



Medium-Term Planning Geography Focus With Art and DT As A Secondary Subjects

Term and Year: Spring 2 - 2020

Topic: Geography

Teacher: Miss Defty

Key Question: Where does food come from?

Key Geography vocabulary:

Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Human features: city, town, village, factory, farm, house, office, port, harbour and shop

Fairtrade, climate, crops, equator, natural, seasonal, tropical, cocoa pods, humid, nibs, plantations, machete, fermented, roasted, exported, cacao tree

Key Geography skills to be developed:

- Teacher led enquiries, to ask and respond to simple closed questions.
- Use information books/pictures as sources of information.

National Curriculum Objectives	'I can...' Statement(s)	Activities
<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Lesson 1 What are the different types of farms?	Talk about the different types of farms around the world including: <ul style="list-style-type: none"> • Dairy farms • Animal farms – ones you visit • Wind farms • Solar farms • Crop farms • Livestock farms - pig farms, poultry farms • Vineyards – grapes • Orchards – apples • Plantations – coffee, sugar Write a short sentence about each different farm. e.g. A dairy farm is where milk is made from cows. A livestock farm is where animals are grown to be used for meat.

<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> – key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	Lesson 2	What farms do we get in the UK?	<ul style="list-style-type: none"> • What types of farms are in the UK? • Why are those types of farms in the UK? • Where in the UK do you find farms? • Why are you more likely to find a farm in the country and not the city?
	Lesson 3	What farms are there in Brazil?	<ul style="list-style-type: none"> • Where is Brazil? • What types of farms are in Brazil? <ul style="list-style-type: none"> – Bananas – Cocoa (Chocolate) – Coffee • Why are those types of farms in Brazil? <ul style="list-style-type: none"> • Equator • Climate/weather
	Lesson 4	How is chocolate made?	<ul style="list-style-type: none"> • Where does chocolate come from? <ul style="list-style-type: none"> – Talk about how chocolate is grown from a plant. – Talk about how cocoa beans are grown and harvested – Talk about how cocoa beans are shipped around the world – Talk about the process of turning cocoa beans into the chocolate bars we love – Discuss Fairtrade • Could we grow cocoa beans in the UK?
	Lesson 5	How are farms in the UK different to farms in Brazil?	<ul style="list-style-type: none"> • Look at the differences between UK and Brazil including: <ul style="list-style-type: none"> - Geographical difference - Climate/weather differences - Physical and human differences • Write similarities and differences in a diagram e.g. table/Venn diagram • Write a short paragraph explaining how are farms in the UK different to farms in Brazil?
	Lesson 6	Where does food come from?	Children to write a non-chronological report about where food comes from using their geographical knowledge acquired over the half term.

Art and DT Links

<p>Key Art vocabulary: blending, shading, gradient, colour, pattern, texture, line, shape, form, spaces</p>	<p>Key Art skills to be developed:</p> <ul style="list-style-type: none"> • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in their future work. • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Begin to explore the use of line, shape and colour. • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Mix secondary colours and shades using different types of paint.
<p>Art National Curriculum Objectives Activities</p>	
<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Dennis Wojtkiewicz:</p> <ul style="list-style-type: none"> - Draw cross sections of fruit and vegetables – starting point for pattern work. - Make a collection of food of similar colours for observational drawing - starting point for colour work. - Draw a cross section of an orange but paint it in different colours.

<p>Key DT vocabulary: Seasonal, taste, texture, colour, fresh, frozen, dried, canned, ripe, sweet, sour, bitter, tangy, sharp, soft, smooth, chewy, crunchy, crisp, hard, spread, cut, slice, flatten, mash, scoop, handle, blade, prongs, bowl, cutting, peeling, coring, de-pipping, peel, pips, stones, juices, skin</p>	<p>Key DT skills to be developed</p> <ul style="list-style-type: none"> • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Develop their design ideas applying findings from their earlier research • Make their design using appropriate techniques • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it
<p>Art National Curriculum Objectives Activities</p>	
<p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> - To know that a wide variety of healthy fruits can be eaten, some fresh and some dried or processed in other ways. - To know about the sensory properties of fruit through our own exploration of colour, taste and texture. - To know about health and safety issues when tasting and handling foods. - To know how to improve the taste, texture and appearance of fruit through different methods of preparation and using additional ingredients. - To make a fruit salad, working in a team. - To reflect and evaluate our own work in a team.