





# Springdale First School















*Imagine, Believe, Achieve*

Year 3 Geography

From Food to Fork: Where does our food come from?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b>Understanding the world - Reception</b></p> <ul style="list-style-type: none"><li>-The name of where they live - Poole</li><li>-Poole is by the sea</li><li>-Comment on images of familiar situations in the past.</li><li>-Compare and contrast characters from stories, including figures from the past.</li><li>-What a map is and how it works</li></ul> <p><b>Year 1 and Year 2</b></p> <p>They will know the impact human waste has on human and physical geography.</p> <p>Compare the seasonal and daily weather patterns of the 4 countries of the UK.</p> <p>Useful information for teacher subject knowledge: <a href="#">Farming and processing (5-7 Years) - Food A Fact Of Life</a></p>	<p>How to look after our environment</p> <p>Investigate the job of a conservationist.</p> <p>How can we look after our local environment, how can we make a difference to our local environment?</p> 	<p>Farming</p> <p>Rural</p> <p>Urban</p> <p>Town</p> <p>Cities</p> <p>Weather patterns</p> <p>Produce</p> <p>Production</p> <p>Climate zones</p> <p>Sustainability</p>

<p><b>Enquiry Question: Where does my food come from?</b></p> <p><b>Concept: Location and Place</b></p> 	<p><b>Enquiry Question: Where are farms located across the countries of the UK?</b></p> <p><b>Concept: Mapping &amp; Settlement</b></p> 	<p><b>Enquiry Question: Which foods are grown in the UK and how do we use them?</b></p> <p><b>Concept: Environment &amp; Sustainability</b></p> 
<p> Understand the origins of food; whether food is reared, grown or caught and sort the foods. Children will look at a farming and land use map of the UK and discuss where farms are located and why.</p> <p><b>Task</b></p> <p><b>Practice:</b> Sort foods into whether they have been reared, grown or caught.</p> <p><b>Apply:</b> Look at farming and land use map of the UK. Annotate map of the UK and identify where different types of farms are located.</p> <p><b>Deepen:</b> Explain <b>why</b> farms are located in those places. E.g. “farms are typically located on low, flat ground. It’s unlikely to find a farm in a mountainous area because it’s difficult to grow or rear there.”</p>	<p> Interpret maps and atlases of the United Kingdom to identify cities and counties. Explore map of the South West of England including Dorset, Devon, Cornwall, Hampshire. Explain the difference between cities, towns and rural areas of the UK in relation to farming. Cities are more densely populated because there are more jobs and resources. Would this be an appropriate place to farm our food?</p> <p><b>Task:</b></p> <p><b>Practice:</b> Similarities and differences between a topographic map and population map of UK.</p> <p><b>Apply:</b> Label map of UK with cities and different farms. Discuss where the cities are and where farms would be located. Discuss different types of farms (sheep and cattle, crop) and where these are located.</p>	<p> Children will understand how and where food grows and why they grow in different places. They will know the difference between food production and food produce. Discuss different foods that are grown across the UK.</p> <p><b>Food production:</b> the process of preparing food from raw materials into ready-made food products.</p> <p><b>Food produce:</b> Typically farm produced crops sold in the same area they were harvested in.</p> <p><b>Task:</b></p> <p><b>Practice:</b> Sort foods into foods that are produced and food that is produce</p> <p><b>Apply:</b> Give children real food or photos of food with country of origin on it. Sort foods into “Grown in the UK” and “Not grown in the UK”.</p> <p><b>Deepen:</b> Notice that most of the food grown in the UK grows underground whereas foods from hotter countries grow above ground. Why might this be?</p> <p><a href="http://vegsoc.org">Seasonal UK grown produce - Vegetarian Society (vegsoc.org)</a></p>

<b>Enquiry Question: How does the weather impact food production?</b>	<b>Enquiry Question: When I go shopping, how many of my items are grown in the UK?</b>	<b>Enquiry Question: What impact does farming have on the environment?</b>
<b>Concept: Weather &amp; Climate</b> 	<b>Concept: Fieldwork – Local shop</b> 	<b>Concept: Environment &amp; Sustainability</b> 
<p> Understand how daily and seasonal weather patterns impacts food produce and production. Children will discuss different foods and know what season they are grown best in and why. E.g. root vegetables grow best in winter because they are underground and keep safe from the frost.</p> <p><b>Task:</b>  <b>Practice:</b> Discuss food grown above ground, below ground. Children sort photos of foods.</p> <p><b>Apply:</b> Children to have various pictures of foods that grow in the UK. To write explanation about how this produce could be affected by the weather/how it is adapted to growing in the UK. E.g. Show normal potato and potato of this year that is smaller. Discuss why.</p> <p><b>Deepen:</b> Show pictures of food impacted by weather, explain what has happened to it and why. Whole class discussion about recent climate change and how this might affect food production.</p> <p>Useful link for info:  <a href="#">Food A Fact Of Life</a>  <a href="#">UK: Annual rainfall 2021   Statista</a>  <a href="#">Rugby farmer: 'Drought means potatoes half the size of usual' - BBC News</a></p>	<p> To know where food that they buy comes from. Go to local shop/CT to source different foods from different areas (specific items TBC depending on availability).</p> <p>Children to identify where a food item has grown. They will gather, record and classify information.  Sort into UK and not UK</p> <p><b>Task:</b>  <b>Practice:</b> Sort food into UK and not UK. Use knowledge from Year 2 of equator to discuss where they grow and why that might be</p> <p><b>Apply:</b> To present their findings in a graph (bar chart or pictogram) to show how many of their items come from the UK or not the UK, as well as whether it grows above or below ground.</p> <p><b>Deepen:</b> To form a judgement/opinion based on what they have found.</p>	<p> Describe the impact humans can have on the environment: farming production, pollution, and deforestation. To recognise that as population increases, food production will also rise. As we produce more food, pollution will also rise and cause adverse effects on the environment. Discuss real life things that have happened – deforestation Brazil, food produce, plastic etc</p> <p><b>Tasks:</b>  <b>Practice:</b> Look at world population. What problems could this mean for the earth?</p> <p><b>Apply:</b> Children to evaluate the pros and cons of farming and its impact on the environment. To form an opinion about whether they think it is more positive or negative for the environment</p> <p><b>Deepen:</b> Class discussion – what could we do to reduce the impact on our environment? What impact would eating less meat have? What if the population kept rising?</p>

