



TEAM Multi Academy Trust Geography: Farm to Fork



Rob Norton

TEAM Multi-Academy Trust, Barnstaple, North Devon



Geography

Vision

- Geography plays a crucial role in helping students understand their own identity and sense of place in the world.
- The school Geography Curriculum seeks to develop key skills; uncover important geographical (substantive) knowledge and introduce children to disciplinary knowledge (how and why geography has been interpreted by geographers).
- Students will learn how their locality, Britain, the wider world have been shaped by physical and human processes.

Intent

Children will:

Develop knowledge of globally significant places

Understand physical & human feature of the world and processes giving rise to them

Become competent in analysing, interpreting & communicating geographical information

Develop an understanding of different versions of geography

Learn to evaluate different versions of geography

Implementation

Based on high quality teaching and learning experiences

Cover the National Curriculum

Include rigorous monitoring and evaluation

Develop and utilise resources

Use experts & primary evidence including maps & fieldwork

Ensure engagement and enjoyment

Impact

Children will:

Develop clear understanding of identity and place in the world

Understand how communities are influenced by physical geography

Understand how communities are interconnected

Develop critical thinking and analytical skills

Apply beyond the classroom

Become informed and engaged citizens

Substantive Knowledge and Disciplinary Rigour

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary rigour is developed through geographic enquiry and interpretation – developing students' ability to think geographically. To ensure pupils can learn more and know more over time, we believe it is crucial that our geography curriculum develops both categories of knowledge as well as geographic skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.

Location

Locational Knowledge
Where in the world is ..?



Farm to Fork (Food and Farming)

Subject: History	Year: 5/6	Term: Spring 1		
National Curriculum Aims	Key Objectives: <ul style="list-style-type: none"> Locate the world's countries Name and locate counties and cities of the UK; geographical regions (human and physical characteristics) and land-use patterns Identify latitude, longitude, hemispheres, tropics, equator, arctic & Antarctic circles, prime meridian and climate zones, biomes, vegetation belts Understand geographical similarities and differences of a region of UK and a region in India Use maps, atlases and digital mapping 			
Key Elements	Key Elements: <ul style="list-style-type: none"> Human – settlement and land use Physical – Climate zones and weather patterns 			
Key Questions	Six Key questions: What are climate zones and how do they effect farming? Where do different crops grow (focus on India)? What do modern British farms look like? Let's find out about food miles. How can allotments and gardens help food production be more sustainable?			
Curriculum coherence	Building Learning Power - Prior Learning: As students progress through the rolling programme, their geographic knowledge is built, connecting past lessons to new ones. In 'Sow, Grow & Farm', students build on learning from Y3/4, where they explored rivers, coasts and mountain environments, and from Y1/2, where they learnt about Whitby. Development of locational understanding will be built on as will students' ability to make sense of different places from primary sources of evidence including aerial photographs, maps and first-hand information. Understanding of decisions historians have made in writing histories of the period will also be developed.			
	Building Futures - Future Learning through the project: <ul style="list-style-type: none"> Foundational Understanding: Students establish locational knowledge and place knowledge in the UK and north-west India. Conceptual Development: Students delve into the broader geographical context of land use understanding motivations and societal impacts, building on learning in KS1 and laying the groundwork for more complex geographical concepts in KS3. Critical Analysis: By continuing to evaluate geographical understanding related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing geographical concepts in KS3. Local Context: Exploring how the <i>physical features of N Devon and East Anglia</i> affect the farming that takes place there. communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3. Broader Connections: Students place <i>India</i> in broader geographical narratives, enabling understanding of connections between different geographical locations... 			
	Vocabulary: Livestock. Dairy. Arable. Market Garden. Allotment. Cash crop. Climate zone. Food miles. Lines of longitude. Lines of latitude. Seasonality. Climate change. Devon. East Anglia. India			
Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	What do you know already about farming and food production? Complete retrieval grids. What are climate zones and how do they effect farming? <i>View the climate zones map and definitions (appendix 1).</i> <i>Plot climate zones onto a map of the world with countries marked.</i> <i>Use internet to discover the main crops grown for two or three countries in each climate zone.</i> <i>Complete the table (appendix 2)</i>	Students should understand: <ul style="list-style-type: none"> Lines of latitude, tropics and polar circles. Lines of longitude and time zones. Approximately where different climate zones are. Climate zones support the growth of certain crops / no crops. Some of the crops grown in different climate zones. 	What do Geographers do?
	Lesson 2	Where do different crops grow (focus on India)? <i>View the video about food production in India:</i> https://www.youtube.com/watch?app=desktop&v=XR-hxyRmdhs	<ul style="list-style-type: none"> Where India is on a world map. What some of the provinces of India are. Different areas of India produce different food products. 	

		<p>Complete the food production map of India (appendix 3).</p>	<p>India produces:</p> <p>1. Cereal Crops</p> <ul style="list-style-type: none"> • Rice: The staple food crop of India, primarily grown in states like West Bengal, Uttar Pradesh, Punjab, Tamil Nadu, and Andhra Pradesh. • Wheat: The second most important food crop, mainly grown in Punjab, Haryana, Uttar Pradesh, Rajasthan, and Madhya Pradesh. • Maize: Used as food, fodder, and for industrial purposes, maize is grown in states like Karnataka, Madhya Pradesh, Bihar, and Rajasthan. • Millets: Includes jowar, bajra, and ragi, grown in dry regions of Rajasthan, Karnataka, Maharashtra, and Tamil Nadu. <p>2. Pulses</p> <ul style="list-style-type: none"> • Chickpea (Gram): Grown in Madhya Pradesh, Uttar Pradesh, and Rajasthan. • Pigeon Pea (Arhar/Tur): Grown in Maharashtra, Karnataka, and Uttar Pradesh. • Lentils (Masoor): Common in Uttar Pradesh and Madhya Pradesh. • Moong and Urad: Popular in Rajasthan, Maharashtra, and Andhra Pradesh. <p>3. Oilseeds</p> <ul style="list-style-type: none"> • Groundnut: Grown in Gujarat, Tamil Nadu, and Andhra Pradesh. • Mustard and Rapeseed: Grown in Rajasthan, Haryana, and Uttar Pradesh. • Soybean: Produced extensively in Madhya Pradesh and Maharashtra. • Sunflower: Grown in Karnataka and Andhra Pradesh. • Sesame: Grown in West Bengal, Rajasthan, and Gujarat. 	

			<p>4. Commercial Crops</p> <ul style="list-style-type: none"> • Sugarcane: Grown in Uttar Pradesh, Maharashtra, and Karnataka. • Cotton: Grown in Maharashtra, Gujarat, and Punjab. • Jute: Grown mainly in West Bengal, Bihar, and Assam. <p>5. Fruits</p> <ul style="list-style-type: none"> • Banana: Produced in Tamil Nadu, Maharashtra, and Gujarat. • Mango: Grown in Uttar Pradesh, Andhra Pradesh, and Karnataka. • Apple: Produced in Jammu & Kashmir, Himachal Pradesh, and Uttarakhand. <p>6. Vegetables</p> <ul style="list-style-type: none"> • Potato: Grown in Uttar Pradesh, West Bengal, and Bihar. • Onion: Grown in Maharashtra, Karnataka, and Gujarat. • Tomato: Commonly grown in Andhra Pradesh, Karnataka, and Madhya Pradesh. <p>7. Other Important Crops</p> <ul style="list-style-type: none"> • Tea: Assam, West Bengal, Tamil Nadu, and Kerala. • Coffee: Karnataka, Kerala, and Tamil Nadu. • Spices: Includes cardamom, turmeric, black pepper, and ginger, grown in Kerala, Karnataka, and Tamil Nadu. 	
	<p>Lesson 3</p>	<p>What do modern British farms look like? <i>Use children’s knowledge to list crops and livestock production in Devon. And beyond in Britain.</i></p> <p><i>Make a poster to advertise the wide range of products produced in Britain.</i></p>	<ul style="list-style-type: none"> • Diverse Farming Practices: Modern British farms include a mix of arable farming (crops such as wheat, barley, and oilseed rape), livestock farming (cattle, sheep, and poultry), and horticulture (fruit, vegetables, and flowers). Many farms also incorporate organic and regenerative agricultural methods. • Advanced Technology: British farms often employ cutting-edge technology, such as GPS-guided tractors, drones for crop monitoring, automated milking systems, and sensors for soil and livestock management. 	


			<ul style="list-style-type: none"> • Sustainable and Eco-Friendly Practices: There is a growing emphasis on sustainability, with many farms using renewable energy (solar panels, wind turbines), planting wildflower margins to support pollinators, and adopting carbon-reducing strategies like no-till farming and agroforestry. • Mixed Farm Sizes: Farms range from small family-run operations to large commercial enterprises, with land use tailored to regional conditions (e.g., arable in the East, livestock in the West) • Diversified Income Streams: To remain profitable, many farms diversify their activities, offering agritourism (farm stays, petting farms), direct-to-consumer sales (farm shops), and non-farming uses (solar farms, glamping). 	
	<p>Lesson 4</p>	<p>Let's find out about food miles. <i>Look at a range of produce bought in a supermarket 'out of season'.</i></p> <p><i>Complete a world map to show where food crops typically are imported from.</i></p> <p><i>Calculate food miles for some foods.</i></p>	<ul style="list-style-type: none"> • Food miles refer to the distance food travels from where it is produced to where it is consumed. It includes every stage of the supply chain: production, processing, packaging, and distribution. • Environmental Impact: The longer the food miles, the higher the carbon emissions due to transportation. This contributes to climate change, especially when using air freight, which has a significantly larger carbon footprint compared to shipping or local transport. • Local vs. Imported: Foods grown locally often have fewer food miles compared to imported goods, promoting local sustainability and reducing environmental impacts. • Limitations: While food miles are a useful measure of environmental impact, they don't account for other factors like production methods, packaging, and storage, which can also contribute significantly to a food item's carbon footprint. • Consumer Awareness: The concept of food miles has encouraged many consumers to buy local and seasonal produce, reducing dependence on long-distance transportation and supporting local economies. 	
	<p>Lesson 5</p>	<p>How can allotments and gardens help food production be more sustainable? <i>Plan your allotment.</i> <i>Consider what crops you will plant to provide a range of food sources.</i></p>	<ul style="list-style-type: none"> • Sustainability: Allotments and gardens promote local food production, reducing the need for transportation and packaging, which minimizes the carbon footprint. • Freshness and Nutrition: Home-grown fruits and vegetables are fresher and retain more nutrients since they are consumed shortly after harvest. 	

			<ul style="list-style-type: none"> • Cost-Effectiveness: Growing your own food can save money on groceries, especially for seasonal produce. • Biodiversity: Allotments and gardens provide habitats for pollinators like bees and butterflies, which are essential for a healthy ecosystem. • Resilience: They offer food security by allowing individuals to grow produce tailored to local climates and conditions, reducing reliance on commercial supply chains 	
Assess & Review	Lesson 6	Retrieval Grids Complete a world map of significant farm production. Complete retrieval lesson to illustrate what you know about world food production at end of the project.	<ul style="list-style-type: none"> • Complete SLaE pages recapping what has been learnt in the project 	

Disciplinary rigour

How does the curriculum develop pupils' capacity to think geographically, i.e. questioning the nature of people, places and the environment?

Do plans show how pupils will be taught to use geographical approaches?



Glossary

Livestock	
Dairy	
Arable	
Market Garden	
Allotment	
Food miles	
Cash crop	
Climate Zone	
Lines of Latitude	
Lines of Longitude	
Seasonality	
Climate change	
Devon	
East Anglia	
India	

Appendix 1: Climate Zone and definitions

Simple summary of climatic zones:

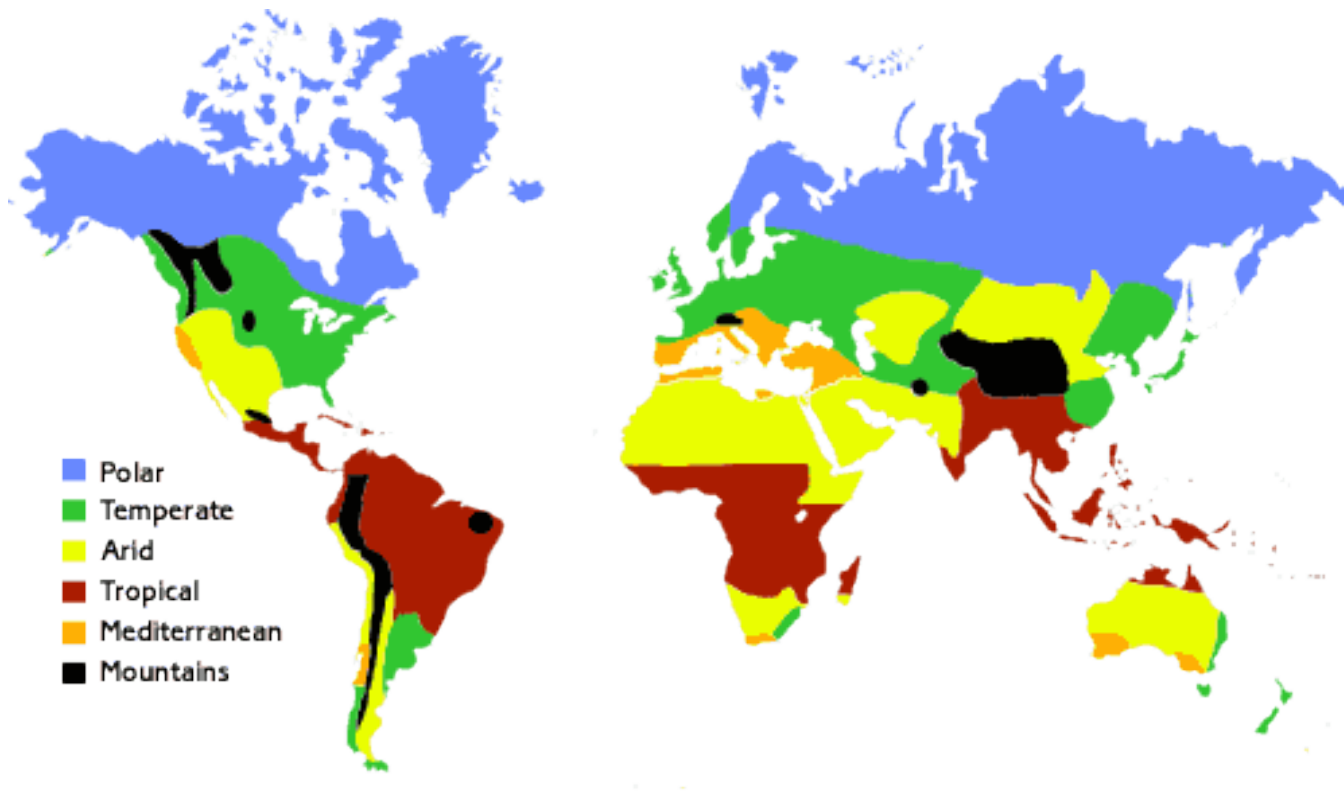
Polar: very cold and dry all year

Temperate: cold winters and mild summers

Arid: dry & hot all year

Tropical: hot & wet all year

Mediterranean: mild winters & dry hot summers



Appendix 2: Climate Zone table

Climate Zone	Country 1	Food produced	Country 2	Food produced	Country 3	Food produced
Arid						
Mediterranean						
Mountains						
Polar						
Temperate						
Tropical						

Appendix 3: Food production in India map

