

The great global eggspedition

Social Studies | Second



Curriculum for Excellence: Experiences and outcomes

People, place and environment

- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. (SOC 2-14a)
- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. (SOC 2-08a)

Success Criteria

- I can identify the country of origin of eggs and use egg codes as evidence.
- I can locate selected countries on a world map and describe where they are in relation to the UK.
- I can use accurate geographical vocabulary to explain where different foods come from.
- I can explain how food choices can affect animals, farmers and other people.

Key vocabulary

Expedition, country, distance, welfare, citizen, East, West, North, South, origin, unique

Resources needed

- Lesson Presentation
- Egg Origins Investigation Sheet

Prior learning

It would be useful for children to already understand that food comes from farms and is sold in shops and supermarkets. It would also help if they were already able to locate the UK on a world map and had some experience of reading maps.

Time	Teaching activity	Teacher notes
15 mins	Using the Lesson Presentation , tell children that today they are going on the great global eggspedition to investigate where eggs come from and how our choices as citizens can make a difference. Take children's suggestions about where they think eggs come from. Explain that each egg has a unique code on it that gives information about where it comes from. Show them how they can work out where an egg comes from using it.	<i>Acknowledge children's understanding of eggs coming from hens and other animals but redirect thinking towards countries of origin. Some children may benefit from key phrases, such as country of origin, egg code and evidence being repeated to secure understanding. For higher attainers, you could ask them to think why using a code might be more reliable than guessing.</i>

Time	Teaching activity	Teacher notes
25 mins	Give each child an Egg Origins Investigation Sheet and explain that they are going to investigate some egg codes to work out where the egg originates. Model the activity to the children on the board, using the example (FR being France).	<i>Point to the letters in the code to show how you are using the evidence to find the information. Locate France on the map and describe its position relative to the UK. For lower-attaining children, you may wish to pre-locate the UK on the map for them.</i>
10 mins	Bring the class back together and explain that buying food is a citizenship choice. Some eggs are cheaper, but others follow higher welfare standards. Present the scenario on the slide and guide the discussion using the prompt questions.	<i>Encourage children to be respectful of differing opinions during the class discussion. You could make use of talk partners here to support.</i>
10 mins	Ask children to reflect on their learning and complete the sentences from the slide. This can be done either verbally or written depending on time and class structure.	

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Observe children's accuracy and reasoning during the investigation.
- Are children able to use geographical vocabulary in their explanations?
- Observe and analyse participation in the citizenship discussion.

Suggestions for future learning

- This could go on to a lesson comparing food production in the UK with another country.
- You could explore how farming choices affect the environment and society.

Home learning opportunities

- Children could be encouraged to look at food packaging at home and use the evidence to find the country of origin.