

Curriculum Links

The teaching and learning activities included in the 'Healthy Food - Healthy World' education resource pack support a wide range of subjects and statements from the National Curriculum at Key Stages 1 and 2. The table below gives examples of how each section of the pack links to selected statements from Science, Geography and English. A key to the statements follows the table.

Section	KEY STAGE 1			KEY STAGE 2		
	Science	Geography	English	Science	Geography	English
1. Healthy food - healthy world	1b, 2b, 2c	2d, 3a, 3d, 3e	2a, 2c	1a, 2b	2d, 3g	
2. Down on the farm	1c, 3a	2d, 3a, 3d		1a, 1b, 1c, 3a, 3b, 3c, 3d, 5d, 5e	1c, 2d, 4b, 5a, 5b	2a, 2c, 3a, 3b, 3c, 3d, 3e, 5a
3. Food life cycles	1c, 3a, 3b, 3c	2d	2a, 2c, 7a, 3b	1a, 1b, 1c, 3a, 3b, 3c, 3d, 5d, 5e	1c, 2d, 4b, 5a, 5b	2c, 3a, 3b, 3c, 3d, 3e, 5a
4. Food on the move					3g, 4b, 5a, 5b	2a, 2c, 3a, 3b, 3c, 5b
5. Healthy lunches	1b, 2b, 2c			1a, 2b	5b	5a
6. Healthy food - healthy soil				3c, 5f	5b	

1. National Curriculum Statements: Key Stage 1

Science

Pupils should be taught ...

- 1b that animals, including humans move, feed, grow, use their senses and reproduce.
- 1c to relate life processes to animals and plants found in the local environment.
- 2b that humans and other animals need food and water to stay alive.
- 2c that taking exercise and eating the right types and amounts of food help humans to keep healthy.
- 3a to recognise that plants need food and water to grow.
- 3b to recognise and name the leaf, flower, stem and root of flowering plants.
- 3c that seeds grow into flowering plants.

Geography

Pupils should be taught ...

- 2d to use secondary sources of information.
- 3a to identify and describe what places are like.
- 3d to recognise how places compare with other places.
- 3e to recognise how places are linked to other places in the world.

English

Pupils should be taught ...

EN2:

- 2a to use the organisational features of non-fiction texts, including captions and illustrations to find information.
- 2c to use reference material for different purposes.
- 7a The range of non-fiction text should include print and ICT based information texts and relevant illustrations.

EN3:

- 1b to sequence events and recount them in appropriate detail.

2. National Curriculum Statements: Key Stage 2

Science

Pupils should be taught ...

- 1a that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.
- 1b that the life processes common to plants include nutrition, growth and reproduction.
- 1c to make links between life processes in familiar animals and plants and the environments in which they are found.
- 2b about the need for food for activity and growth, and about the importance of an adequate and varied diet for health.
- 3a about the effect of light, air, water and temperature on plant growth.
- 3b about the role of the leaf in producing new material for growth.

- 3c that the root anchors the plant and that water and minerals are taken in through the root and transported through the stem to other parts of the plant.
- 3d about the parts of the flower and their role in the life cycle of flowering plants including pollination, seed formation, seed dispersal and germination.
- 5d to use food chains to show feeding relationships in a habitat.
- 5e about how nearly all food chains start with a green plant.
- 5f that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful.

Geography

Pupils should be taught ...

- 1c to analyse evidence and draw conclusions.
- 2d to use secondary sources of information.
- 3f to describe and explain how and why places are similar and different from other places in the same country and elsewhere in the world.
- 3g to recognise how places fit within a wider geographical context and are interdependent.
- 4b to recognise some physical and human processes and explain how these can cause changes in places and environments.
- 5a to recognise how people can improve the environment or damage it and how decisions about places and environment affect the future quality of people's lives.
- 5b to recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.

English

Pupils should be taught ...

EN2:

- 2a to use inference and deduction.
- 2c to make connections between different parts of a text.
- 3a to scan texts to find information.
- 3b to skim for gist and overall impression.
- 3c to obtain specific information through detailed reading.
- 3d to draw on different features of texts, including print, sound and image, to obtain meaning.
- 3e to use organisational features and systems to find texts and information.
- 5a to identify the use and effect of specialist vocabulary.
- 5f to identify words associated with reason, persuasion, argument, explanation, instruction and description.