

Topic: Geography Locational Knowledge/ Key question	Year group	Term
Food production in the North East and around the world. <i>Why does it matter where our food comes from?</i>	Year 2	Spring 6 sessions

Background knowledge

The United Kingdom, made up of England, Scotland, Wales and Northern Ireland, is an island nation in north western Europe.

Purpose of the enquiry

Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an introduction to farming and farms for younger geographers. This is built upon and extended in enquiries at Key Stage 2. The central paradigm of geography is the investigation of how people interact and are interdependent with the environments that surround them (be they rural or urban). Investigating farming is an important way of illustrating this with younger pupils.

This investigation enables pupils to explore a number of key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of fundamental geographical processes including economic activity and trade. The enquiry therefore is not just about pupils knowing 'where' their food comes from but also - and equally importantly - it's about enabling pupils to understand 'why' it's important to know. To this end pupils have opportunities to begin to understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.

What should I already know?

ELG

I know about similarities and differences in relation to places.

I can talk about the features in my own immediate environment and how environments might vary from one another.

I know that the environment is influenced by human activity.

Year 1

Geographical enquiry

- To ask and respond to simple closed questions.
- Use information books/pictures as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. within school or local area.

Map Knowledge

Learn names of some places within/around the UK. E.g. Beech Hill, cities, countries e.g. Wales, France.

Using Maps

Use a simple picture map to move around the local area. Recognise that it is about a place.

Direction/Location

Follow simple directions

National Curriculum Objectives / Key Skills	The Journey
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Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

- Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
- Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple observational skills to study key human and physical features of environments.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

1: To know where dairy products come from.

2: To know why there so many dairy farms in Devon.

3: To know how Quicke's Dairy Farm in Devon make cheese.

4: To compare our favourite fruit and vegetables with others.

5: To know why it is important to know all about sugar.

6: Why does John have so many happy customers at his shop?

7: How does John's farm shop compare to a local farm shop close to me (Corbridge/Hexham)?

Big question and key skills

Why does it matter where our food comes from?

Geographical enquiry

- Children encouraged to ask simple geographical questions.
- Use books, stories, maps, pictures/photos and internet as sources of information.
- Investigate their surroundings
- Make simple comparisons between features of different places.

Map Knowledge

Locate and name on UK map major features e.g. Newcastle, River Tyne, West Denton, North Sea.

Drawing maps

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Direction/Location

Follow directions (as Year 1 and including NSEW)

Representation

To understand the need for a key.

Use class agreed symbols to make a simple key.

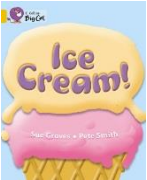
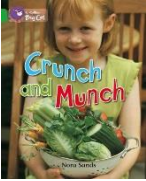
Outcomes

An overview of what children will know / can do

Working towards: Children will know where dairy products come from, with support. Children will know why there are so many dairy farms in Devon. Children can explain how Quicke's Dairy Farm in Devon makes cheese, with support. Children will know how our list of favourite fruit and vegetables compares with the favourites of other people. Children will understand why we need sugar. Children can know what a farm shop is and how it compares to a supermarket.

Expected: Children will know where dairy products come from. Children can discuss why there are so many dairy farms in Devon. Children can explain how Quicke's Dairy Farm in Devon makes cheese. Children will know how our list of favourite fruit and vegetables compares with the favourites of other people. Children will understand the importance of sugar. Children can compare two different farm shops from around England, with support.

Exceeding: Children can explain where dairy products come from. Children can discuss why there are so many dairy farms in Devon compared to the rest of England. Children can explain how Quicke's Dairy Farm in Devon makes cheese. Children will know how our list of favourite fruit and vegetables compares with the favourites of other people and explain why they are different. Children will explain the importance of sugar. Children can compare two different farm shops from around England.

Key Vocabulary	Timeline / Diagrams
Key vocabulary / spellings. • Farm • Dairy products • Supermarket • Shop • Pasture • Grass • Economic activity • County • Settlement • Town • City • Village • Industry • Export; • Import • Greengrocer • Locally produced.	  
Text linked to topic	
Ice Cream - Sue Graves  Crunch and Munch - Nora Sands 	

Key people / places

Costa Rica
South America
North America
Central America
Devon
Southwest of England
United Kingdom
Northeast of England
Hexham
Corbridge
Greengrocer

Assessment questions / outcomes

Where do dairy products come from?

What is a dairy farm?

How does a dairy farm make cheese?

How does our list of favourite fruit and vegetables compare with the favourites of other people?

Why is it important to know all about sugar?

How does John's farm shop compare to a local farm shop close to me (Corbridge/Hexham)?