

\* In addition to the activities listed below, every lesson will start with a short recap, revising previous learning including looking at knowledge organisers.

Year 3/4 - Cycle A - Autumn A - Where does our food come from?		
National Curriculum including Key Concepts:	Curriculum Opportunities: Learning Questions, Activities, Distinctions, Knowledge, skills and understanding	Vocabulary
<p><b>Space and Scale</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions .</p> <p><b>Map Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>1) Why do farms produce different food across the world?</b></p> <p>Ask children to think about where our food comes from and what farms produce in the UK. Children will think of the main items (eggs, milk, wheat, meat etc). Get children to think on a larger scale whilst revisiting knowledge from year 2 about our continents and countries. Children to think about what food we may get from other countries, children can refer to their own knowledge of going to different countries and buying fruit/vegetables. Children to look at atlases to look at the different countries within continents and discuss what features may affect what they food they grow on their farms.</p> <p><b>Powerful Knowledge:</b> Farms produce different food in different parts of the world the world because of climate, terrain, traditions, and available technology.</p>	<p>Continents Country World Location Climate Weather conditions</p>
<p><b>Physical Geography</b></p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p><b>2) Where does our food come from?</b></p> <p>Revisit the key vocabulary and concepts linked food and farming in the UK and across the world. Children to investigate and question further what aspects across the world affect the growth of certain foods on farms. Children to look at food packaging from general supermarkets. Children to see a few items and suggest where the food may come from (e.g. bananas). Children to discuss the reasoning behind bananas not being grown in the UK (e.g. climate). Begin to introduce key vocabulary: tundra areas, biomes, vegetation. Children can research and identify various reasons that certain foods come from different countries or even continents. Children can record findings on a table.</p> <p><b>Powerful Knowledge:</b> The food we eat comes from all over the world.</p>	<p>climate tundra areas biomes vegetation</p>

<p><b>Human Geography</b></p> <p>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 food</p> <p><b>Change and Sustainability</b></p> <p>Explain how some human activity has caused damage to the environment.</p>	<p><b>3) Should we buy locally sourced food or food from all over the world?</b></p> <p>Revisit the concept that the food we eat comes from all over the world. Get the children to consider and suggest how food gets to us if it is grown in a different country or even continent. Explain that a lot of food is shipped over to us via aeroplanes. Children to use their knowledge about the environment and pollution to discuss reasons as to why this may be bad for our planet. Children can consider whether we should be locally sourcing our food from our own farm shops and checking packaging to identify if food is from the UK, or if we should continue to buy food from across the world. Bring in BREXIT and how this has had an impact on importing food to our country.</p> <p><b>Powerful Knowledge:</b> Sourcing food from all over the world is bad for our planet. Locally grown food hasn't travelled as far, is produced with less shelf life-enhancing additives, and supports local growers and the community.</p>	<p>Trade Trade links Air miles</p>
<p><b>Change and Sustainability</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><b>4) What is Fairtrade?</b></p> <p>Revisit learning about where our food comes from around the world and why. Get the children to think about what Fairtrade is and suggest answers. Show children the Fairtrade sign to see if they have seen it before. If they have, on what food products have they seen it on. Explain that Fairtrade is trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers. Children can research what products this is usually on, typically chocolate, bananas, coffee etc. Children can present information on Adobe Sparks Video creating an online Fairtrade book.</p>	<p>Trade Fairtrade Developed countries Developing countries</p>
	<p><b>5) What is a crop and what types are there?</b></p> <p>Children to revisit knowledge about what items farms produce. Children to suggest more items that farms produce. Explain that crops are a significant item produced on farms. Children to identify crops that may be grown (wheat, rice, maize, millets, pulses). Identify what conditions are needed to grow crops (e.g. fertilizers, soil, machine, transport etc). Children to discuss and suggest popular crops that may be grown in other countries and continents, e.g. what is the most famous crop grown in Asia (rice).</p>	<p>Food and Minerals Crops Farms Soil Fertiliser Synthetic crops wheat, rice, maize, millets and pulses</p>

	<p><b>6) What is the purpose of animals on a farm?</b></p> <p>Revisit what food items are grown on different farm across the world. Apart from vegetables and fruit, what else is raised on a farm. Children to come to the conclusion that animals are raised on a farm for meat and dairy production. Cows are on farms for milk and meat, chickens are on farms for eggs and meat. Talk about what different types of milk we get from farms and how is it produced. Children to make connections between machine farming and mass production of milk. Children to investigate what other milks are there, can we get milk from anything other than animals? Look at nut milks, oat milk etc. Children to discuss and suggest reason why we have these milks (vegans, lactose intolerance, allergy to cow's milk). Children can taste test some of these milks and identify the differences.</p>	<p>Farms Animals Vegans Intolerance Allergy Nut milks Machines</p>
	<p><b>7) Assess and review</b></p>	