



Geography Objectives

To understand where the vegetables we are growing originate from.
To find out about festivals celebrated by different religions which are centred around food

Resources

- World map print-outs, with a scale
- Internet access
- Rulers
- Globe
- Atlases
- Picture of a Seder plate
- Paper plates

Teaching activity

Introduction

Ask the class to...

- Watch a selection of the animations from the BBC Dig In website: bbc.co.uk.digin.
- Discuss where food comes from – where it is grown, produced and packaged.
- Record all answers to use at the end of the lesson as a recap.
 - Discuss religious festivals which are centred around food, e.g. Easter which represents the end of Lent in the Christian faith, Yom Kippur which is the time of fasting in the Jewish religion and Ramadan when Muslims fast from just before dawn to just after dusk.
 - Discuss that days of fasting often come before days of feasting; this helps people enjoy the feast more.
 - Discuss Passover and the importance of the Seder plate. Show a picture of a Seder plate and discuss what each of the five foods are and what they represent.

Activity

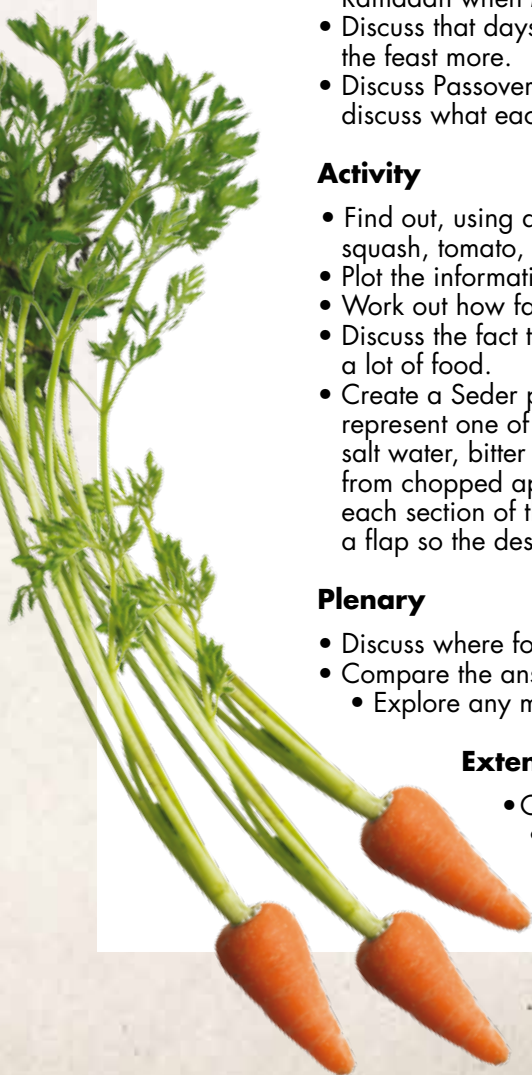
- Find out, using a search engine, where the following vegetables originate from: carrot, butternut squash, tomato, lettuce, beetroot, basil, courgettes, French beans and spinach.*
- Plot the information onto a world map print-out with a scale.
- Work out how far the vegetables have travelled to reach the UK, using the scale.
- Discuss the fact that even though we can grow many vegetables in our country we still import a lot of food.
- Create a Seder plate on a paper plate. Divide the plate into five sections; each section will represent one of the five foods (a lamb bone, a roasted egg, a green vegetable to dip in salt water, bitter herbs made from horseradish and a paste called charoset which is made from chopped apples, walnuts and wine). Write what the significance of each food is into each section of the plate. This can then be covered with a picture of the food, attached as a flap so the description can still be read.**

Plenary

- Discuss where food comes from.
- Compare the answers given at the beginning of the lesson to those given at the end.
 - Explore any misconceptions.

Extension

- Create an argument to give the positive points of growing vegetables locally.
- Locate the places where each plant is originally from using a globe or an atlas.





Grow your own grub.



***Answers:**

Carrot – Afghanistan
 Butternut Squash – Mexico
 Tomato – Peru
 Lettuce – Egypt
 Beetroot – Southern Europe
 Basil – India
 Courgette – Mexico
 French Bean – Peru
 Spinach – Nepal

**** Answers:**

The lamb bone symbolises the sacrifice brought to the temple in Jerusalem on the afternoon before Passover.
 The egg represents the additional festive sacrifice and is a symbol of mourning for the lost temple.
 The salt water is a reminder of the tears of the children of Israel.
 The bitter herbs symbolise the bitter suffering of the Israelites in Egypt.
 The charoset represents the mortar used by the Israelites to make bricks while enslaved in Egypt.

National Curriculum Links

Geographical enquiry and skills (2c, f)
 ICT – Finding things out (1a)
 Maths – (4a, b)

Scottish Curriculum for Excellence

By comparing my local area with a contrasting area outside Britain, I can investigate the main features of weather and climate, discussing the impact on living things.
 SOC 2-12a

By exploring climate zones around the world, I can compare and describe how climate affects living things.
 SOC 1-12b

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.
 HWB 2-35a

NI Curriculum

Language and Literacy: talking and listening, reading, writing, presentation skills

World Around Us: Interdependence for goods and services, journey of products, effects of extreme weather conditions. Comparisons between people and places –resources, lifestyles (Geog, ICT)

Mathematics and Numeracy: Measures, collecting, representing and interpreting data (ICT).

