



Farm to Fork

Year 2, Summer Term

This document outlines the key learning and knowledge for each curriculum area linked to Farm to Fork. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

History

Key learning:

Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.

Pupils should develop their knowledge about British, local and world history and make comparisons over time.

Knowledge:

- Changes in Britain. Europe and the wider world
 - *To develop knowledge on how farming has changed over time in the UK*
 - *To develop knowledge of how world farming has changed including looking at imports and exports and how this has changed – link to technology.*

Skills:

- To compare farming traditions over a period of time
- To compare agricultural technology over a period of time
- To use a range of historical sources - photo/video/written/spoken word/objects

Suggested activities:

- Farming and agricultural technology and how they have changed over time.
- Explore how farming and production of grains have changed over time including where and how they are produced.
- Explore how the same process of production e.g. crop growth, is done in different countries or cultures and compare the differences, e.g equipment, conditions, quality and quantity of produce.

Geography

Key learning:

Pupils should develop a curiosity about the world and different places. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn about the difference between different geographical places. Pupils should develop knowledge of globally significant places (land and sea).

Knowledge:

- **Locational Knowledge**
 - *To know how local farmers produce crops and produce*
 - *To know the difference different kinds of working farms*
 - *To name and locate the 7 continents.*
 - *To name and locate oceans - relate to fishing*
- **Place Knowledge**

- *To identify differences between geographically different places, e.g. weather, clothes, crop produce.*
- **Human and Physical Geography**
 - *To identify key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river*
 - *To identify and describe key human features including city, town, village, factory, farm, house, port, harbour, shop*
- To identify and describe some global issues and the impact on the world (famine, pollution, weather)

Skills:

- To locate key countries on a map by matching
- To compare geographically different countries
- **Geographical skills and fieldwork**
 - *To visit different farms or food production sites*
 - *To use aerial photographs to identify key features of different places*

Suggested activities:

- Study food produce from different locations
- Visit farms and/or food production sites
- Explore fairtrade food productions globally

Science

Key learning:

Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Plants:**
 - *Knowledge: To recognise key parts and functions of plants/flowers/trees*
 - *Knowledge: To know plants/flowers/trees need to grow*
 - *Knowledge: To understand how plants germinate/reproduce*
 - *Skill: To investigate how plants grow, what happens if light or water is reduced?*
- **Animals, including humans:**
 - *Knowledge: To find out about and describe the basic needs of animals e.g. food, water.*
 - *Knowledge: To identify some life cycles and food chains*
 - *Knowledge: To identify key characteristics in common animals e.g. teeth, body structure.*
 - *Skill: To label key body parts of animals*
 - *Skill: To explore and order food chains and life cycles*
 - *Skill: To identify different animals and their young*
- **Working scientifically (skill)**
 - *To ask simple questions and recognise they can be answered in different ways*
 - *To observe closely using equipment/resources*
 - *To perform simple tests*
 - *To use observations to answer questions*
 - *To gather and record data*

- *To identify and classify*
- *To make predictions and draw conclusions*

Suggested activities:

- Growing crops, sowing seeds – change the method e.g. amount of light, water and observing/recording findings/data.
- Exploring animals, the food they eat, their young, key characteristics. (Farm visits)
- Exploring life cycles of different animals and plants.
- Harvesting – what is it?
- Changing materials – how produce is grown, changed and prepared in to food.

Music

Key learning:

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

Knowledge:

- To identify and name a range of musical instruments
- To know that musical instruments can be categorised (strings, rhythm etc.)
- To know that beats and rhythms are used to make music
- To identify the different sounds made by animals.
- To identify different categories of musical genres e.g. blues music (music of black Americans originating from slave farm workers.)

Skills:

- To use voice expressively and creatively
 - *Rhyme and rhythm - Blues Music*
- To play instruments musically
 - *Using instruments to create different animal sounds*
- To experiment with, create and combine sounds (natural sounds including animal sounds)
 - *Work together to create a soundscape*
 - *Follow a symbol/picture piece of music to create soundscape*
- To play and perform solo and as part of a group – sequencing songs e.g. old McDonald had a farm.

Suggested activities:

- Music from different cultures – blues music including the background and history of where it came from.
- Carnival of the animals – Saint Saens – explore how different instruments are used to create the musical illusions of different animals.
- Sequencing through music – Old McDonald had a farm

Computing

Key learning:

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information

technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

Knowledge:

- To identify how technology can be used safely and the risks it can pose.
- To understand the opportunities the world wide web can offer
- To know that computers can be used to create information documents e.g. adverts, invitations, leaflets.

Skills:

- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
 - *Create a poster*
 - *Edit a story*
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
 - *Create a stop animation film - how plants grow, how food is cooked etc.*
- To use search engine technologies effectively
 - *Use the web to search for information to make a non-fiction book*
- To select, use and combine a range of software
 - *Use book creator to make a book with pictures, sound, text and video*
 - *Make a presentation about animals*
 - *Use an iPad to film and photograph*

Suggested activities:

- Word processing - writing stories, designing invitations etc.
- Film it—documenting a trip to a working farm.
- Newspaper articles – Fairtrade or global issues
- Computer adverts
- Use the web to search for information to make a non-fiction book

Art and Design

Key learning:

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

Knowledge:

- To name a range of artistic techniques (e.g. impressionism painting)
- To name some famous artists and analyse their work (e.g. Monet, Van Gough)
- To know the intended purpose of a range of tools e.g. paint, brush, roller etc.

Skills:

- To use a range of materials creatively
- To use drawing, paint and sculpture to share ideas, experiences and imagination
 - *True to life paintings – different techniques (foods)*
- To experiment with colour, shape, pattern, texture, line, form and space
 - *Animal prints with different materials*
 - *Printing with fruit and vegetables*

- To use sketch books to record observations, review and revisit ideas.
- Pupils should be taught about a range of artists, craft makers and designers.
 - *Animals – Albrecht Dürer, George Stubbs.*
 - *Food – James Rosenquist, Vincent Van Gogh, Andy Warhol*

Suggested activities:

- True to life drawing and impressionist drawings
- Sculpting food and animals
- Printing with foods
- Creating art work using natural materials, straw, hay, corn, grass, leaves.

Design and Technology

Key learning:

Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
 - To design purposeful, functional and appealing products based on design criteria
 - To generate, develop, model and communicate ideas
 - To use research to inform designs
- **Make**
 - To select and use a range of tools to perform practical tasks
 - To select and use a wide range of materials
- **Evaluate**
 - To explore and evaluate a range of existing products
 - To evaluate ideas against design criteria
 - To understand how key events and individuals in design and technology helped shape the world
 - To test, evaluate and refine ideas
- **Technical Knowledge**
 - To build structures, exploring how they can be made stronger, stiffer and more stable
 - To explore a range of healthy food recipes
 - To explore electrical materials

Suggested activities:

- Design and cook healthy recipe's

RE

Key learning:

Topics in the new RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.

Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing: Religious and spiritual forms of expression; questions about identity and diversity.

Living: Religious practices and ways of living; questions about values and commitments.

Knowledge:

- To know about and understand a range of religions and world views and the traditions around food and its production.
- To know key beliefs of main religions

Skills:

- To express ideas and insights about the nature, significance and impact of religions and worldviews
- To gain and deploy the skills needed to engage seriously with religions and world views
- To explore a range of different religious views around food.

Suggested activities:

- Kosher food
- Halal food
- Use of food in different religious celebrations

MFL

Key learning:

In learning a modern foreign language students will develop their knowledge and understanding of another language and culture. Students will develop an interest in learning other language. Students will develop their awareness of cultural differences in other countries and a greater understanding of cultural practices in this country. Students will develop their speaking and listening skills and gain a better understanding of the French language and its grammar system.

Knowledge:

- Ask and answer basic questions;
- Use somecorrect pronunciation and intonation;
- Memorise words;
- Look at life in another culture.

Skills:

- To express ideas and insights
- To gain and deploy the skills needed to engage seriously with religions and world views
- To engage in the explorations of traditions and cultures of other countries including costume, food, entertainment etc.

Suggested activities:

- Explore farming and produce from other countries
- Explore different food from around the world
- Explore the names of animals in different countries

RRSA

Article 13: I have the right to find and share information.

Article 14: I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance.

Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment.