

#### **Unit Overview**

In this unit, the children will learn about the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study, with a suggested local shop, market or farm as a recommended visit. This will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).

#### **Learning outcomes:**

In this unit, the children will:

- understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production
- use locational and directional language (e.g. near and far) to describe the location of features and routes on a map
- name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas
- use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

#### **Key concepts:**

Using atlases  
Food miles  
Human & physical geography

#### **Key vocabulary:**

High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food, Kitchen, food, lunchbox, food story, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered, farmer, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat, barley, Cow, milk, oilseed rape, pasture, grassland, United Kingdom, Wales, Scotland, Northern Ireland, flat, lowland, pig, pork pie, oats, oatcakes, traditional, picnic, South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East, landscape, landmarks, human, physical

#### **Resources:**

## Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1 WB		
2 WB	<p>EYFS – Begin to talk about the different jobs people do within the community.</p> <p><b>KS1</b> To identify shops selling food locally or on the high street. To start to understand that shops sell foods from many different locations. To role play going to the shops and buying fresh, frozen and fast food items.</p>	<p><b>What can we buy on the high street?</b></p> <ul style="list-style-type: none"> <li>I know where the local high street is, and can role-play a visit there. Show pictures of Cheadle high street – local shops etc. Name shops and talk about what is sold there. Sort the shops do they sell food or something else. Venn diagram</li> <li>UTW PCC 6.1, 7.3, 8.1 (comparing places)</li> <li>I know what food is sold there. Sorting</li> <li>Look at shops a little further afield – popular stores smythys, mDs etc – quiz? Logo recognition.</li> <li>I understand what fresh, frozen and fast food is.</li> </ul>
3 WB	<p>EYFS – Begin to talk about the different jobs people do within the community.</p> <p>EYFS – Explore the natural world around them.</p> <p><b>KS1 -</b> To know that food comes from either plants or animals. To understand that the food we eat has a food story To understand it has been changed (processed).</p>	<p><b>How does our food get to us?</b></p> <ul style="list-style-type: none"> <li>I know my food comes from plants or animals.</li> <li>R/N What is plant, what is animal? Science link – Y1/2 Where it comes from and how it has changed. talk about the processes needed to change from raw material to final product.</li> <li>UTW TNW 6.1, 7.1, 8.1</li> <li>I can describe some of the steps in producing food.</li> <li>I can describe how foods have been changed (processed).</li> </ul>
4 WB	<p>EYFS – Explore the natural world around them.</p>	<p><b>What plants and animals does Mrs Macdonald grow/rear on her farm?</b></p>

	<p><b>KS1 -</b> To understand what farming is, what a farmer does and where the plants and animals we eat come from. EYFS – Begin to talk about the different jobs people do within the community.</p> <p>EYFS – Explore the natural world around them.</p> <p><b>KS1 -</b> To understand that animals are reared in the UK, and used for dairy and meat.</p>	<ul style="list-style-type: none"> <li>● I understand what farming is, and areas where farming occurs. What is a farmer? What do they do? Y2 – different types of farm – crops, animals – different things sold – why?</li> <li>● Look at the life cycle of a plant – corn seed to harvest. N seed to plant in order life cycle, R extra pics – KS1 – explain more in book with writing. Picture of farmer and label all the things they know about a farmer.</li> <li>● UTW TNW 8.3, 7.1, 6.2, 6.5</li> <li>● UTW PP 6.3, 7.2, 8.2</li> <li>● I understand what a farmer does.</li> </ul> <p>I understand where the plants and animals that we eat come from.</p> <p><b>What animals might Mrs Macdonald rear on her farm?</b></p> <ul style="list-style-type: none"> <li>● I understand the job of a dairy farmer, and can describe their year.</li> <li>● I understand how milk and other food products are produced.</li> <li>● I can understand the type of land that a dairy farm needs to thrive.</li> <li>● Look on BBC teach for videos</li> </ul>
5 WB		<ul style="list-style-type: none"> <li>●</li> </ul>
6 WB	<p>EYFS – To begin to explore a variety of tools and techniques.</p> <p><b>KS1 -</b> To understand that some traditional foods originate in the UK.</p>	<p><b>Can we create a great British picnic?</b></p> <ul style="list-style-type: none"> <li>● I understand the parts of the UK / map work – TWINKL UK FOOD MAP SNIP TOOL and their traditional foods.</li> <li>● UTW PCC 8.5, 6.1, 7.1</li> <li>● Maybe grow some cress?</li> <li>● I know where Wales and Scotland are located.</li> <li>● I can mix and combine foods to make it into different products.</li> </ul>
7 WB	<p>EYFS – Recognise some similarities and differences between life in the country and life in other countries (focus on foods)</p> <p><b>KS1 -</b></p>	<p><b>Can we create a Great British food map?</b></p> <ul style="list-style-type: none"> <li>● I can name the countries in the UK.</li> <li>● I understand the geography of the UK.</li> <li>● I know the types of food produced, and the locations of these.</li> </ul>

## Geography – Scheme of Work 2021/22

	To understand the geography of the UK, and the types of food produced here.	Assessment week or go back and look at the frozen/ processed foods from week 1 that was omitted. N/R changing states from solid to liquid or vice versa / KS1 how things are frozen / dried etc Jelly/ porridge/ freeze fruit/veg UTW TNW 8.7, 7.2, 6.3
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<b>Assessment</b> (linked to learning outcomes)		
<b>Emerging</b>	<b>Secure</b>	<b>Exceeding</b>
<ul style="list-style-type: none"> <li>• Identify foods that can be bought on the local high street</li> <li>• Understand what cereal crops are made into</li> <li>• Explain where everyday products (milk) come from</li> <li>• Explain that many different types of food come from the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify foods that can be bought on the local high street and can identify processed food</li> <li>• Understand what cereal crops become and where everyday products like milk come from</li> <li>• Explain that many different types of food come from the different UK regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify types of food: fast, fresh, processed</li> <li>• Identify foods that can be bought on the local high street and can describe how food has been processed</li> <li>• Name and describe regional products from the UK</li> <li>• Explain why foods come from specific regions.</li> </ul>