



<b>Knowledge Organiser</b>	<b>Subject: Geography</b>	<b>Topic: Where does our food come from? Summer Term One</b>	<b>Year: 3</b>
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### Key Knowledge

In KS1, children should have learned about the continents of the World. In Years 1 and 2, weather patterns and seasons would have been taught. This unit will focus on children’s understanding of where our food comes from and the development of knowledge about the wider world and how we are reliant on other parts of the world for our food. This unit will allow for greater understanding of how weather impacts human geography, PSHE for discussions on Fair Trade etc. Google maps can be used via the visualiser in order for pupils to gain an understanding of specific locations. This unit will further link to Year 6 with the study of bodies of water, the water cycle and PSHE and sustainability. By the end of this unit, all children should know our food has an entire journey/process before it reaches a shop and how different foods can be grown in different climates; linking us to the wider world – see key concepts.

- <https://www.bbc.co.uk/bitesize/articles/z6pms82>
- <https://www.rgs.org/schools/resources-for-schools/you-are-what-you-eat/where-does-food-come-from>

Oak Academy also has a section on where our food comes from.

### Being a Geographer/Key Skills Developed

A good geographer in Key Stage 2 will be able to:

- use more detailed maps and discuss human and physical characteristics of regions
- They will understand climate zones, mountains, volcanoes, the water cycle, rivers, types of settlement and natural resources and areas.
- They will use ICT, different types of maps, atlases, more complex compass directions, aerial photographs, as well as fieldwork and observational skills.

### Multi-Disciplinary Skills

Environmental knowledge will be closely linked to science. A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Children should be encouraged to justify their opinions using their learning.

Where does my food come from will incorporate Science, time zones, land uses, PSHE, climate change and its impact on land and food production.

### **Key Concepts**

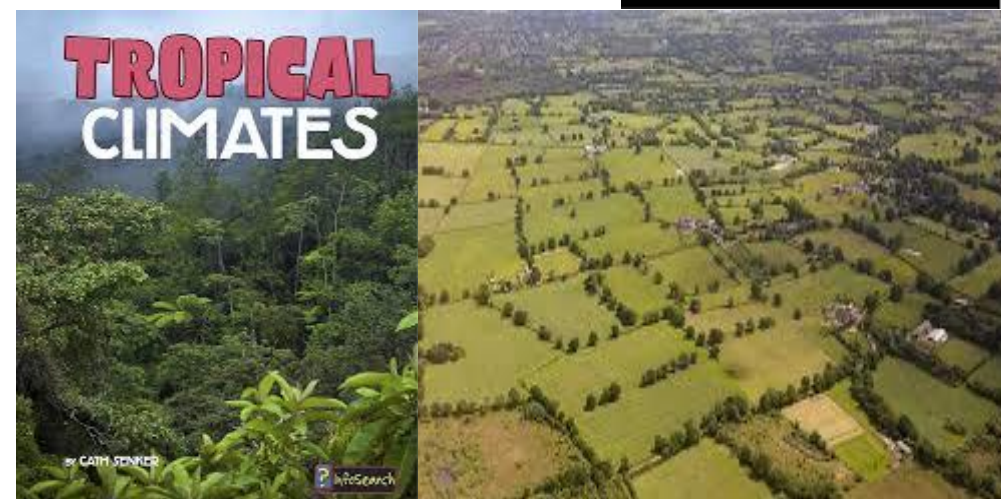
**Place** A construct that is defined in terms of what it is like, what happens there and how and why it is changing.

**Space** The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

**Environment** The ‘zoom lens’ that enables us to view places from global to local levels.

**Why is being a farmer such an important job?**

Key Vocabulary	
Arable	Arable land is land that is used to grow crops.
Pastoral	Pastoral land is used to raising animals (livestock) like sheep and cows.
Mediterranean climate	The Mediterranean climate zone is part of the temperate zone; it has long, hot dry summers.
Tropical climate	A tropical climate has hot, wet weather
Temperate climate	A temperate climate has warm summers, cool winters and moderate rainfall
Climate Zone	The weather conditions <u>prevailing</u> in an area in general or over a long period.
Latitude	Lines of Latitude run in an east-west direction across Earth.
Longitude	Lines of Longitude run in a north-south direction
Fair Trade Import Export	Fair Trade makes sure that farmers and producers are paid a fair price and a fair wage.



### Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>All About Me –</b> To begin to identify similarities and differences. Positional Language. Local Walk.	<b>Weather Patterns</b> Children would have learned about the weather in the Amazon, UK and North and South Poles.	<b>The Four Seasons/Jungles</b> To understand the different environments in the World, weather, climates etc.	<b>Where does our food come from?</b> <b>Impact of location on food production. Look at climate, fair trade, food products in UK and specific locations.</b>	<b>Plants of the World</b> To understand the significance of plants to the planet and humans, as well as their unique capabilities.	<b>North America</b> To know the countries, capitals and regions of North America. To identify the human and physical differences of the 5 regions.	<b>Water World</b> This unit will, among other things, look at the importance of water for our planet.

