



Kindness

Positivity

Respect

<b><u>SUBJECT MEDIUM TERM PLANNING</u></b>		
<b>Year Group:</b> 3	<b>TERM:</b> Autumn 1	<b>Theme: Land use in the UK. What is the UK like? Where does our food come from?</b>
<p><b><u>National Curriculum:</u></b></p> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>locate the continent of Europe on a globe and locate the UK within Europe. Zoom in on major cities including the capitals and our city of Sheffield giving a sense of scale and our location in the world</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>understand what the UK is like and describe its landscape features including transport links, urban residential areas / cities, industrial areas, coastal areas, rural villages and areas of forestry and agriculture.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>describe and explain key aspects of human geography including processes involved in food production</li> <li>describe the climate and topographical features of the landscape in the UK</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, globes and digital/computer mapping to give a sense of scale to the UK</li> </ul>		

<p><b>Context: why is this unit being taught? How is it building up pupils' knowledge and understanding over time? Are there meaningful links to other areas of the curriculum?</b></p> <p>Within this unit we will develop children's understanding of land use in the UK. They will identify on an OS map: urban areas, rural areas, coastal areas, transport links. They will use photographs and video to identify moorland, forests, industrial landscapes, and different types of farming and agriculture. In particular children will develop a sense of how topographical features of the UK limit or support the use of land with particular reference to agriculture. Children will learn how the temperate climate and seasons affect crops and livestock. They will investigate similarities and differences between three kinds of farm. They will visit a local farm - Whirlow Hall and describe its features. Children will learn to give an answer to the questions: 'What is the UK like?' and Where does food come from? This links well with the science study of nutrition.</p>	<p><b>Concepts:</b></p> <p><b>Place</b>          What are the topographical landscape features of the UK including coasts, lakes, rivers, mountains and valleys. Where are the big cities and towns? What roads and railway links can you see on the map?          How much of the land is used for houses where people live? What is the population of the UK? Can you see areas used for industry, forestry and moorland? What is the landscape around the edge of the UK called? How far is it from John O'Groats to Lands' End? Can you see how much land is rural? Could it be used for farming? Where are the hills? Where are flatter areas?</p> <p><b>Scale</b>          Introduce the UK on a global scale as part of Europe. Then focus on the national scale of the OS map and zoom in on rural and urban areas. Use a local scale to investigate three different types of farm. Plan a route on a local map to a local farm.</p> <p><b>Physical and human processes</b>          What is the difference between the physical and human features of the UK? Where does our food come from? What type of farms are there in the UK? How is food (specifically lamb, milk and wheat) produced? How does it get from 'Farm to Fork?'          Which land is suitable for dairy farming? Why?          Which land is suitable for sheep farming? Why?          Which land is suitable for wheat farming? Why?          How does our temperate climate affect agriculture in the UK?</p>	<p><b>Vocabulary:</b></p> <p>Rural          Urban          Agriculture          Livestock          Farmer          Arable          Compass points          4          Climate          Temperate          Rainfall          Temperature          Trade          Imports          Exports          Hills</p>
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)          In Year 1 they studied the UK and located the countries and capital cities on an OS map and on Google Earth. They learned to describe some of the features of the landscape in these capital cities.</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)          In Y4 children will learn about physical features of Italy within Europe to extend European knowledge and understanding. In Y5 they will learn about physical features of North and South America. Y6 learn about Fair-Trade issues in the banana industry in the Caribbean. They will consider food miles and the possible impact on climate change.</p>	
<p><b>End points /by the end of this unit pupils will...</b></p> <ul style="list-style-type: none"> <li>● know the physical features of the UK include rural landscapes like fields, woodland, mountains and coasts</li> <li>● know the UK also has human features like the densely populated urban areas of towns and cities including Sheffield and London</li> </ul>		

- know the land in the UK can be used for farming
- know there are arable farms, livestock farms and some mixed farms
- know hills are suitable for sheep farming, flatter areas are suitable for growing crops
- locate physical features of UK on a map using compass points including hills, mountains and flatter areas
- know some of the farming practices of arable and livestock farming in the UK
- know that the climate and the seasons affects when crops can grow in the UK
- name some foods that grow in a tropical climate in other parts of the world

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p><u>1 What do you know about the physical features of the landscape on the UK map?</u> Revisit past learning about the UK and develop the knowledge of the landscape i.e. countries, capital cities, hills, surrounding seas.</p>	<p><u>Activity</u> Using a map of the UK, label some physical features, countries, capital cities and Sheffield. On another map use Digimaps to zoom in using a range of scales to name hills and mountains of the UK. Name the highest mountain in England, Scotland, Wales and Northern Island.</p>	<p>What is the capital of: England, Scotland, Wales, Northern Ireland? Can you name the hills near Sheffield and locate them on the UK map?</p> <p>Has anyone climbed any of these mountains? What was it like?</p>	<p>Map of UK to label and colour</p>
<p><u>2. UK human and physical features using atlases and maps</u></p>	<p>Show a video from BBC teach Geography KS1 &amp; 2 'Explain This The UK' and discuss. Use the activity from Oak Academy to use atlases and maps to explain the human and physical features of the UK landscape. Follow the slide deck and complete true and false statements about major features of the UK.</p>	<p>What is the difference between human and physical features of the landscape? What is a human feature of the landscape? E.g. Buckingham Palace. What is a physical feature of the UK? E.g. Giant's Causeway in Northern Ireland</p>	<p>Slide deck Worksheet <a href="https://www.youtube.com/watch?v=mL1RsDRvTig">https://www.youtube.com/watch?v=mL1RsDRvTig</a></p>
<p><u>3. How diverse is the UK landscape?</u></p>	<p>Identify different features of the UK. Using OS maps and photographs of UK landscapes discuss as a class: Urban areas / towns/ cities Industry/ road and rail transport links Agricultural land/ woodland /moorland/coast</p>	<p>Give examples of human landscape features: Towns and cities, castles, bridges, roads Give examples of physical features: Rivers, lakes, coasts, woodland, moorland</p>	<p>Slide deck Worksheet Photographs</p>

	Follow the Oak Academy slideshow and complete written descriptions of 4 different landscapes in the UK		
<p><u>4 Where does our food come from? Focus on livestock farming</u> Identify what kind of land is needed for dairy farming. Identify what kind of land is needed for sheep farming.</p>	<p>Explain where our food comes from and that agriculture is a UK industry. Watch a dairy farming video. Discuss what land is needed for cows to live on (pasture, lush grass) Use photographs to explain how milk is (minimally) processed. Research how much of the UK is used for dairy farming. Watch a sheep farming video and identify the hilly environment farmers have for their sheep. Children write brief descriptions of land used for dairy and sheep farming in the UK</p>	<p>What is agriculture? What are the 3 different kinds of farms? Livestock arable and mixed. What foods can be made from milk? Yoghurt, butter, cheese, ice-cream How does milk get to the shops for us to buy? Transport links by road. Where do cows live? Green fields with lush grass. Do they live on hills? No. Do they live outside when it is cold? No, they live in indoor stalls and need feed. Where do the sheep like to live? On hills. Can they live where it is cold and hilly? Yes.</p>	<p>Videos Photographs for discussion. Worksheet with pictures to describe to consolidate learning from discussion</p>
<p><u>5 Where does our food come from? Focus on arable farming</u> Identify the kind of land needed for arable farming. Identify climate needs for a variety of different crops and which grow well in the UK</p>	<p>Watch an arable farming video and show photographs of fields growing a variety of crops. Use photographs to prompt discussion about foods made from grains e.g. flour. Explain that crops are also grown for animal feed. Use photographs to discuss the UK climate required for different crops and which crops could not grow in the UK. Observe the flat environment required for a combine harvester and compare it to land used for sheep farming. Write a description of arable farming in the UK</p>	<p>What foods are made from grains? Flour, breads, pastries e.g. pizza and cake. How is wheat collected and turned into bread? What is a combine harvester? What land features are required for combine harvester use? Not good to use on hills. Which root vegetable crops grow well in the UK? cabbages, carrots, potatoes. Can we grow avocados in the UK? Why? How does the climate / weather affect what we grow in the UK?</p>	<p>Worksheets to describe arable farming in the UK. <a href="https://www.youtube.com/watch?v=keTfj0KQihY">https://www.youtube.com/watch?v=keTfj0KQihY</a></p>
<p><u>6 Where are the different kinds of farms in the UK located?</u> Use compass directions to locate areas on the map of the UK with particular climate and landscape features which</p>	<p><u>Activity</u> Recap information about landscape features of the UK and that the UK has a temperate climate. Most of the UK is rural and much of it is used for agriculture. There are 3 types of farm- livestock, arable and mixed. Visit the UK by drone and discuss the features of the</p>	<p>How much land in the UK is used for farming? Where are the farms in the UK? What does agriculture mean? Farming industry. What is arable farming? Growing crops Where are the arable farms?</p>	<p>Maps of UK showing climate features, topography and the distribution of farms in the UK</p>

<p>make them suitable for particular types of farming.</p>	<p>landscape on the video. Look at maps which show the topography, rainfall and temperature of regions of the UK. Using the 4 points of a compass describe which part of the UK is hillier/ flatter hotter/colder, has more rainfall/ has less rainfall. Look at maps to show the distribution of each type of farm across the UK. Task: ask children to identify suitable locations for different farms - using a large map showing the topography of the UK children choose where they might like to set up a sheep farm or a wheat farm. What landscape features limit the choices?</p>	<p>In the east where it's flat for the combine harvester. Where are the sheep farms? Hills in the west (Wales) Where are the dairy farms? Central where rainfall means grass grows well and the cows will be happy. Where would strawberries or raspberries grow well? In the south where it is warmer? Though polytunnels can be used.</p>	<p>Task worksheet.</p>
<p><u>7 Visit a local farm and describe it. Draw a sketch map of the route</u></p>	<p>Visit Whirlow Farm Trust? (TBA) Draw the route to the farm on a local map. After the visit, write a description of the farm.</p>	<p>Where is Whirlow Farm Trust? What is grown? What animals live on the farm?</p>	<p>Whirlow Farm Trust Visit Map</p>
<p><u>6 How do the seasons affect the farming of strawberries?</u> <u>Focus: Seasonal Trade</u> Identify the process of getting strawberries from field to fork. Identify when and why the UK buys fruit and vegetables from Europe.</p>	<p>Watch a video about strawberry farming and discuss the steps for getting the strawberries from field to fork. Strawberries are a whole food. Establish that they are not always in season in the UK. Look at a calendar to record when fruits and vegetables are in season and grown in the UK. Activity to match the fruit or vegetable to the season in which it is harvested.</p>	<p>Can strawberries grow all year round? When do strawberries grow in the UK? Where do we get our strawberries from in winter? What foods can we grow in the UK? When are they in season? Do you grow any food at home? Why can we buy food that is out of season in the UK? Where can we get our strawberries from in winter? Look at where your food is from when you go around the supermarket.</p>	<p>Video Worksheets</p>
<p><u>9. Why are some foods imported from across the world?</u></p>	<p>Bring in foods that are not grown in the UK and need a very hot climate. Gather round a world map and find countries where bananas, cocoa, avocado, pineapple, rice and coffee grow. On a world map show where some foods are grown.</p>	<p>Where is South America? Can you find Brazil? What product is grown there? Coffee. Where is ....</p>	<p>Floor map of the world Foods from far away countries. Map to complete showing where food comes from.</p>