



FENISCOWLES PRIMARY SCHOOL
Striving for Excellence

Why does it matter where my food comes from?

Medium Term Plan - Summer Term

Key Stage 1 Geography: Unit 2

Enquiry: *Why does it matter where my food comes from?*

What pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"> What a farm is and what happens on a dairy farm How milk is used as a raw material of dairy products The physical and human features of the rural and urban landscapes of Devon in the UK Why the weather in Devon makes it an ideal place for dairy farming How weather conditions in Devon compare with those of the UK as a whole What trade is and what importing and exporting means The most popular fruits consumed in the UK and where in the world they are produced The stages of growing bananas and exporting them to the UK How sugar is refined from sugar beet Some of the benefits of buying food locally The different meat produced by animals in Britain What 'free range' means <p style="text-align: center;">National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 to recognise landmarks and basic human and physical features 	<p>Mapwork: World maps; maps of the United Kingdom; Atlases; Globe. Terrestrial photographs; Aerial and satellite photographs.</p> <p>GIS: Google Earth Pro</p> <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>'Say what you see'. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	'Say what you see'. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Recognise that food comes from plants and animals Describe what a farm is Identify and describe what happens on a dairy farm Describe and suggest reasons why the weather in Devon makes it a good place for dairy farming Compare the weather conditions in Devon with those in other regions of the UK Describe how cheese is made from milk Identify, describe and rank order the top ten most popular fruits in the UK and give reasons why half of these are imported Identify where Costa Rica is and suggest reasons why bananas can be grown here and not in the UK Describe how sugar is made from sugar beet Identify and describe different kinds of vegetables Identify and describe the animals from which different types of meat originates <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Identify and describe the features of the four main types of farm in the UK Locate the main farming regions on a map of the UK Explain why buying locally produced and 'free range' food can be beneficial <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils learned:</p> <ul style="list-style-type: none"> The elements that make up the weather and observed and recorded how these changed locally over time About the different weather associated with the four seasons of the year The location of hot and cold places in the world A range of vocabulary and concepts related to the weather (see learning organiser) <p>In Nursery and Reception pupils learned:</p> <ul style="list-style-type: none"> Experienced different weather conditions when outside and the clothes they wear accordingly Observed and discussed how the weather changes during the day and four seasons Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas Know that continents are land and oceans water and that there are many countries in the world
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