



# Geography Flight Path - Year 3 - Food from afar



Subject: Geography	Unit: Food from afar	Year: 3	Term: 1	Key Vocabulary (max. 10) <i>*indicates etymological link</i>
<b>Big Question:</b> Where does our food come from?				<b>Import</b> – goods bought into the country <b>Export</b> – goods sent out of the country <b>Distribution</b> – how goods are shared out <b>Produce</b> – how to make and manufacture from materials <b>Consume</b> – eat, drink, ingest or buy <b>Waste</b> – unwanted excess materials <b>Pollution</b> – harmful materials entering the environment <b>Sustainability</b> – using resources carefully <b>Trade</b> – the exchange of goods <b>Carbon footprint</b> – the impact of our actions on the environment
<b>National Curriculum objectives covered:</b>  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Describe and understand key aspects of: <ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</li><li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li></ul>				



<b>Key knowledge:</b> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.					<b>Concepts:</b>  Climate Environment Trade
<u>Key Locations of Study</u> <b>UK &amp; British Isles:</b>			<b>Worldwide:</b> Ivory Coast, South Africa		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
LQ: How can our food choices impact the environment?	LQ: What does it mean to trade fairly?	LQ: How do we get our chocolate?	LQ: Where does our food come from?	LQ: Are our school dinners locally sourced?	LQ: Is it better to buy local or imported food?
I know that:					
Some food choices can harm the environment. some small changes to a diet can help fight climate change.	There are some advantages and disadvantages to importing food and that trading responsibly supports equality	There are different opinions on importing products	Food travels from the countries it is produced in.	Collecting data from interviews and questionnaires can inform a line of enquiry	There are advantages and disadvantages of buying food both locally and imported



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I Can:					
Explain the impact of food choices of food choices on the environment	Explain what trading responsibility means and give the advantages and disadvantages	Recall the locations a cocoa bean travels through to reach the UK Describe the process from cocoa bean to chocolate	Ask questions about where the food I eat comes from and identify and label these countries on a map	Design and use data collection methods to find out where food comes from	Create a balanced argument about where to buy food from

