





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 |
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| <p>Understanding the world - Reception</p> <ul style="list-style-type: none">-The name of where they live - Poole-Poole is by the sea-Comment on images of familiar situations in the past.-Compare and contrast characters from stories, including figures from the past.-What a map is and how it works <p>Year 1 and Year 2</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>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> |

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| Enquiry Question: Where does my food come from? | Enquiry Question: Where are farms located across the countries of the UK? | Enquiry Question: Which foods are grown in the UK and how do we use them? |
| Concept: Location and Place | Concept: Mapping & Settlement | Concept: Environment & Sustainability |
|  <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>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? Tasks:</p> <ul style="list-style-type: none"> • Show children a map topographic map of UK. Then show population map. What do they notice? • 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>Label map of UK with cities and different farms.</p> |  <p>Children will understand how and where food grows and why they grow in different places. Discuss different foods that are grown across the UK, 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. . Food production: the process of preparing food from raw materials into ready-made food products. Food produce: Typically farm produced crops sold in the same area they were harvested in. Task:</p> <ul style="list-style-type: none"> • Retrieve and recall countries of the UK • Talk about food grown above ground, below ground. Children sort photos of foods. • Give children real food or photos of food with country of origin on it. • Use a Carroll diagram to sort foods. • Discuss where each food is from and how the weather affects where it is grown. <p>Seasonal UK grown produce - Vegetarian Society (vegsoc.org)</p> |

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| Enquiry Question: How does the weather impact food production? | Enquiry Question: Where does my food come from? | Enquiry Question: What impact do humans have on the environment? |
| Concept: Weather & Climate | Concept: Fieldwork – Local shop | Concept: Environment & Sustainability |
|  <p>Understand how daily and seasonal weather patterns impacts food produce and production. Discuss recent climate change and how this might affect food production. Task</p> <ul style="list-style-type: none"> • Sort foods into foods that are produced and food that is produce. • Show normal potato and potato of this year that is smaller. Discuss why. • Discuss how other produce could be affected by weather – wheat, grapes etc using a grid. • Show pictures of food impacted by weather. What has happened to it. <p>Food A Fact Of Life UK: Annual rainfall 2021 Statista Rugby farmer: 'Drought means potatoes half the size of usual' - BBC News</p> |  <p>To know where food that they buy comes from. Go to local shop/CT to source different foods from different ares (specific items TBC depending on availability). Children to recognise how to identify where a food item has grown. To gather, record, classify information in a variety of way to help in answering questions. Sort into UK and not UK</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. Tasks:</p> <ul style="list-style-type: none"> • Look at world population. What problems could this mean for the earth? • Discuss real life things that have happened – deforestation Brazil, food produce, plastic etc |

