

Meals Make A Difference – Curriculum Guide

This curriculum guide links each lesson in Meals Make a Difference to learning outcomes in your national curriculum, helping you plan your class's learning effectively.

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Schools in England

Meals Make A Difference is a cross-curricular learning resource for teachers to use with pupils between five and eight years old. The resource will support the curriculum objectives of developing your pupils as successful learners, confident individuals, responsible citizens and effective contributors.

The sessions are infused with opportunities for pupils to develop cross-curricular skills for life, learning and work. The activities will also link to learning about the United Nations Convention on the Rights of the Child and the United Nations Sustainable Development Goals, helping pupils understand how children around the world are impacted by issues such as rights and development.

We encourage you to start with lesson one, then choose from the other lessons based on the time you have available and the areas you would like to focus on.

We recognise that some pupils in your class or group may have their own experience of poverty and/or hunger. We encourage teachers to adapt questions and activities to suit the individual needs and experiences of the group.

The curriculum links that we think are most relevant to each session are as follows:

Lesson	Learning intention	Relevant curriculum areas	Curriculum links (Programme of study)
One: Foods around the world This introductory lesson will help pupils to understand that not everyone in the world eats the same foods. It is an opportunity to discuss how it feels to be hungry and to not have enough food to eat. Pupils can begin to learn about the impact of school meals.	I will learn about the different foods Mary's Meals provides around the world and the impact.	<ul style="list-style-type: none">• Citizenship.• Geography.• English.	Citizenship For pupils to: <ul style="list-style-type: none">• Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.• Share their opinions on things that matter to them and explain their views.• Recognise, name and deal with their feelings in a positive way.• Take part in discussions one-to-one and with the whole class.• Take part in a simple debate about topical issues.• Recognise choices they can make and recognise the difference between right and wrong.• Realise that people and other living things have needs, and that we have a responsibility to meet these needs.

<p>Two: A meal in Zambia</p> <p>This lesson focuses on a meal served in Zambia.</p> <p>It will touch on healthy eating, which can be linked to the second year science curriculum.</p> <p>It can also be linked with food technology, with pupils preparing and tasting porridge using different cooking equipment and techniques.</p> <p>Pupils can also then write out instructions for making porridge as part of their literacy learning.</p>	<p>I will learn about the traditional meal provided by Mary's Meals in Zambia.</p>	<ul style="list-style-type: none"> • Food technology. • Science. • English. 	<p>Food technology</p> <ul style="list-style-type: none"> • As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. • Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. <p>Science</p> <p>Pupils should be introduced to:</p> <ul style="list-style-type: none"> • The basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. • The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>Three: Food and farmers</p> <p>This lesson will help pupils to begin to understand where our food comes from.</p> <p>It links well with harvest time and looking at food grown here in the UK compared to countries like Zambia.</p> <p>Pupils can begin to understand why certain foods grow in hotter countries based on their geographical location in relation to the equator.</p> <p>It will offer an opportunity to study maps to see how far food in our supermarket has travelled to get to our shops.</p> <p>This lesson could also be linked with the KS1 science curriculum for plants.</p>	<p>I will learn about where their food comes from and compare this to how food is sourced for Mary's Meals.</p>	<ul style="list-style-type: none"> • Geography. • Science. 	<p>Geography</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <p>Science</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

<p>Four: Failo's Day</p> <p>In this lesson, pupils will get to meet Failo, a young boy who attends a school in Zambia where we serve Mary's Meals.</p> <p>Pupils can begin to make comparisons between their own lives and Failo's life.</p> <p>They can also look at the environment and make comparisons with their local area compared to where Failo lives in Zambia.</p>	<p>I will learn about daily life in another country and culture and reflect on how this compares to their life.</p>	<ul style="list-style-type: none"> • Geography. • English. • Citizenship. 	<p>Geography</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
<p>Five: All about Zambia</p> <p>In this lesson the pupils will learn more about the countries where Mary's Meals works.</p> <p>Pupils will choose a country to focus on and spend time researching that particular country, with the intention of sharing their learning by writing reports and making posters.</p>	<p>I will learn more about Zambia, a country where Mary's Meals works.</p>	<ul style="list-style-type: none"> • Geography. • English. 	<p>Geography</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
<p>Six: Hunger in The Bible</p> <p>This activity looks at the themes of hunger and meals in the context of the biblical story, The Feeding Of the Five Thousand.</p> <p>It can be used by Christian schools, or others looking at Bible stories within the context of religious education.</p>	<p>I will learn how key characters respond to hunger in The Feeding Of the Five Thousand and reflect on how their gifts can help others in need.</p>	<p>Religious education.</p>	<p>Faith schools</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Develop skills of reading and interpretation. • Understand how to interpret, handle and use biblical texts. • Make sense of the meanings of texts. • Understand the impact. • Examine ways in which to respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the community and in the world. <p>Non-faith schools</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. • Please refer to your Local Authority's Agreed Syllabus.

Schools in Northern Ireland

Meals Make A Difference is a cross-curricular learning resource for teachers to use with pupils between five and eight years old (foundation stage and key stage one). The resource will support the curriculum objectives of developing your pupils as individuals, as well as contributors to society, the economy and the environment.

The sessions are infused with opportunities for pupils to develop cross-curricular skills, thinking skills and personal capabilities. The activities will also link to learning about the United Nations Convention on the Rights of the Child and the United Nations Sustainable Development Goals, helping pupils understand how children around the world are impacted by issues such as rights and development.

We encourage you to start with lesson one, then choose from the other lessons based on the time you have available and the areas you would like to focus on.

We recognise that some pupils in your class or group may have their own experience of poverty and/or hunger. We encourage teachers to adapt questions and activities to suit the individual needs and experiences of the group.

The curriculum links that we think are most relevant to each session are as follows:

Lesson	Learning intention	Curriculum links		
		Subject	Foundation Stage	KS1
<p>One: Foods around the world</p> <p>This introductory lesson will help pupils to understand that not everyone in the world eats the same foods.</p> <p>It is an opportunity to discuss how it feels to be hungry and to not have enough food to eat.</p> <p>Pupils can begin to learn about the impact of school meals.</p>	<p>I will learn about the different foods Mary's Meals provides around the world and the impact these meals have.</p>	<p>Language and literacy.</p>	<ul style="list-style-type: none"> Talk about experiences and pictures. Asking and answering questions. Talk about their drawings. 	<ul style="list-style-type: none"> Express thoughts, feelings and opinions orally and through factual writing. Organise, structure and present ideas with traditional or digital means.
		<p>Personal development and mutual understanding.</p>	<ul style="list-style-type: none"> Healthy eating. Similarities and differences between groups of people. 	<ul style="list-style-type: none"> Healthy eating. Similarities and differences between people.
<p>Two: A meal in Zambia</p> <p>This lesson focuses on a meal served in Zambia.</p> <p>It will touch on healthy eating, which can be linked to the second year science curriculum.</p> <p>It can also be linked with food technology, with pupils preparing and tasting porridge using different cooking equipment and techniques.</p> <p>Pupils can also then write out instructions for making porridge as part of their literacy learning.</p>	<p>I will learn about the traditional meal provided by Mary's Meals in Zambia.</p>	<p>Language and literacy.</p>	<ul style="list-style-type: none"> Talking about experiences. Sequencing instructions. Sharing their drawing/writing with others. 	<ul style="list-style-type: none"> Taking turns talking and listening as a class. Making their own decisions about form and content of their writing. Organising, structuring and presenting information in their writing.
		<p>The world around us.</p>	<ul style="list-style-type: none"> Be aware of different lifestyles. 	<p>Science:</p> <ul style="list-style-type: none"> How we grow, move and similarities and differences with other children.
		<p>Personal development and mutual understanding.</p>	<ul style="list-style-type: none"> Healthy eating. 	<ul style="list-style-type: none"> Healthy eating.

<p>Three: Food and farmers</p> <p>This lesson will help pupils to begin to understand where our food comes from.</p> <p>It links well with harvest time and looking at food grown here in the UK compared to countries like Zambia.</p> <p>Pupils can begin to understand why certain foods grow in hotter countries based on their geographical location in relation to the equator.</p> <p>It will offer an opportunity to study maps to see how far food in our supermarket has travelled to get to our shops.</p>	<p>I will learn about where their food comes from and compare this to how food is sourced for Mary's Meals.</p>	<p>The world around us.</p>	<ul style="list-style-type: none"> • Important jobs in the community. • Curiosity about places and differences to their home. 	<ul style="list-style-type: none"> • How place influences plant and animal life. • Interdependence of people, plants and environment. • Developing sense of place through use of maps.
		<p>Language and literacy.</p>	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Sharing their thoughts and ideas orally. 	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Express thoughts, feelings and opinions orally.
<p>Four: Failo's day</p> <p>In this lesson, pupils will get to meet Failo, a young boy who attends a school in Zambia where we serve Mary's Meals.</p> <p>Pupils can begin to make comparisons between their own lives and Failo's life.</p> <p>They can also look at the environment and make comparisons with their local area compared to where Failo lives in Zambia.</p>	<p>I will learn about daily life in another country and culture and reflect on how this compares to their lives.</p>	<p>Language and literacy.</p>	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Talking about pictures and experiences. <p>Writing:</p> <ul style="list-style-type: none"> • Make decisions about what they will draw/write and share it with others. 	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Listen to, respond to and explore stories and texts. • Take part in drama activities to support learning. <p>Writing:</p> <ul style="list-style-type: none"> • Write for variety of purposes e.g personal letter or factual leaflet.
		<p>Personal development and mutual understanding.</p>	<ul style="list-style-type: none"> • Recognising others' emotions. • Beginning to recognise similarities and difference in families and school experiences. 	<ul style="list-style-type: none"> • Exploring another's feelings. • Recognising similarities and differences in families and in school experiences. • Differences and equal worth.
		<p>The Arts (drama).</p>	<ul style="list-style-type: none"> • Assuming roles during dramatic play to extend learning. • Taking part in freeze frames. 	<ul style="list-style-type: none"> • Exploring cultural differences through dramatic activity and sharing ideas with others. • Developing dramatic techniques including freeze frame.

<p>Five: All about Zambia</p> <p>In this lesson the pupils will learn more about the countries where Mary's Meals works.</p> <p>Pupils will choose a country to focus on and spend time researching that particular country, with the intention of sharing their learning by writing reports and making posters.</p>	<p>I will learn more about Zambia, a country where Mary's Meals works.</p>	<p>The world around us.</p>	<ul style="list-style-type: none"> • What is beyond their world? • Showing curiosity about other places including similarities and differences. 	<p>Geography:</p> <ul style="list-style-type: none"> • Using maps to locate places. • Learning about a contrasting place to home.
		<p>Language and literacy.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Shared/ independent reading of texts including digital texts. <p>Writing:</p> <ul style="list-style-type: none"> • Use ICT to present and communicate their ideas. • Write in a chosen genre with teacher guidance. 	<p>Reading:</p> <ul style="list-style-type: none"> • Researching information using a variety of sources and present findings in a variety of ways. <p>Writing:</p> <p>Make their own decisions about form and content of writing.</p>
<p>Six: Hunger in The Bible</p> <p>This activity looks at the themes of hunger and meals in the context of the biblical story, The Feeding Of the Five Thousand.</p> <p>It can be used by Christian schools, or others looking at Bible stories within the context of religious education.</p>	<p>I will learn how key characters respond to hunger in The Feeding Of The Five Thousand and reflect on how their gifts can help others in need.</p>	<p>Religious education. (core syllabus).</p>	<p>The Revelation of God:</p> <p>Jesus teaches about love.</p> <p>Morality:</p> <ul style="list-style-type: none"> • Each person is unique and special. • Recognise they are loved and respected. • Recognising the value of sharing and helping others. 	<p>The Revelation of God:</p> <p>Jesus teaches about love.</p> <p>Morality:</p> <ul style="list-style-type: none"> • They are loved, valued and respected as unique individuals. • Examine practical ways they can make positive contributions to their families, school and wider communities.
		<p>Personal development and mutual understanding.</p>	<ul style="list-style-type: none"> • Exploring sharing and turn taking. • Explore self-awareness, for example gifts and talents. • Beginning to understand class as a group of participating members of equal worth. 	<ul style="list-style-type: none"> • Awareness of their strengths and abilities. • Understanding everyone is of equal worth and it is acceptable to be different. • Recognise own values, cultural heritage and traditions as well as that of another.

<p>Language and literacy.</p>	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Watching and listening to stories. • Sharing their thoughts, feelings and ideas with others. <p>Writing:</p> <ul style="list-style-type: none"> • Making their own decisions about their writing and drawing. 	<p>Talking and listening:</p> <ul style="list-style-type: none"> • Listen to, respond to and explore stories. <p>Writing:</p> <ul style="list-style-type: none"> • Expressing thoughts, feelings and opinions in imaginative and factual writing. • Making their own decisions about their writing.
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Schools in Scotland

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We encourage you to start with lesson one, then choose from the other lessons based on the time you have available and the areas you would like to focus on.

We recognise that some pupils in your class or group may have their own experience of poverty and/or hunger. We encourage teachers to adapt questions and activities to suit the individual needs and experiences of the group.

The curriculum links, including Curriculum for Excellence Experiences and Outcomes, that we think are most relevant to each session are as follows:

Lesson	Learning intention	Curriculum areas	Experiences and outcomes
<p>One: Foods around the world</p> <p>This introductory lesson will help pupils to understand that not everyone in the world eats the same foods.</p> <p>It is an opportunity to discuss how it feels to be hungry and to not have enough food to eat.</p> <p>Pupils can begin to learn about the impact of school meals.</p>	<p>I will learn about the different foods Mary's Meals provides around the world and the impact these meals have.</p>	<p>Health and wellbeing. Literacy and English.</p>	<p>HWB 0-01a/1-01a HWB 1-28a HWB 0-30a LIT 0-02a LIT 1-02a LIT 1-09a</p>
<p>Two: A meal in Zambia</p> <p>This lesson focuses on a meal served in Zambia.</p> <p>It will touch on healthy eating, which can be linked to the second year science curriculum.</p> <p>It can also be linked with food technology, with pupils preparing and tasting porridge using different cooking equipment and techniques.</p> <p>Pupils can also then write out instructions for making porridge as part of their literacy learning.</p>	<p>I will learn about the traditional meal provided by Mary's Meals in Zambia.</p>	<p>Health and wellbeing. Literacy and English.</p>	<p>HWB 0-01a/1-01a HWB 0-13a/1-13a HWB 0-29a/1-29a HWB 0-30a HWB 1-30a HWB 1-30b LIT 0-02a LIT 1-02a LIT 1-09a LIT 1-26a</p>

<p>Three: Food and farmers</p> <p>This lesson will help pupils to begin to understand where our food comes from.</p> <p>It links well with harvest time and looking at food grown here in the UK compared to countries like Zambia.</p> <p>Pupils can begin to understand why certain foods grow in hotter countries based on their geographical location in relation to the equator.</p> <p>It will offer an opportunity to study maps to see how far food in our supermarket has travelled to get to our shops.</p>	<p>I will learn about where their food comes from and compare this to how food is sourced for Mary's Meals.</p>	<p>Health and wellbeing. Social sciences. Sciences. Literacy and English.</p>	<p>HWB 0-29a/1-29a HWB 0-30a HWB 0-35a HWB 1-35a SOC 1-12b SCN 0-03a LIT 0-02a LIT 1-02a LIT 1-14a</p>
<p>Four: Failo's day</p> <p>In this lesson, pupils will get to meet Failo, a young boy who attends a school in Zambia where we serve Mary's Meals.</p> <p>Pupils can begin to make comparisons between their own lives and Failo's life.</p> <p>They can also look at the environment and make comparisons with their local area compared to where Failo lives in Zambia.</p>	<p>I will learn about daily life in another country and culture and reflect on how this compares to their lives.</p>	<p>Social studies. Literacy and English. Health and wellbeing. Expressive arts.</p>	<p>SOC 0-15a SOC 1-16a LIT 0-02a LIT 1-02a LIT 1-09a LIT 1-22a ENG 1-30a HWB 0-01a/1-01a HWB 0-47a/1-47a EXA 0-12a EXA 1-12a EXA 0-14a</p>
<p>Five: All about Zambia</p> <p>In this lesson the pupils will learn more about the countries where Mary's Meals works.</p> <p>Pupils will choose a country to focus on and spend time researching that particular country, with the intention of sharing their learning by writing reports and making posters.</p>	<p>I will learn more about Zambia, a country where Mary's Meals works.</p>	<p>Social studies. Literacy and English. Health and wellbeing. Technologies.</p>	<p>SOC 0-08a SOC 1-12b SOC 1-13b SOC 0-15a LIT 1-07a LIT 1-24a LIT 1-25a LIT 1-26a HWB 0-20a/1-20a TCH 0-02a TCH 1-02a</p>
<p>Six: Hunger in The Bible</p> <p>This activity looks at the themes of hunger and meals in the context of the biblical story, The Feeding Of the Five Thousand.</p> <p>It can be used by Christian schools, or others looking at Bible stories within the context of religious education</p>	<p>I will learn how key characters respond to hunger in The Feeding Of The Five Thousand and reflect on how their gifts can help others in need.</p>	<p>Religious education. Literacy and English. Health and wellbeing.</p>	<p>RME 0-02a RME 1-02a RME 1-02b RERC 0-02a RERC 1-02a RERC 0-11a RERC 1-11a RERC 0-21a RERC 1-21a RERC 1-24a LIT 0-02a LIT 1-02a LIT 1-09a LIT 1-22a HWB 0-10a/1-10a HWB 0-13a/1-13a</p>

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<p>Two: A meal in Zambia</p> <p>This lesson focuses on a meal served in Zambia. It will touch on healthy eating, which can be linked to the second year science curriculum. It can also be linked with food technology, with pupils preparing and tasting porridge using different cooking equipment and techniques. Pupils can also then write out instructions for making porridge as part of their literacy learning.</p>	<p>I will learn about the traditional meal provided by Mary's Meals in Zambia.</p>	<p>Health and wellbeing. Languages, literacy and communication. Science and technology.</p>
<p>Three: Food and farmers</p> <p>This lesson will help pupils to begin to understand where our food comes from. It links well with harvest time and looking at food grown here in the UK compared to countries like Zambia. Pupils can begin to understand why certain foods grow in hotter countries based on their geographical location in relation to the equator. It will offer an opportunity to study maps to see how far food in our supermarket has travelled to get to our shops.</p>	<p>I will learn about where their food comes from and compare this to how food is sourced for Mary's Meals.</p>	<p>Health and wellbeing. Humanities. Science and technology. Geography.</p>

<p>Four: Failo's day</p> <p>In this lesson, pupils will get to meet Failo, a young boy who attends a school in Zambia where we serve Mary's Meals.</p> <p>Pupils can begin to make comparisons between their own lives and Failo's life.</p> <p>They can also look at the environment and make comparisons with their local area compared to where Failo lives in Zambia.</p>	<p>I will learn about daily life in another country and culture and reflect on how this compares to their life.</p>	<p>Humanities. Languages, literacy and communication. Geography.</p>
<p>Five: All about Zambia</p> <p>In this lesson the pupils will learn more about the countries where Mary's Meals works.</p> <p>Pupils will choose a country to focus on and spend time researching that particular country, with the intention of sharing their learning by writing reports and making posters.</p>	<p>I will learn more about Zambia, a country where Mary's Meals works.</p>	<p>Humanities. Languages, literacy and communication. Geography.</p>
<p>Six: Hunger in The Bible</p> <p>This activity looks at the themes of hunger and meals in the context of the biblical story, The Feeding Of the Five Thousand.</p> <p>It can be used by Christian schools, or others looking at Bible stories within the context of religious education.</p>	<p>I will learn how key characters respond to hunger in The Feeding Of The Five Thousand and reflect on how their gifts can help others in need.</p>	<p>Health and wellbeing. Humanities. Languages, literacy and communications.</p> <p>Information for non-faith schools</p> <p>Please refer to the Welsh Association of Standing Advisory Councils on Religious Education for further information.</p>