

Where does our food come from? : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand that the food we eat comes from many different places around the world.	Children will locate the UK as being in the Northern Hemisphere. They will think about breakfast foods that come from Britain and recognise that many other common foods come from different places around the world. They will find out about the origins of some breakfast foods, as well as how they are traded and transported around the world.	<ul style="list-style-type: none"> Do children know that the United Kingdom is in the Northern Hemisphere? Do children understand that our food comes from different places around the world? Can children explain some of the ways in which food is processed and transported around the world? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Atlases, books, internet etc. (FSD? activity only) Breakfast Foods (FSD? activity only)
Lesson 2	To know how land in temperate climate zones is used to produce food.	Children will find out about some of the different climate zones around the world. They will look particularly at temperate climate zones. They will look at farms in Kansas, USA to explore how farmers in temperate climates grow and harvest wheat and other crops before distributing them around the world.	<ul style="list-style-type: none"> Can children describe some of the conditions in temperate climate zones? Do children know some of the foods that are produced in temperate climate zones? Can children explain how these foods are transported long distances? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Travelling Through Time Zones Food Cards & Ingredient Cards (FSD? activity only)
Lesson 3	To know how land in tropical climate zones is used to produce food.	Children will locate the tropics as being between the Tropics of Cancer and Capricorn. They will find out about tropical climates and discover that bananas grow well in this climate. They will find out how bananas are grown before being exported to the UK. They will also find out about fair trade.	<ul style="list-style-type: none"> Do children know where the tropics are? Can children describe the conditions of tropical climate zones? Can children explain how buying fair trade produce benefits food growers? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B/3C Fair Trade (FSD? activity only)
Lesson 4	To describe the way in which land in tropical biomes is being changed to enable more food to be produced.	Children will identify Indonesia as being in a tropical climate and will start to understand the term 'biome'. They will look at the process of rice production in Indonesia and how farmers change land use. They will consider the consequences of this and start to understand deforestation as a result.	<ul style="list-style-type: none"> Do children know what a biome is? Can children explain how land is changed to enable more food to be produced? Do children understand some of the consequences of changing the way land is used? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Deforestation Statements Books, CD ROMs, newspaper articles, internet etc. Deforestation Questions (FSD? activity only)
Lesson 5	To explore how food is produced in mediterranean climate zones.	Children will locate areas in the world that have a mediterranean climate zone and identify the features of this biome. They will find out about Italy and the produce that can be grown and reared there thanks to the climate.	<ul style="list-style-type: none"> Do children know where in the world mediterranean climate zones are found? Can children describe the conditions in mediterranean climate zones? Can children describe some ways in which land is used for farming in mediterranean climate zones? 	<ul style="list-style-type: none"> Slides Crops and Livestock The Farmer's Fields Food tasting (FSD? only) A variety of Italian foods (FSD? only)
Lesson 6	To explain how land is used to produce food in the United Kingdom.	Children will recap what lines of longitude and latitude are and locate the UK on a map. They will go on to find out about the crops that are grown and livestock that are raised in the UK for food.	<ul style="list-style-type: none"> Do children know what longitude and latitude lines are? Can children describe the climate in the United Kingdom and other temperate climate zones? Can children explain some ways in which land is used by farmers to produce food in the United Kingdom? 	<ul style="list-style-type: none"> Slides Worksheets 6A/6B/6C Food Diary (optional) Farmer Interview (FSD? activity only)
Lesson 7	To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.	Children will recap everything they have learnt about food production and distribution around the world. They will recap climate zones and their locations, and describe what different foods can be produced in each biome. They will find out what an infographic is and consider how they present the information they have learnt.	<ul style="list-style-type: none"> Can children use hemisphere, longitude and latitude to describe locations? Can children describe some differences between climate zones? Do children know that some food sold in the United Kingdom comes from other parts of the world? 	<ul style="list-style-type: none"> Slides Worksheets 7A/7B/7C Books, CD ROMs, internet etc. World Map (FSD? activity only) Challenge Cards (FSD? activity only)