



Geography

Where in the world does my food come from? (Connected Geography)

Year 2

Unit 1

Intent:

Although Deal could be classified as mainly coastal, there is plenty of land in the local area which is used for farming. Nearly three-quarters of the land area in the United Kingdom is classified as farmland and this enquiry unit provides an introduction to farming and farms for younger geographers. Investigating farming is an important way of illustrating how people interact and are interdependent with the environments that surround them. Through this unit, the children will explore key geographical concepts such as location and distribution as well as an understanding of geographical processes including economic activity and trade. The pupils will have the opportunity 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.

Pupils should be taught to:

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.

Place knowledge: identify seasonal and daily 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 features and key 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 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.

Prior learning:

ELG	Year 1				
People, culture and communities	Why do we love living by the seaside?				

Key Vocabulary:

Tier 2 - Multiple meanings or high frequency

Farm / dairy	field	temperature	rainfall
supermarket	weather	trade	county

Tier 3 - Subject specific

landscape	Economic activity
import / export	Locally produced

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations	From geographia (Greek) - geographie (French) - geography (English 15 th Century).

	and resources and political and economic activities.	
weather	the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.	The weather today is cloudy with some sunshine.
import	1. Bring (goods or services) into a country from abroad for sale. (v) 2. A commodity, article, or service brought in from abroad for sale. (n)	Supermarkets import bananas from abroad. The global imports were up for sale.
export	1. Send (goods or services) to another country for sale. (v) 2. A product or service sold abroad. (n)	India export cotton to other countries. The clothes were exports from abroad.

Idioms and colloquialisms	
	Meaning

Misconceptions	
Not true	Teach this

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Where do dairy products come from? L.O. That recognise that all the food we eat comes from either plants or animals.</p>	<ul style="list-style-type: none"> Without telling the children what they are going to be investigating, lay a wide range of dairy products out on display e.g. milk, cheese, butter, yoghurt, ice cream, chocolate, cream cheese, custard. Please be aware of any food allergies and adjust as necessary (pictures can be used instead of actual products) Children examine each product. Ask them what they are and if they have eaten any of them recently. What do each of the products have in common? What is an important ingredient in all of them? Milk. Ask the children their ideas on where milk comes from. What is a farm? What happens there? What is a dairy farm? Watch the video clip (link in the Connected Geography unit plan) of the dairy farm – ask the children to describe what is going on. Once the milk is collected, it will be sold (economic activity) Indicate that the dairy farm is a business. The people who own it are making a living. What do they need in order to maintain the health of the cows and their business? 	1-3
2	<p>Why are there so many dairy farms in Devon? L.O. That identify and describe the main geographical features of the physical landscape of Devon. To compare and contrast average weather conditions in Devon with the rest of the UK.</p>	<ul style="list-style-type: none"> Discuss the location of Devon within the UK. Using photographs, children identify and describe the natural features of the environment – fields of grass (pasture), hedgerows, trees, groups of trees (woods), rolling hills etc In groups, annotate photograph (Connected Geography resource 6) with the following features: pasture, field, Friesian cows, tree, hedgerow, hill. Annotate photograph (Connected Geography resource 7) with the following features: farm, wood, hedgerow, fields of pasture, hill, lake. Discuss types of weather that would be beneficial for dairy farmers – summarise the children’s ideas on the board. Analyse and discuss weather data in Devon compared to the rest of the UK. Children could create a graph of the data and explain what it shows and why the conditions in Devon are good for dairy farming. 	1-6

3	<p>How does Quicke’s Dairy Farm in Devon make cheese? L.O. Tbat describe how cheese is manufactured and how it is exported.</p>	<ul style="list-style-type: none"> • Quick link, in discussion, back to lesson 1 about milk being used to make other dairy products. • Watch video <i>East Devon Food for Thought Project</i> (00.42-2.08 and 2.44-5.12) link in Connected Geography plans. Children listen for information about: how many years is it before calves produce milk? How much milk on average does an adult milking cow produce per day? What happens to the cheese that this company makes from the milk? Which country, in particular, is it sent to? How does it get there? • Discuss that Quicke’s farm is a business and they sell their milk for profit. • Use a map to locate where Australia is and approximately how may kilometres the journey is. Children plot a route for the ship from the UK to Australia? Where would it stop to refuel? 	1-3 7-8
4	<p>How does our list of favourite fruit and vegetables compare with the favourites of other people? L.O. Tbat identify exported products and understand why exports are needed.</p>	<ul style="list-style-type: none"> • Show a selection of fruits to the children e.g. plum, apple, grape, pear, banana, orange, mango, tomato, pineapple, peach and see if they can name them. These are the 10 most popular fruits in Britain (according to a survey by the <i>Health Food Manufacturer’s Association</i> in 2013). • You could give the children the chance to taste the fruits and rank them in order from number 1 (most liked) to number 10 (least liked). Fruit with the lowest total is the class favourite, the one with the highest score is the least favourite. Compare with the nation’s favourite. • Can the children work out which 5 of the fruits are grown in Britain? Why are bananas, oranges, pineapples, peaches and mangos not grown on farms in Britain? Think about the weather in particular. We buy these fruits from other countries. This is called trade. • Use maps to locate Costa Rica – many of the bananas sold in Britain are grown in Costa Rica. Why can they grow them there? • Watch a video clip of bananas growing and being farmed in Costa Rica. Costa Rica is exporting them and Britain is importing them. • Children draw a flow diagram to illustrate the 6 stages in preparing bananas for export. 	8-11

		<ul style="list-style-type: none"> • Connected Geography unit plan – discussion about vegetables and tally class results as with fruits. 	
5	<p>Why is it important to know all about sugar? L.O. Tbat identify and describe how sugar is refined from sugar beet on British farms.</p>	<ul style="list-style-type: none"> • Examine a bag of sugar (Connected Geography unit plans). How does it grow? Sugar is not a plant so it cannot be considered a vegetable. Where does it come from? We grow sugar beet plants in the UK. Watch the video clip (Connected Geography resource). Observe how the natural sugar is extracted and made into sugar crystals. • Ask the pupils who eats sugar? How do they eat it? Record the ways that they add sugar to their diet. • Selection of chocolate bars, soft drinks, cereals and cakes on the table. Children estimate how many teaspoons of added sugar there is in each food product. Look at the actual sugar content. Discuss the sugar levels. Are they shocked at how much sugar is in them? • Discuss the health elements of too much sugar in the diet. 	12
6	<p>Why does John have so many happy customers at his shop? L.O. Tbat identify and categorise whether fruits and vegetables are locally produced, UK grown or imported. Tbat describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers.</p>	<ul style="list-style-type: none"> • Discuss a photograph of a greengrocer (Connected Geography resource) • Classify produce from the greengrocer's as either fruit or vegetable. • How many good things can they think of associated with buying from local farms? Do any of the children go to local farm shops with their families? Produce a poster to explain the advantages of buying locally. • Look at other shops in the village: butchers, bakery. What do they understand by the term 'free-range'? Is this better for the animals? Why might people be happier to buy 'free-range' produce? • Fieldwork: go to a local supermarket or farm shop and investigate products which are labelled as 'free-range'. 	9-11 13-16