



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

|          | Composite                                                                               | Components                                                                                                                                                                                                           | Vocabulary                                                                                               |
|----------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Lesson 1 | I know how to explain the impact of food choices on the environment.                    | I know why certain foods grow in different biomes.<br>I know ways in which food choices can harm the environment.<br>I know how to make small changes to a diet to help fight climate change.                        | food miles, import, waste, produce, distribution, consume, fertiliser, pollution                         |
| Lesson 2 | I know the importance of trading responsibly.                                           | I know what trading responsibly means.<br>I know how responsible trading supports equality.<br>I know some of the advantages and disadvantages of importing food.                                                    | trade, product, sustainability, cooperative, responsible, export, drawback, benefit, grant               |
| Lesson 3 | I know the journey of a cocoa bean.                                                     | I know that there are different opinions on importing products.<br>I know the locations a cocoa bean travels through to reach the UK.<br>I know the process from cocoa bean to chocolate.                            | transport, packaging, process, source                                                                    |
| Lesson 4 | I know how to map and calculate the distance food has travelled.                        | I know how to label countries on a world map using an atlas.<br>I know how to use the scale bar on a map to calculate approximate food milage.<br>I know how to ask questions about where the food I eat comes from. | seasonal food, carbon footprint, scale bar, air freight, greenhouse, approximate, investigate, interview |
| Lesson 5 | I know how to design and use data collection methods to find where our food comes from. | I know how to collect data from an interview.<br>I know how to analyse information from an interview.<br>I know how to describe the features of a questionnaire.                                                     | qualitative, quantitative, advantages, disadvantages, greengrocer, butcher, bakery, food bank, allotment |



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

|          | Composite                                                                                        | Components                                                                                                                                                                                       | Vocabulary                                                                              |
|----------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Lesson 6 | I know how to discuss the advantages and disadvantages of buying both locally and imported food. | I know how to describe the limitations of questionnaires.<br>I know how to create a balanced argument about where to buy food from.<br>I know how to present the answers to an enquiry question. | sample size, reliability, closed question, limitations, open-ended question, pesticides |

### Prior Knowledge

To know the names of some of the world's most significant rivers.  
 To know the name of some counties in the UK (local to your school).  
 To know the name of some cities in the UK (local to your school).  
 To know the name of the county that they live in and their closest city.  
 To begin to name the twelve geographical regions of the UK.  
 To know the main types of land use.  
 To know some types of settlement.  
 To know water is used by humans in a variety of ways.  
 To know an urban place is somewhere near a town or city.  
 To know a rural place is somewhere near the countryside.  
 To know that a natural resource is something that people can use which comes from the natural environment.  
 To know the UK grows food locally and imports food from other countries.  
 To understand that a scale shows how much smaller a map is compared to real life.  
 To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.  
 To know that an OS map shows human and physical features as symbols.  
 To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).  
 To know an enquiry-based question has an open-ended answer found by research.  
 To know what a bar chart, pictogram and table are and when to use which one best to represent data.

### Adaptive Learning

| Cognitive                                                                         | Physical                      | Sensory | Social/Emotional |
|-----------------------------------------------------------------------------------|-------------------------------|---------|------------------|
| Adult support with writing, reading and recording.<br>Writing frames when needed. | Use of laptops for recording. |         |                  |



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

### Review Notes

### National Curriculum Links

#### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

#### **Human and physical geography**

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

#### **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

| Unit Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"><li>• Identify that different foods grow in different biomes and say why.</li><li>• Explain which food has the most significant negative impact on the environment.</li><li>• Consider a change people can make to reduce the negative impact of food production.</li><li>• Describe the intentions around trading responsibly.</li><li>• Explain that food imports can be both helpful and harmful.</li><li>• Describe the journey of a cocoa bean.</li><li>• Locate countries on a blank world map using an atlas.</li><li>• Use a scale bar correctly to measure approximate distances.</li><li>• Collect data through an interview process.</li><li>• Analyse interview responses to answer an enquiry question.</li><li>• Discuss any trends in data collected.</li></ul> | <ul style="list-style-type: none"><li>• To know where North and South America are on a world map.</li><li>• To know that climate zones are areas of the world with similar climates.</li><li>• To know the world's different climate zones.</li><li>• To know that biomes are areas of the world with similar climates, vegetation and animals.</li><li>• To know the world's biomes.</li><li>• To know vegetation belts are areas of the world which are home to similar plant species.</li><li>• To know the main types of land use.</li><li>• To know that countries near the Equator have less seasonal change than those near the poles.</li><li>• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li><li>• To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li><li>• To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li><li>• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li><li>• To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li><li>• To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.</li><li>• To know that climates can influence the foods able to grow.</li><li>• To know that a natural resource is something that people can use which comes from the natural environment.</li></ul> |



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

- To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.
- To know the UK grows food locally and imports food from other countries.
- To know that grid references help us locate a particular square on a map.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

### Key Skills

- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.



# Saint Mary's Catholic Voluntary Academy

## Geography- Where does our food come from?

- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Beginning to choose the best approach to answer an enquiry question.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Making digital audio recordings for a specific purpose.
- Designing a questionnaire/interviews to collect qualitative fieldwork data.
- Using a questionnaire/interviews to collect quantitative fieldwork data.
- Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information
- Finding answers to geographical questions through data collection.