Food Glorious Food

| Big question- **Where does our food come from?** | | | | | | |
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|  | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6 -Trip** |
| Question | Where does our food come from? | How does our food get to us? | What does FarMer \_\_ grow on their farm? | What does farmer \_\_ rear on their farm? | Can we design a great British picnic? | What is it really like on a farm? |
| Content LO: | To be able to explore where our food comes from and what a farm looks like. | To be able to understand that the food we eat has a food story. | To understand what is grown on a farm and where our food comes from. | To understand what is reared on a farm and where our food comes from. | To be able to understand the geography of the UK and the foods grown within it | To be able to explore what grows on a farm and where food comes from. |
| Skills LO | To use maps to explore my locality. | To sort items in their locality | To use maps to locate places in the Uk and talk about local land use. | To use maps to locate places in the UK and talk about local land use. | To sort items based on their locality. | To ask questions to a farmer. |
| Pillar focus: | Use of geographical sources | Develop an understanding of local, national and international geography. | Use of geographical sources | Use of geographical sources | Develop an understanding of local, national and international geography. | Fieldwork to gather hands on geographical experiences |
| Concepts | Place  Space  Environment  Interconnections  Scale  Sustainability  Enquiry | | | | | |
| Assessment: | **All:**Guided by a teacher, the key features of a locality are identified and described.  **Most:**There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is  **Some:**There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. | **All:**Guided by a teacher, the key features of a locality are identified and described and to identify some key places in the United Kingdom.  **Most:**There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is and to identify some key places in the United Kingdom.  **Some:**There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is and to identify some key places in the United Kingdom. | **All:**  Guided by a teacher, the key features of a locality are identified and described.  **Most**There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is  **Some:**There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. | **All:**With support of a teacher locations are compared with the use of some geographical vocabulary.  **Most:**Some good comparisons, using geographical vocabulary, are applied to contrasting localities.  **Some:**Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features. | **All:**With the support of a teacher, patterns of land use in our local area are investigated.  **Most:**Patterns of land use are investigated and described using geographical language.  **Some:**Patterns of land use are investigated and described in detail using well chosen geographical vocabulary. | **All:**Guided by a teacher, the key features of a locality are identified and described.  **Most:**There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is  **Some:**There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. |