

<p><b>Programme of Study:</b> Global lesson: Breads from across the globe. What the world eats – food consumption in different countries.</p>	<p><b>Year Group:</b> 1</p>	<p><b>Date:</b></p>
<p><b>Learning Intentions:</b> To understand that people from all over the world eat bread. To identify different types of bread and where in the world they originate from. To observe and compare the weekly food consumption of families from around the world. To begin to give reasons for the differences in food consumption.</p>	<p><b>Grouping:</b> Mixed-ability house groups/ Talk partners.</p>	<p><b>Duration:</b> 90 mins</p>
	<p><b>Activity:</b> Bread tasting, matching breads to their country origin, locating the countries on a map. Looking at images of the weekly food consumption of families from across the globe – considering similarities and differences.</p>	
<p><b>Progression of Learning and Teaching: Key Teaching Points</b></p>		<p><b>Points to Remember: Key Learning &amp; Teaching Strategies</b></p>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Show children a selection of breads from around the globe. Ask the children if they know what the breads are/ where they come from. Explain that bread is eaten in almost every country across the world and comes in a lot of different varieties. Ask children why we eat bread / why bread is important? Where does bread come from?</li> </ul> <p><b>Activities and Experiences:</b></p> <ul style="list-style-type: none"> <li>Children to sample different breads and try and match the bread to its country of origin (children to sample the breads at tables – bread to be brought round to each table for children to taste. Children discuss where they think the bread is from and decide as a group. Teacher/TA to discuss children’s answers and then select a child to place an image of the bread onto the correct county on a map of the world. Repeat until all the breads have been tasted and located on the map.</li> <li>Children to be given images and details of weekly food consumption from around the globe. Children to discuss where they think the family are from and the types of food that the family eats. Children to compare the images and discuss similarities and differences. Consider why people have more/ less food than others. Where does the food come from? Who has the healthiest diet?</li> </ul> <p><b>Conclusion/ Plenary:</b></p> <ul style="list-style-type: none"> <li>Children to discuss with TP which breads they liked and where they come from in the world – be prepared to feedback to the rest of the class.</li> <li>Children to discuss with TP why some families from across the globe eat more food than others and the reasons for this - be prepared to feedback to the rest of the class.</li> </ul>		<p><b>Resources:</b> a selection of breads from different countries, a large world map, pictures of the breads to place on the map, images of families and their weekly food consumption. CAMERA.</p> <p><b>Key Vocabulary:</b> bread, country, origin, location, globe, world, planet, map, food consumption, expenditure, similarities, differences, compare.</p> <p><b>Key Questions:</b> Why do we eat bread? Why is bread important? Where does bread come from? Why are there different breads? Why do people in different countries eat different foods? Where does their food come from? Who has the healthiest diet? Why? Why do some people have more/ less food?</p> <p><b>Differentiation:</b> by outcome.</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I know why bread is an important food in a lot of countries.</li> <li>I can name some breads and match them to the country where they come from.</li> <li>I can locate some countries on a map of the world.</li> <li>I can compare the weekly food consumption of families from across the world and find some similarities and differences.</li> </ul>		<p><b>Assessment Methods:</b> Photographs, listening to children’s conversations and ideas. Questioning.</p>
<p><b>Evaluation/ Next Steps:</b></p>		