Geography Knowledge Organiser

World food – Where does it come from?

Year 5 and 6 Autumn 2

St Mary's & St Benedict's RC Primary School

Concept: Raw materials, goods and trade
Overarching Question: Where does our food come from?

Key Vocabulary	
rural	relating to the countryside rather than the town.
urban	relating to a town or city.
raw materials	any material, such as oil, cotton, or sugar, in its natural condition, before it has been processed for use
goods and trade	buying and selling goods (products) and services
arable	land used or suitable for growing crops.
pastoral	land used for the keeping or grazing of sheep or cattle
import	to bring goods or services into a country from abroad for sale
seasonal food	the times of the year when a given type of food is at its peak, either in terms of harvest or its flavour
climate	see table below for the 6 main climate zones
reared or grown	Rear – Some farmers rear animals – they breed and raise them for food. Grown ingredients: plants grown for food (herbs, fruits, vegetables, cereals)
processed	any food or drink that has been changed in some way when it's made or prepared
country and continent	A country is land that is controlled by a single government. A continent is a large solid area of land. Earth has seven continents. In order from largest to smallest, they are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
food mile	the distance food has travelled to get to your plate
biome	areas of the planet with a similar climate and landscape, where similar animals and plants live

<u>What should I already know?</u>
Year 4 – Autumn 1 – Rubbish and recycling – environmental study (Raw materials, goods and trade)
– Name and locate counties and cities of the United Kingdom
– Describe and understand key aspects of human geography including types of land use.
–Use a wider range of maps (including digital), and atlases to locate features studied.

<u>Key Learning– By the end of this unit, children will know about:</u>
– Aspects of physical geography including climate zones and biomes.
– Rural land and how it is used for arable or pastoral farming, particularly in the UK.
– How to identify if food is caught, reared, grown or processed.
– Where our food comes from– is it locally produced or is it from another country?
– Calculating food miles and discuss the effect on the environment.
– How to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
– How to begin to explain satellite imagery.
– Making electronic links with schools/children in other places e.g. email/video communication.
•Identifying and explaining increasing complex geographical features, processes (changes), patterns, relationships and ideas.

Climate	Description	Example
Polar	Very cold and dry all year round	Antarctica
Temperate	Cold winters and mild summers	UK
Arid / Desert	Dry and hot all year round	Sahara Desert
Tropical	Hot and wet all year round	Brazil
Mediterranean	Dry, hot summers and mild winters	Spain
Mountainous	Very cold, sometimes wet, all year	Himalayas



