



Geography Knowledge Organiser Y4

Human and Physical Geography: Food for Thought



Overview

Children examine where our food comes from and some different types of food production, making links to trade/ fair trade and world resources. They contrast farming methods used in the UK with those of a non-European country in the production and harvest of one food type; and they begin to understand that some foods are associated with different places.



Human Geography (people)



Agricultural and market gardening industries and their related marketing, distribution and transport needs are some of the largest employers in the UK. Some of our foods are specially imported, farmed or harvested to cater for the huge demand and range of palettes in the UK; and some are specially processed for religious or cultural demands eg kosher food. Britain is not self-sufficient in food production and therefore many foodstuffs including fruit and vegetables are imported. Some people in the world do not have enough to eat and suffer from malnutrition, hunger and starvation. World supplies of food are often poorly distributed and famine can result where large movements of people occur such as refugees because of war.



Physical Geography (nature)



The seasonal weather and cool temperate climate in Britain enable farmers to develop a range of arable, livestock and mixed farming. However, some crops need warmer climates eg bananas. Some crops are only available from British farms at certain times of the year, for example Jersey potatoes/ strawberries/ rhubarb/ Bramley apples. There are some regional foods which are associated with particular areas of Britain, in particular cheeses which benefit from their local dairy industry. In the wider world, areas of famine can result from extreme drought or flooding brought about by extreme weather conditions.



Main skills and/ or fieldwork



To be able to use appropriate vocabulary to describe their work on food and farming
To recognise that some countries farmers encounter many difficulties in cultivating their land and in some cases are unable to produce enough food to live on
To be able to offer reasons and some explanations for the global diversity in types of food production
To understand that physical conditions such as weather, climate, landscape and soil type can have a negative impact on food production
To use a range of resources to investigate aspects of farming around the world



Other key vocabulary



distribution

A process by which a general population is supplied with food

packaging

How food is wrapped or contained for distribution eg plastic wrapping / tinned

imported

goods including foods which are brought into the country from abroad

export

Goods including foods which are sent abroad from Britain

regional

a specific area from which food is produced- this may be a national or localised geographical area

food miles

The amount of distance the food travels during its manufacture or distribution

traditional foods

Foods which have been eaten by generations of people or passed down eg family recipes

cultivation

how a particular food crop is grown

malnutrition

A person's lack of essential vitamins and minerals needed for healthy growth due to poor diet



Big questions/ideas



What foods do we eat in the UK now? How is this different from what people ate in the past?
How is food produced?
How has our food supply changed?

Where in the world does our food come from?
Are all foods available all year round?
What is the weather like in the places our food comes from?
Are the seasons different to ours?

How far has our food travelled to reach us? Does this have an impact on the environment?
Is my local area known for a particular food?
What do people eat in other countries?

Why do some people not have enough food to eat?
What makes food production difficult?
Can the world produce enough food for everyone?

Curriculum links and further research

- ❖ **Christian Value.....compassion; charity; generosity [donations to foodbank]**
- ❖ English – “From Farm to Fridge”- explanation of the process of milk production/ persuasive language and advertising
- ❖ Maths – money; profit and loss
- ❖ History – foods which were brought here by eg Elizabethans/ Romans
- ❖ Art/ DT- design a poster to advertise a new chocolate bar
- ❖ Science – genetic modification of food/ synthetic foods
- ❖ Music- “Food Glorious Food” -Oliver[Lionel Bart]; Instruments made from vegetables
- ❖ RE- the Feeding of the 5000; Luke 12:13-21 Be on your guard against all forms of greed.

Useful websites:

www.google.co.uk/maps

www.bing.com/maps

www.tes.co.uk

<https://www.theguardian.com/world/2017/aug/30/mumbai-paralysed-by-floods-as-india-and-region-hit-by-worst-monsoon-rains-in-years> [monsoon rain]

<https://www.youtube.com/watch?v=KK8I9106cfc>