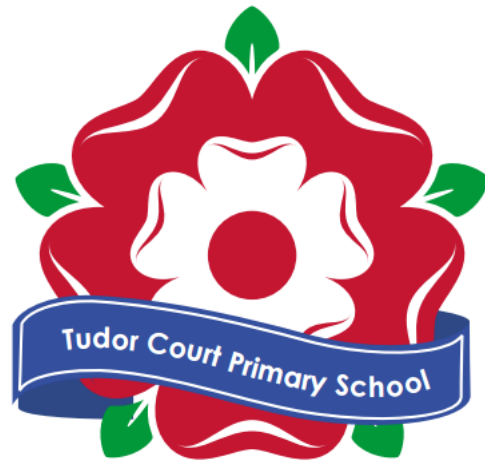


Tudor Court Primary

Curriculum Map – Cycle 2

25th November 2024 – 8th February 2025





Key Knowledge:

- Resources are any materials or assets that humans can make use of. Resources are unevenly distributed globally; their availability to us depends on their geographical location and whether or not we have enough money to use them effectively.
- A natural resource is anything that people use which comes from nature.
- Natural resources are all the land, forests, energy sources and minerals existing naturally that can be used by the people who live in a particular place.
- International trade is the exchange of goods and services between countries.
- Climate, soil variety, water availability and access to market are the major factors determining which crops are grown in different parts of the world. All these factors must be in the right combination to produce high yields.
- Many crops are grown for local people to eat but they are also transported to other parts of the world. This adds to the cost of the produce as well as increasing global carbon emissions. We use “food miles” as an indicator of the sustainability and environmental impact of different food resources. Buying locally produced foods can reduce these impacts, but this restricts the variety of foods available. Prices also vary according to whether the food is seasonal, or the weather has prevented high yields.
- Trade happens because not all countries have suitable conditions for growing food or for growing the sorts of foods people there like to eat. For example, the United Arab Emirates is a desert, so it needs to import a lot of its food. In Britain, we like to eat chocolate, but we cannot grow cocoa beans because our climate is not hot and humid enough, so we import them from Ghana and the Ivory Coast. Countries can earn money by exporting goods, including food.
- Raising livestock for meat accounts for around one third of the world’s land use. Most fish is caught in seas and rivers but fish farming is also widespread. The consumption of meat and fish has increased over the last fifty years, globally and in Britain.
- Globally, the availability of food is very uneven: this results in hunger, malnutrition, and starvation in some parts of the world and overindulgence and waste in others.

Overall Outcome:

Children will choose an appropriate way of presenting their findings from an investigation into the origins of a range of foods (e.g., ingredients for a familiar meal/recipe, a basket presented to them, a shopping list their family might use etc.). They will demonstrate an understanding of locally grown/reared/produced food (including where this might be exported) as well as imported food, describing the links and differences between agriculture in different geographical locations with reference to physical and human features and processes. Children will ask probing questions around sustainability and inequality, express and justify their own opinions on these issues and recognise why others’ perspectives might be different.

Topic: Trade

Enquiry Question: Where does food come from?

Key Concepts: place, space, scale, human and physical features, settlement, environmental interaction and sustainable development, interdependence, globalisation, inequality

Key Vocabulary: resource, trade, exploit, distribute/distribution, crop, seasonal, goods, services [economics], market [economics], import, export, yield, livestock, consume/consumption, malnutrition

Community and Local Links:

- Tilbury Docks
- Visit to local supermarket to explore origins of food stuffs.
- Visit to allotments/farm.
- Children (and parents/carers) invited to bring in foods grown in home/parents’ home countries.

Significant individuals and events:

- Naturalists and animal behaviourists: David Attenborough and Jane Goodall
- Christmas:** How and why did certain objects and specific food come to symbolise Christmas?
- Roots to Food

Coherence

Links to previous geography learning:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)

Links to future geography learning:

- Latitude, longitude, hemisphere and mapping: time and climate zones – effect of climate conditions on farming (Y6)
- Biomes – Rainforests and Climate Change/Sustainability (Y6)

Learning Power Focus: Curiosity

Year 5

Inspire – Challenge - Succeed



Writing:

Book Study:

- There's a Boy in the Girls' Bathroom – *Louis Sachar*
- The Invention of Hugo Cabret – *Brian Selznick*

Non-Fiction:

- How and why did certain objects and specific food come to symbolise Christmas?

Fiction:

- Is screen use making children lazy?

Reading:

- Various reading texts

DT:

- Food: Celebrating Culture and seasonality
- Roots to Food

Computing: Data and Information

- Spreadsheets, tables, graphs,

Topic: Trade

Enquiry Question: Where does our food come from?

Key Concepts: place, space, scale, human and physical features, settlement, environmental interaction and sustainable development, interdependence, globalisation, inequality

Music:

- Second part: Classroom Jazz 1
- Make You Feel My Love

PE:

- Games 2, Games 3, Dance2, Gym 2

RE:

- Living: What does it mean to be a Muslim in Britain today?
- Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity

PSHE:

- Celebrating difference
- Dreams and goals

Maths:

- Unit 4: Short multiplication and division - (*Multiplication and division and Number facts*)
- Unit 5: Area and scaling - (*Geometry*)

Science: Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird
- Describe the life process of reproduction in some plants and animals

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect