**Autumn 2 Year Group:** 3/4 **Weeks:** 6

**Learning Adventure Learning Journey – Autumn 2 – Where does our food come from?**

**WALT:** **know how land in temperate climate zones is used to produce food.** Geography focus.

**Task:** Children will investigate wheat production and sort foods based on whether they think the food contains wheat. Children will ask and answer questions based on their new knowledge.

**Start the journey here…**

**WALT:** **describe the way in which land in tropical biomes is being changed to enable more food to be produced.** Geography focus.

**Task:** Children will learn about deforestation and create a poster presenting their new knowledge.

**WALT:** **know how land in tropical climate zones is used to produce food.** Geography focus.

**Task:** Children will learn about how bananas are produced and transported to the UK. They will learn what fair trade means and how it benefits farmers. Children will design an illustrated flow chart explaining the process.

**WALT:** **understand that the food**

**we eat comes from many**

**different places around the**

**world.** Geography Focus.

**Task:** Children will design a comic strip showing the journey of a breakfast food item around the world.

**WALT:** **Write a non-chronological report entitled “Where does our food come from?”.** (over 1 week) English focus.

**Task:**

Children will research, plan and write their non-chronological reports, presenting their reports as a double page spread.

**WALT:** **explore how food is**

**produced in Mediterranean**

**climate zones.** Geography focus.

**Task:** Children will imagine that they are farmers and plan what crops to plant in different fields, based on their knowledge of the soil, the aspect of the field and the drainage.

**WALT:** **understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.** Geography focus.

**Task:** Children will label a world map to demonstrate their understanding of where different foods from around the world come from.

**WALT:. Create an abstract artwork inspired by maps of the world** Art focus.

**Task:** Children will use their knowledge of abstract art, the colour wheel and the different painting techniques studied to create an abstract artwork inspired by continent shapes and the work of Sir Frank Bowling.

**Key skills we will learn in this unit**

Y3 - Name and locate geographical regions and their identifying human and physical characteristics, key topographical features. Understand how features have changed over time. Use maps, atlases and globes to locate countries and features studied. Select geographical vocabulary independently to describe and compare localities. Identify that localities may have similar and different characteristics. Make geographical inferences through a variety of geographical sources.

**GDS –** describe a contrasting locality outside Europe

Y4 - Consider how physical geography impacts on land use, trade links, economic activity and types of settlement. Explain how a locality has changed over time with reference to physical features and human features. Identify different views around a geographical issue and state their own view. Ask questions, analyse a range of evidence and explain their findings based on a geographical source.

GDS - Identify geographical patterns and make connections

**GDS –**

**Tier 3 vocabulary**

**and key spellings**

Continent, hemisphere, processed, transport, climate, conditions, temperate, tropics, climate zones, fair trade, production, biome, deforestation, mediterranean, longitude, latitude, trade, agriculture, food miles, crops, locally produced, land use, environmental impact.