













## Year 4 Geography

### Which of our foods come from Europe?

Children’s prior learning in this area	Cultural Capital Opportunities	Key vocabulary and glossary
<p><b>Understanding the world - Reception</b></p> <p>-The name of where they live - Poole</p> <p>-Poole is by the sea</p> <p>-Comment on images of familiar situations in the past.</p> <p>-Compare and contrast characters from stories, including figures from the past.</p> <p>-What a map is and how it works</p> <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><b>Year 3</b></p> <p><b>Recall and Retrieve: Year 3 Autumn 1 – From food to Fork</b></p> <p>Recognise and explain how weather affects food production and produce.</p> <p>Understand the origins of food.</p> <p>Describe the impact humans can have on the environment</p>	<p>Develop an understanding of fairtrade and how it supports countries/trade.</p> <div></div>	<p>Imports</p> <p>Sustainability</p> <p>Travel</p> <p>Europe</p> <p>Distribution</p> <p>Topography</p> <p>Useful link for subject knowledge/resources:</p> <p><a href="#">Where food comes from (7-11 Years) - Food A Fact Of Life</a></p>

Enquiry Question: How does climate vary across Europe?	Enquiry Question: Where does my food grow?	Enquiry Question: How does my food get to me?
<b>Concept: Weather &amp; Climate</b> 	<b>Concept: Human &amp; Physical</b> 	<b>Concept: Mapping – Travel</b> 
<p> Identify hot and cold areas in relation to the Equator and North and South poles. Children will know these climate zones: Medeteranian, Desert, Temperate, Subarctic, Polar, Alpine</p> <p>Countries close to the Equator: Ecuador, Columbia, Brazil</p> <p>European countries: UK, France, Spain</p> <p><b>Task</b></p> <p><u>Practice:</u> Use a map to identify the different climate zones.</p> <p><u>Apply:</u> Use map to identify hot and cold areas in relation to the equator. Look at countries close to the equator vs european countries (listed above) and explain how the equator impacts climate there</p> <p><u>Deepen:</u> Similarities and differences between the Antarctic and the Sahara Desert.</p> <p>Differences: population, location in relation to the equator.</p> <p>Similarities: both deserts.</p>	<p> <b>*Look back at Year 3 Autumn From Food to Fork for previous learning*</b></p> <p>What foods originate in Europe?</p> <p>Discuss different foods, the climate within the countries they are grown and the topography in those countries. Know where within the countries the produce is made. To use atlases and maps to locate countries in Europe.</p> <p>Examples of foods: tomatoes (South America), lemons (Spain), olives (Greece), olive oil, pasta (Italy), flour.</p> <p><b>Task</b></p> <p><u>Practice:</u> Use maps to locate the countries in Europe</p> <p><u>Apply:</u> Using a picture of each food item, write which country the food is made and explain <b>why</b> it originates from there.</p> <p><u>Deepen:</u> “Should we import foods? Discuss” Explore the import of different foods and the positive and negative impact on the consumer e.g. price increases, energy increases</p>	<p> To understand how maps show a journey from a European country to the UK. To know that a plane is rarely used to transport food because it is more expensive to run. Less than 1% of food miles is from air travel. Companies often use a large ferry because it is cheaper and can carry a lot more product.</p> <p><b>Task</b></p> <p><u>Practice:</u> Map the route a particular food would have taken to get to the UK</p> <p><u>Apply:</u> Compare the shortest route to the most energy efficient e.g. from tractor to lorry, to ferry, to lorry</p> <p><u>Deepen:</u> “What is the best way of importing food?” (Discussion points: impact on environment, speed, how much it can carry, cost)</p> <p>Useful website/videos <a href="#">Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life</a></p>

<b>Enquiry Question: How can foods be produced fairly &amp; ethically?</b>	<b>Enquiry Question: What are the positives and negatives of food import and export?</b>
<b>Concept: Environment &amp; Sustainability</b> 	<b>Concept: Environment &amp; Sustainability</b> 
 <p>Children will know what fairtrade is and how it works. Name some fairtrade products: chocolate, wine, coffee, cotton. They will know which countries support fairtrade production and how they can support it too.</p> <p><b>Fairtrade is:</b> buying and selling products that allows the farmers to be <b>paid a fair price for their produce</b> and have <b>better working conditions</b>.</p> <p><b>Task</b></p> <p><b>Practice:</b> What is fairtrade? What does it do? Write a definition and explanation</p> <p><b>Apply:</b> Compare the difference between an item that has been produced through fairtrade and the same item that hasn't. Look at all stages of production and the impact that fairtrade has.</p> <p><b>Deepen:</b> Class debate: What impact has fairtrade had on food produce and production? Children to form their own opinion about whether they think most foods are produced ethically and fairly.</p> <p>Useful resource:</p> <p><a href="#">What Is Fairtrade? - Twinkl Homework Help Home - Fairtrade Foundation</a></p>	 <p>Discuss the positives and negatives of importing food from Europe.</p> <p><b>Positives:</b> supporting the countries that produce each item, trade, availability of product</p> <p><b>Negatives:</b> producing food for other countries, farming production, pollution, and deforestation.</p> <p><b>Task</b></p> <p><b>Practice:</b> Children to create their own ideas about what the positive/negatives of food import and export might be. After stimulated discussion, bring back and see if they had come up with the same. Create class list of positives and negatives (adding any they had missed)</p> <p><b>Apply:</b> Compare the positives and negatives of food import and export from Europe. Explaining <b>why</b> they feel each one is positive or negative</p> <p><b>Deepen:</b> Compare food produce and production over time – how has it changed? Look at 50 years ago, now, what might the future look like?</p>

