



Food Dudes Curriculum Links for Geography

Children can develop an understanding of where fruit and vegetables are grown; How some fruit and veg grow best in tropical climates, and how some grow best in more temperate climates; Develop an understanding of trade links, how fruit and veg (and other foods) are transported from one region to another (eg farm to supermarket) or from one country to another (eg bananas from Dominican Republic to Ireland)

Strand: Human environments

Strand unit: People and places in other areas/People and other lands

The child should be enabled to

Infant
Classes

- become aware of some links between the school or local community and people in other places
Food grown by farmers in other parts of Ireland

First
and
Second
Classes

- appreciate ways in which people in different areas depend on one another and on people living in other parts of the world

Third
and
Fourth
Classes

- study some aspects of the environments and lives of people in *one* location in Europe and *one* location in another part of the world
Foods and farming
- develop an awareness of the interdependence of these people and people in Ireland

Fifth
and
Sixth
Classes

- study some aspects of the environments and lives of people in *one* location in Europe and *one* location in another part of the world
Trade, historic and other links these peoples have with Ireland
- develop an increasing awareness of the interdependence of people in these places and people in Ireland

Strand: Human environments
Strand unit: Trade and development issues
Topic: Trade

The child should be enabled to

Fifth
and
Sixth
Classes

- explore, through the study of some major world commodities, trade issues
commodities used by people in Ireland (e.g. sugar, tea, coffee, bananas, rubber, oil)
where and how they are produced
environment where they are produced
work of people who produce these products
trading of these products
manufacturing, sale and distribution in Ireland
terms of trade, fair or unfair trade conditions

Curriculum strands relating to weather can be used to teach the effects of climate on type of fruit and veg that can be grown.

Strand: Natural environments
Strand unit: Weather/Weather, climate and atmosphere
Topic: Weather and climate

The child should be enabled to

Infant
Classes

- become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment

First
and
Second
Classes

- observe and record the influences weather and seasonal changes have on people, animals and plants in the locality

Third
and
Fourth
Classes

- study weather variations during the year and their influence on plants, animals and humans
- develop some awareness of weather and climate patterns and their relationship with plant, animal and human life in some environments in other parts of the world

Fifth
and
Sixth
Classes

- explore the relationship of climate to plant, animal and human life

Children can learn about food production in relation to soil types and climate.

**Strand: Natural environments
Strand Unit: Rocks and soils**

The child should be enabled to:

Third
and
Fourth
Classes
Fifth
and
Sixth
Classes

- begin to explore influence of soils and rocks on plant and animal life
- learn of the relationship of plants and farming to soil types

Composting of fruit and veg waste provides a hands-on learning experience. This activity can help children to become responsible for the care of their locality and can help develop awareness of wider environmental issues. Older children can learn that such issues are global, and that there are individual and collective responsibilities.

**Strand: Environmental awareness and care
Strand unit: Caring for my locality/Caring for the environment**

The child should be enabled to

Infant
Classes

- develop a sense of responsibility for taking care of and enhancing the environment
- identify, discuss and implement simple strategies for improving and caring for the environment
things we can do together
disposing of litter appropriately

First
and
Second
Classes

- realise that there is both an individual and a community responsibility for taking care of the environment
- identify, discuss and implement simple strategies for improving and caring for the environment
caring for living things in the locality

Third
and
Fourth
Classes

- realise that there is a personal and community responsibility for taking care of and conserving environments.

Fifth
and
Sixth
Classes

- identify and discuss a local, national or global environmental issue
participate in the resolution of the issue if possible
compost waste in the school garden
- come to appreciate individual, community and national responsibility for environmental care

Strand: Environmental awareness and care
Strand unit: Environmental awareness

The child should be enabled to

Third
and
Fourth
Classes

- recognise and investigate human activities which may have positive or adverse effects on local and wider environments
activities which produce biodegradable and non-biodegradable waste

Fifth
and
Sixth
Classes

- recognise and investigate aspects of human activities which may have positive or adverse effects on environments