



# NORTH AFRICA & ARABIA!

**45MINS-1HR**

- Use world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand and apply the principles of a healthy and varied diet.

## LEARNING OBJECTIVES

- PowerPoint presentation for the lesson.
- Selection of different coloured carrots if you can find them.
- \*10 – 13 carrots prepared (see activity).
- 200 ml (approx.) of carrot juice.
- Spoons and toothpicks.



## RESOURCES

1. If applicable, recap on the previous lesson and geography points, asking children to share some of the knowledge they learnt and locating the area on a World Map.
2. What place do you think this is?
3. What do you already know about North Africa or Arabia?
4. Ask the children to locate North Africa and Arabia on the world map. Use positional language to describe the location of different countries.
5. Ask the children use an atlas to name the different seas and oceans in this area.
6. Talk to the children about the type of food that North Africa and Arabia is known for:

Lots of different cultures came together to help form North Africa's and Arabia's rich food heritage, including the Berbers and the Nomadic Bedouins. Because this area was used as trade routes throughout the centuries, it has become a melting pot of influences creating a varied cuisine of African, Arabian and Mediterranean flavours. A lot of the dishes use things such as olives, olive oil, couscous and lots of vegetable dishes.

The tagine is a traditional pottery dish, which is used to cook stews (called tagines!). This slow-cooked meal will often be served with couscous, which is like a very fine pasta that becomes light and fluffy when cooked. This is a great way to slow cook vegetables, and it is all served in the same dish it is cooked in. The cone shaped lid not only looks good but keeps the humidity from escaping and allows the stew to simmer.

## LESSON OUTLINE

**CONT...**

Carrots are a key vegetable for use in tagines and they stew very well. They are also used raw and cut into batons for the popular Middle Eastern dip hummus.

Carrots were first used for medicine in Asia over 3,000 years ago. These carrots were very different from the carrots we see now – they were purple and yellow! It was not until 900 B.C. when carrots were first grown for food in Afghanistan. The orange carrot is thought to have originated in 16th century Holland where the original red, purple, black, yellow, and white varieties were hybridised to today's bright orange.

### Activity

\*In preparation for the lesson, prepare 3-4 carrots into batons, 3-4 carrots into rounds and 3-4 carrots grated. You will also need carrot juice. Leave one carrot whole and unpeeled.

1. Speak to the children about different ways of preparing vegetables. Begin the discussion about the different ways that potatoes are prepared and how we can eat them. Hopefully the children will come up with suggestions such as roast potatoes, boiled, mashed, chips and crisps. Ask the children if they think potato counts as 1 of your 5 recommended fruit & veggies? No! Potatoes are great, especially when eaten with the skin on, but if you want to add an extra portion of veg to a meal, a simple swap of potato for sweet potato (cooked the same ways) can be great!
2. Show the children the prepared carrots that have been grated, cut into rounds, batoned and juiced and share with them that this is all from the same raw vegetable. Ask the children if they can describe the differences between the individual plates and what they think has happened to the raw carrot. Ask the children if they think that, even though no other ingredients have been added, does the carrot tastes different because of how it has been prepared?
3. Using the spoons and the toothpicks ask if the children would like to try the different plates of carrots and see if they do taste the same? If so, what are the differences? Highlight the texture of the carrot, how it feels in their mouth, which one they prefer.
4. Ask the children to get into small groups and to choose a vegetable to focus on. Create a spider diagram showing different ways that the chosen vegetable could be prepared and ways it can be cooked. Think of ways that they eat it at home or for school lunches.

**Filling in the lesson information on their map**

From the information shared in the lesson today, fill in the box on the children's individual world map that relates to North Africa & Arabia.

## LESSON OUTLINE

Hummus is very easy to make with tinned chickpeas, tahini, lemon juice and garlic. It is a great simple non-cook recipe to make with children and carrots are the perfect food to scoop it up with. (if using tahini, please check your school's allergen policy on sesame and leave out if needed). <https://vegpower.org.uk/recipes/david-and-stephens-trio-of-hummus/>

The children could design their own decorations for a tagine.



## EXTENSION ACTIVITIES/HOMEWORK

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& ARABIA**

