**Unit hub**

# Where does our food come from? :

**Suggested prior learning** Are all settlements the same?

## Intended outcome of the unit

Identify that different foods grow in different biomes and say why.

Explain which food has the most significant negative impact on the environment.

Consider a change people can make to reduce the negative impact of food production.

Describe the intentions around trading responsibly.

Explain that food imports can be both helpful and harmful.

Describe the journey of a cocoa bean.

Locate countries on a blank world map using an atlas.

Use a scale bar correctly to measure approximate distances.

Collect data through an interview process.

Analyse interview responses to answer an enquiry question.

Discuss any trends in data collected.

## Key Vocab

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|---|---|
| air freight | food miles |
| carbon footprint | grant |
| consume | import |
| distribution | pesticides |

| Week | Week | Week | Week | Week | Week |
|---|---|---|---|---|---|
| Lesson 1: How can our food choices impact the environment? | Lesson 2: What does it mean to trade responsibly? | Lesson 3: How do we get our chocolate? | Lesson 4: Where does our food come from? | Lesson 5: Are our school dinners locally sourced? | Lesson 6: Is it better to buy local or imported food? |
| To explain the impact of food choices on the environment. | To understand the importance of trading responsibly. | To describe the journey of a cocoa bean. | To map and calculate the distance food has travelled. | To design and use data collection methods to find where our food comes from. | To discuss the advantages and disadvantages of buying both locally and imported food. |

**Suggested Next Steps**

Why does population change?

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|---|---|
| export<br>fertiliser<br>food bank | produce<br>qualitative<br>quantitative |

## Unit specific links:

Assessment – Geography Y4: Where does our food come from?
Knowledge organiser
Key vocabulary