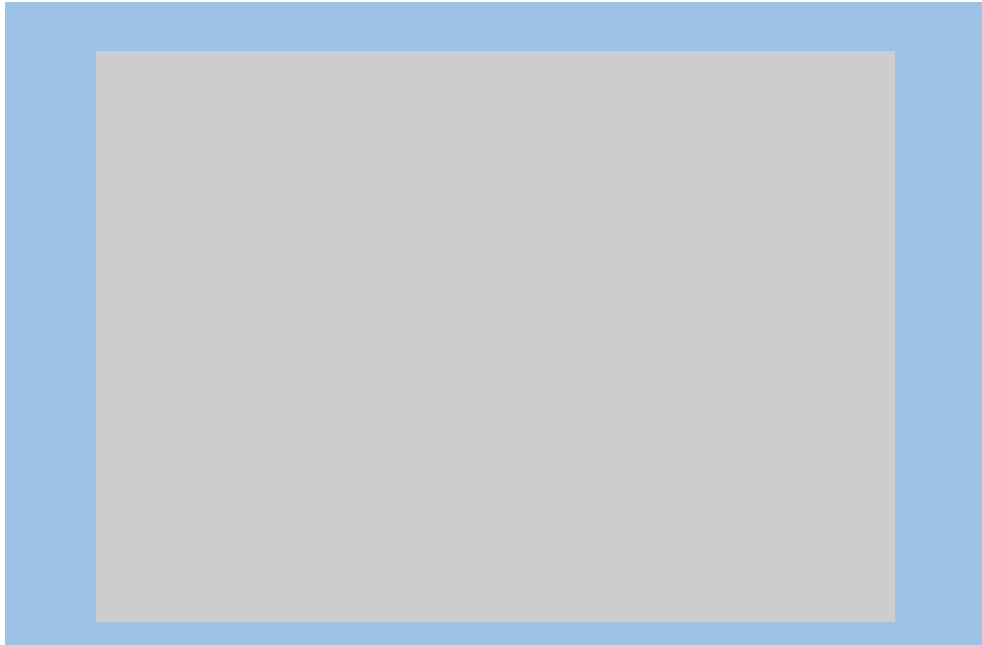




Coundon Primary School  
Together Everyone Achieves More



## World Kitchen Year 4

### 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, using grid references and compass points.
- Know how to identify the human and physical features of our local area, creating a sketch map and compare to another locality in Europe.
- Extend their knowledge and understanding beyond the local area and the United Kingdom to include Europe, North and South America.
- Identify the traditional cuisines which belong to different countries around the world.
- Explore the history of food in the UK.
- Explore how far food travels to our plate and the importance of Fair Trade.
- Explore the importance and process of Farm to Fork
- 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.
- Look at the importance of food packaging and food wastage.
- Study the food artist Arcimboldo, creating work through digital media.

#### Launch

Hunt the clue  
Use torches to explore clues  
(pictures, captions, articles etc) linked to the topic of World Kitchen to elicit prior knowledge and raise questions.

#### Explore

World Kitchen Day  
Research, discover and present the climate, culture, food and traditional recipes of countries in Europe.

Explore the use of maps and atlases to look at the human and physical features of our locality.

Experience designing, making and tasting pizza.

#### Energise

Create a class book of information about different countries and recipes, then share this with parents.

# Summer Term Year 4 World's Kitchen: Theme Content

## History and Geography

## English

### 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.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location
- Describe geographical similarities and differences between countries.
- Describe key aspects of:
  - **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - **human geography**, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

### History

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

## 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.
- Create images using digital media, video explain why they were created it.
- Create original pieces that are influenced by studies of others.
- Colour fabric.

### Design Technology

- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking)
- Refine work and techniques as work progresses continually evaluating the product design.

Write a story about another culture.

Create a poster about food wastage.

Create a fact file about a country.

Write a set of instructions on how to make a countries tradition dish.

Write a speech about food and the global issues related to this.

Write a balanced argument – should we buy food locally or from a supermarket?

Create a shape poem about food.

Compose a song related to food around the world.