

The journey of an egg

Social Studies | First



Curriculum for Excellence: Experiences and outcomes

People, place and environment

- Having explored the landscape of my local area, I can describe the various ways in which land has been used. (SOC 1-13a)
- By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. (SOC 1-13b)

Success Criteria

- I know that British Lion eggs come from farms in the UK.
- I can identify the four countries of the UK on a map.
- I can use basic geographic vocabulary.

Key vocabulary

Egg, town, city, production, United Kingdom, England, Scotland, Wales, Northern Ireland, countryside

Resources needed

- Lesson presentation
- Countries of the UK Activity Sheet

Prior learning

Children should have a basic understanding of maps and globes and that they represent a place from above. They should also understand that the UK is part of the world.

Time	Teaching activity	Teacher notes
10 mins	Introduce children to the lesson using the Lesson Presentation . Ask children where they think eggs come from, prompting children to think about where in the world rather than from which animal. At this stage, avoid correcting children, you are just trying to elicit what children already know. Show the map of the world and explain to children that eggs can come from all over the world or from the UK. Explain that the British Lion mark means that the egg is produced in the UK.	<i>Reinforce the idea that eggs are produced, not made in shops.</i>
10 mins	Explain to children that although we might buy our eggs from shops, that is not where they are made. Tell the children that eggs are produced on farms. Go on to explain to children what a farm is and what they do. Explain that farms are usually in the countryside and not in cities. Ask children why they think this is.	<i>Emphasise that farms are human-made places in the countryside. You may also wish to highlight the difference between rural areas and urban areas, dependent on your setting.</i>

Time	Teaching Activity	Teacher Notes
10 mins	Show children the blank world map and ask if they can identify where the UK is on the map. Take some children's suggestions and then reveal the location using the slide. Go on to explain that the UK is made up of four countries. Ask children if they know the names of the four countries and then, as a class, identify each country, pointing to it and naming it. Ask the children to repeat the name of the country as you point to it.	
20 mins	Introduce the activity and give each child or each pair of children a Countries of the UK Activity Sheet . Explain to the children that they need to identify each country of the UK and label it with its name.	<i>Lower attainers could cut and stick the names of the countries onto the map. Higher attainers could be tasked with writing each name on the map.</i>
5 mins	Recap what the children have learned in this lesson. Using the last slide with the blank map ask children to come to the board and point to one of the four countries in response to your question. E.g., Where is England?	

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Can children explain where eggs come from?
- Can children identify the countries of the UK on the map?
- Can children explain what a farm is and why they aren't in cities?

Suggestions for future learning

- This could lead into a further geography lesson on countries vs towns and the characteristics of each.

Home learning opportunities

- Encourage children to look out for the British Lion mark on eggs at home or when they are in shops. They could research what the code on the egg means.
- Children could be asked to draw a picture of an egg farm, including all the things they think a farm would need to successfully produce eggs.