



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	Year 3/4
Subject:	Geography
Key Unit Question:	Where does our food come from?
Memorable Experience:	Morrisons – Dalton Park and/or Fairtrade Workshop?

Vocabulary that will be taught:

Crops: a plant that is grown on a large scale

Fairtrade: trade between companies where fair prices are paid to the producers

Factory: a building where goods are manufactured

Farm: an area of land used for growing crops and keeping livestock

Export: send goods to another country for sale

Harbour: a place on the coast where ships moor

Import: bring goods into a country from abroad for sale

Shop: a building where goods are sold

Trade: the action of buying and selling goods

Vegetation: plants considered collectively – especially in a particular area

National Curriculum Objectives:

- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Rationale:

Food is a major topic of interest in Geography because it connects all of us to our environment. This unit empowers children to take control of their food choices. When you know where your food comes from, you can make sustainable choices. By questioning food sources and changing what you put on your plate, you can strengthen the farm-to-table connection, reduce your carbon footprint, and support food producers that are doing the right thing. It introduces children to the basic understanding of climate and biomes and other abstract concepts such as trade and economics. These concepts are built upon throughout the rest of KS2 and into KS3.

Prior Knowledge:

Children have learned in EYFS that all food come from plants and animals. Later in KS1, children learn that food is produced and processed in different ways. Children have also studied the basic principles of a healthy and varied diet in Design Technology. Children should also have a basic understanding of where food comes from.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know where food comes from
- I know the process from field to fork
- I know the differences between farms in the UK and farms in Brazil

Disciplinary knowledge:

- I can use symbols on a map to identify a farm
- I can compare the geography of two locations
- I can make connections between farms and location



May we give them roots to grow and wings to fly.



Key lesson questions		Activities/Key points
Lesson 1	What are the different types of farms? - I can name 3 types of farm - I can discuss land use of farms - I can use a key to identify a farm on a map	- Talk about the different types of farms around the world including: - Dairy farms - Animal farms – ones you visit - Wind farms - Solar farms - Crop farms - Livestock farms - pig farms, poultry farms - Vineyards – grapes - Orchards – apples - Plantations – coffee, sugar - Write a short sentence about each different farm. e.g., A dairy farm is where milk is made from cows. A livestock farm is where animals are grown to be used for meat.
Lesson 2	What are farms like in the UK? - I can name the types of farming in the UK - I can explain how food is distributed - I can consider why you are more likely to find a farm in the country and not the city	- Children to discuss what types of farms are in the UK? Talk about ‘exports’ and what type of foods the UK is known for exporting. BBC Bitesize (Food and Farming in the UK) - Children to explore the following questions: - Why do you think these foods/ these farms are in the UK? - Where in the UK do you find farms? - Why are you more likely to find a farm in the country and not the city?
Lesson 3	What are farms like in Brazil? - I can locate Brazil on a large-scale map - I can Identify significant places/environments - I can consider why these types of farms are in Brazil	- Children to identify where Brazil is on a world map. Can children identify which continent Brazil is on, which hemisphere – how close to the equator is Brazil – What does this mean? - What types of farms are in Brazil? - Bananas - Coffee - Cocoa (Chocolate) - Why are those types of farms in Brazil? - Equator - Climate/Weather
Lesson 4	Where does chocolate come from? - I can explain the journey and process of a cocoa bean from farm to chocolate bar on a shop shelf - I can consider the distribution of food from Brazil around the world - I can explain how the Fairtrade Foundation helps farmers	- Where does chocolate come from? - Talk about how chocolate is grown from a plant. - Talk about how cocoa beans are grown and harvested - Talk about how cocoa beans are shipped around the world - Talk about the process of turning cocoa beans into the chocolate bars we love - Discuss Fairtrade - Could we grow cocoa beans in the UK?
Lesson 5	How are farms different around the world? - I can compare the physical geography of two locations - I can compare the human geography of two locations - I can answer geographical questions	- Look at the differences between UK and Brazil including: - Geographical difference - Climate/weather differences - Physical and human differences - Write similarities and differences in a diagram e.g., table/Venn diagram - Write a short paragraph explaining how are farms in the UK different to farms in Brazil?
Lesson 6	Where does our food come from? End of Unit Assessment / Knowledge Harvest	