

Autumn 1 Year 4 Geography Knowledge Organiser

Where does our food come from?

Subject specific vocabulary		Images/Diagrams/Maps	Important Knowledge
Carbon footprint	Measure of carbon dioxide in the environment		Different foods are grown in different biomes as they require different conditions, such as temperature, rainfall, types of soil and amount of sunlight
Consume	Measure of goods and services consumed		Foods can be imported by boat, plane or train from other countries
Export	Send goods to another country for sale		Sometimes, people can create special conditions for products not normally grown in their country, such as a greenhouse
Fertiliser	Chemicals or substance used to increase plant growth		There are benefits to buying local produce, such as less air pollution, readily available food and creating jobs locally
Food miles	Distance of how far a food item has travelled from production to consumption		There are benefits to buying imported food too, such as supporting communities in developing countries, having access to wider range of food and creating relationships with other countries
Import	Receive goods from another country		
Pesticides	Chemicals or substance used to destroy damaging insects		
Responsible trade	Ensuring fair working conditions within the food supply chain	Writing/Provision/Enrichment opportunities	
Sustainability	Using natural resources responsibly to support present and future generations	Describe the journey of the cocoa bean using a creative diary or chronological report Invite parents/families into school for hot chocolate/cocoa and share cocoa bean writing	
Trade	Voluntary exchange of good		

Presentation	Assessment		
	To explain the impact of food choices on the environment.	Identifying that different foods grow in different biomes and stating why; explaining which food has the most significant negative impact on the environment and suggesting why; noting one change people can make to combat this.	Giving examples of which foods grow in each biome; explaining how food choices impact climate change and how a change in diet can make a difference.
	To understand the importance of trading responsibly.	Describing the intentions of trading responsibly and stating one way it can help farmers; understanding importing food can be both helpful and harmful.	Explaining the impact trading responsibly can have on communities and listing some of the advantages and disadvantages of importing food.
	To describe the journey of a cocoa bean.	Stating one positive and one negative of importing products. Can describe the journey of a cocoa bean and one process it has to go through.	Explaining how the process from cocoa bean to chocolate bar accumulates food miles; recognising how working with an organisation that advocates trading responsibly supports farmers and their communities.
	To map and calculate the distance food has travelled.	Locating countries on a blank world map using an atlas. Using a scale bar correctly to measure approximate distances.	Finding capital cities and continents of countries on their map using an atlas. Suggesting why particular food travels by different modes of transport and why some continents produce more of the UK's imported food than others.
	To design and use data collection methods to find where our food comes from.	Collecting data through an interview process and analysing the responses to help answer the enquiry question. Designing a questionnaire to collect relevant information about food at home.	Describing closed and open questions and the benefits of both. Discussing the data collecting methods best suited for qualitative data collection.
	To discuss the advantages and disadvantages of buying both locally and imported food.	Discussing any trends in data collected, acknowledging that where food is sourced is a complex matter and stating examples of both advantages and disadvantages.	Discussing limitations people may have when deciding where to purchase food.