

Learning journey	Geography	Food and Farming	Year 4 Autumn	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>Before the start of the unit the children... The pupils know how to use an atlas and find key countries on a map. The pupils can use positional and directional vocabulary while using a variety of maps. The pupils have studied how natural disasters can affect people's lives. The pupils have studied OS maps and discuss what different map symbols mean. The pupils have identified the different countries, cities, mountains and rivers of the UK. The pupils have compared the advantages and disadvantages of living in different locations around Europe. The pupils will learn where our food comes from The pupils will identify different types of farming The pupils will evaluate the UK's farming techniques The pupils will study different farming techniques The pupils will evaluate the school's kitchen</p>	<p>The pupils will learn what arable and pastoral farming is The pupils will identify where farms are located in the UK The pupils will evaluate how effective the school's kitchen is. The pupils will study food miles are and fair trade The pupils will study animal and farmer rights The pupils will identify our local area's produce and trade</p>	<p>In Year 5 Autumn and Spring the pupils will go on to study Slums and Rivers where they will also look at landuse. In Summer the pupils will look at sustainability and natural resources</p>	<p>Key vocabulary that the children will be taught / use during the unit</p> <ul style="list-style-type: none"> Pastoral Arable Horticultural Organic Topographical map Apiary Seasons Harvest Diet Transport Allotment Livestock Crops Nutrients Climate Soil Environment Fertiliser Pesticides Import Export Agriculture Coastal Forestry

NC coverage and HWJS skills development

National curriculum coverage for Geography

Details of the national curriculum links that relate to the unit being taught

- Extend their knowledge and understanding beyond the local area to include the United Kingdom
- location and characteristics of a range of the world's most significant human and physical features
- land-use patterns and understand how some of these aspects have changed over time
 - physical geography, including: climate zones
- human geography, including: land use, economic activity including trade links, and the distribution of natural resources including, food 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.

HWJS skills development

Details of the skills that will be taught within the unit. These should match up with the skills progression documentation

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Identify different land-use patterns related to farming and how these have changed over time
 - Explain the impact of food miles and fair trade
- Compare farming techniques within the UK historically and with another European country
 - Describe the physical and man-made landmarks
- Evaluate the effectiveness of the school kitchen and the food types used
 - Explain animal and farmer rights

Knowledge organisers

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Keywords		Food Miles	Fair trade
Pastoral	Land used for the keeping or grazing of sheep or cattle.	Consumers in the UK have come to expect that they can buy most foods all year round, regardless of the growing season. Some foods are transported from where they are grown to where they are eaten. The distances food travels is known as food miles. This movement of goods means more energy is being used to transport the food and keep it fresh, which can add to pollution and contribute to climate change.	Fair trade connects producers, consumers and businesses together globally. There are currently over 30,000 fair trade products for sale. Buying these products can improve the lives of farmers and workers in developing countries.
Arable	Land used or suitable for growing crops.		
Horticultural	Relating to the art or practice of garden cultivation and management.		<i>"Fair Trade is a tangible contribution to the fight against poverty, climate change and global economic crises."</i>
Organic	Food or farming methods that are produced or involve production without the use of chemical		
Topographical map	Map showing a detailed record of land area which shows both natural and man-made features	Where are farms in the United Kingdom (UK) 	
Apiary	a place where bees are kept		
Harvest	the process or period of gathering in crops	Farming in the UK Farming is the business of growing crops and rearing livestock. Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK. These are arable, pastoral and mixed.  Arable farming is growing crops, such as cereals and vegetables.  Pastoral farming is rearing animals, such as cows and sheep.  Mixed farming is both growing crops and rearing animals. The type of farming depends on the climate, the quality of the soil and the topography of the area. For example, the flat, nutrient-rich land in the east of England is perfect for arable farming, whereas the wet and windy hills of central Wales are most suited to pastoral sheep farming.	
Allotment	Farm animals regarded as an asset		
Livestock	A substance used for destroying insects or other organisms harmful to cultivated plants or to animals.	 	
Pesticides	Bring (goods or services) into a country from abroad for sale.		
Import	Send (goods or services) to another country for sale	 	
Export	The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.		
Agriculture			

<p><u>Connections / deepening understanding</u></p> <p>How is the understanding of this area deepened in other areas of the curriculum? What links are there in the other subjects in the curriculum?</p>	<p><u>RADE</u></p> <p>Are the rights of the child relevant in this area of study - do they get referred to in the work?</p>	<p><u>Assessment</u></p> <p>By the end of the unit the children will be able to ... Details of the objectives that they will have covered within this unit of work</p>	
<p>Assessment recording for the unit - checking the level of pitch of the work</p>			
<p><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></p>	<p><u>Lower attaining</u></p>	<p><u>Middle attaining</u></p>	<p><u>Higher attaining</u></p>
<p>Key skills: Explain the land-use patterns used for different farming techniques</p>	<p>The pupils can identify where land-use changes</p>	<p>The pupils can explain the different land-use patterns for farming and how these have changed</p>	<p>The pupils can analyse and explain the different land-use patterns for farming and how these have changed</p>
<p>Key knowledge :</p> <p>Know that the food we eat is grown globally and the impact of this</p>	<p>The pupils can Name where some foods are grown and explain food miles</p>	<p>The pupils can Explain the impact of food being grown globally</p>	<p>The pupils can Explain the positive and negative impacts of food being grown globally</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports