

National Curriculum – Geography

Locational knowledge: Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place knowledge: developing a sense of children's place in the world; comparing and contrasting geographical areas to understand their characteristics and cultures; learning how places are interconnected and change over time.

Human and physical geography: understanding the relationship between humans and the environment; exploring the Earth's natural features and processes; considering the impact of human activity on settlements; learning about land use, trade and natural resources. Learning about climate zones and biomes. To know that fair trading ensures workers are treated with respect and equality.

Geography skills and fieldwork: to know UK grows food locally and imports food from other countries. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and is often objective.

Lines of enquiry

How can our food choices impact the environment?

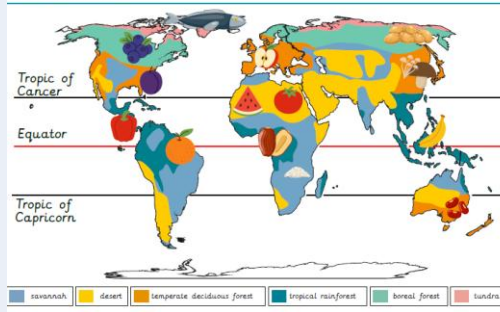


Energy used to grind wheat and bake bread can produce greenhouse gases.

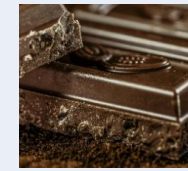
Meat contributes around 14.5 % of greenhouse gas emissions.



Map of biomes



Where does our chocolate come from ?



Are our school dinners locally sourced



Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh seasonal food.
- Creates jobs in the local community.

Disadvantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad more quickly if grown without pesticides.

Vocabulary

Food miles: the distance food has travelled to reach you.

Import: an item brought in from a different country.

Consume: to buy or use.

Trade: the buying and selling of goods or services.

Cooperative: a group of people working together who share ideas and income.

Responsible trade: a process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.

Seasonal food: food which is best eaten in a particular season.

Sustainability: a way of doing something that does not harm the environment.

Source: a place where something can be originally found.



Where does our food come from? Geography | Years 3 & 4 | Spring Term 2026

| Session | KEY LEARNING: |
|---------|--|
| 1 | How can our food choices impact the environment? Reviewing information about meat, bread and dairy gathering key information. Reviewing knowledge from previous learning (DT and Rainforests). Matching biomes activities. Identifying things to help the environment. |
| 2 | What does it mean to trade responsibly? Trading responsibly questions and answers. Discussing fair trade and where we find the logo. Using atlases and discussing biomes. Advantages and disadvantages of importing food. |
| 3 | How do we get our chocolate? Review of ideas covered so far. Recap vocabulary. Learning about Cacao. Retelling the journey of the cacao bean. |
| 4 | Where does our food come from? Mapping and measuring the distance food travels to reach the UK. Using packaging collected to measure food miles. Using atlases and scale bars on maps. |
| 5 | Are our school dinners locally sourced? Completing interviews using question gathered by the class. Collecting data and reviewing findings. |
| 6 | Is it better to buy local or imported food? Orally preparing a debate regarding the advantages and disadvantages of imported food. |