



Victorian Curriculum Links*

Levels 3 and 4

THE FOOD SAFARI

Take a journey around the world exploring the wonders of cultural identity through the culinary delights of food. Students will take an imaginary journey to destinations around the world to discover rituals and food traditions. They will learn about the diversity of environments that influence the food choices.

LEARNING AREAS

Technologies/Design and Technologies

Foundation - 2

Explore how plants and animals are grown for food, clothing and shelter ([VCDSTC015](#))

Explore how food is selected and prepared for healthy eating ([VCDSTC016](#))

Levels 3 and 4

Investigate food and fibre production used in modern or traditional societies ([VCDSTC025](#))

Investigate food preparation techniques used in modern or traditional societies ([VCDSTC026](#))

Levels 5 and 6

Investigate how and why food and fibre are produced in managed environments ([VCDSTC035](#))

Health and Physical Education

Levels 1 and 2

Recognise situations and opportunities to promote their own health, safety and wellbeing ([VCHPEP074](#))

Levels 3 and 4

Identify and practise strategies to promote health, safety and wellbeing ([VCHPEP091](#))

Levels 5 and 6

Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

The Humanities/Geography

Foundation - 2

Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently ([VCGGC057](#))

Describe and explain where places and activities are located ([VCGGC058](#))

Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia ([VCGGK063](#))

Levels 3 and 4

Identify and describe the characteristics of places in different locations at a range of scales ([VCGGC071](#))

Identify and describe locations and spatial distributions and patterns ([VCGGC072](#))

Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents (VCGGK077)

Main climates of the world and the similarities and differences between the climates of different places (VCGGK081)

Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082)

Similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (VCGGK084)

Levels 5 and 6

Describe and explain the diverse characteristics of places in different locations from local to global scales (VCGGC085)

Identify and describe locations and describe and explain spatial distributions and patterns (VCGGC086)

CAPABILITIES

Intercultural Capability

Foundation - 2

Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VCICCB001)

Describe their experiences of intercultural encounters in which they have been involved (VCICCB002)

Identify and discuss cultural diversity in the school and/or community (VCICCD003)

Levels 3 and 4

Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VCICCB005)

Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)

Explain the role of cultural traditions in the development of personal, group and national identities (VCICCD007)

**Victorian Curriculum links are current as at June 2019. The Victorian Curriculum F-10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.*