

SDG Learning Organiser – Year 3 Sum 1– What if we could not buy food?

Prior Learning (What we already know):

- To contrast the daily life of a farmer from the past and a farmer of today (stone age, first farmers)
- To understand the importance of farming for people in Buckden in the past
- To explore the different foods that were being farmed in the local area
- To investigate the human and physical features of Buckden
- To understand how the physical geography of a place can effect land use
- To recognise the relationship between land use and economic activity
- To know how and why land use can change over time
- To recognise the effect of physical geography on human activity
- To explore the connection between people and places

New Learning:

- To understand the causes and consequences of the Irish potato famine
- To ask and answer questions about the Irish potato famine
- To explore the impact, the potato famine had on the population and migration of people in Ireland
- To explore and compare the physical geography of Ireland in the UK
- To explore how climate and the natural environment can effect vegetation and biodiversity
- To explain how weather and climate influence human activity
- To identify different types of land use in the UK and Ireland
- To explain the impact of fair trade on communities around the world
- To explain how trade connects countries and populations

New Global Development Skills:

- To place the time studied on a timeline
- To use dates and terms related to the study unit and passing of time
- To sequence several events
- To use a range of sources to find out about a period
- To observe small details – artefacts (or photos of artefacts), pictures
- To identify and give reasons for different ways in which the past is represented
- To distinguish between different sources – compare different versions of the same story
- To look at representations of the period – museum, cartoons etc
- To develop geographical skills and fieldwork:
- To use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world

Key Questions:

- What were the main causes of the potato famine?
- What sources of information did you use to find out about the potato famine?
- Why do these two sources contradict (say different things) about this?
- Can you tell me what is happening in this picture?
- Place key events of the potato famine on a time line.
- Describe what you think hunger would feel like.
- Locate where in the world hunger occurs.
- Retell, in your own words what the potato famine is?
- Explain what fair trade is.

Key Facts:

- Current estimates are that nearly 690 million people are hungry, or 8.9 percent of the world population – up by 10 million people in one year and by nearly 60 million in five years.
- The majority of the world's undernourished – 381 million – are still found in Asia. More than 250 million live in Africa, where the number of undernourished is growing faster than anywhere in the world.
- In 2019, close to 750 million – or nearly one in ten people in the world – were exposed to severe levels of food insecurity.
- An estimated 2 billion people in the world did not have regular access to safe, nutritious and sufficient food in 2019.
- If recent trends continue, the number of people affected by hunger will surpass 840 million by 2030, or 9.8 percent of the global population.
- 144 million children under age 5 were affected by stunting in 2019, with three quarters living in Southern Asia and sub-Saharan Africa.
- In 2019, 6.9 per cent (or 47 million) children under 5 were affected by wasting, or acute undernutrition, a condition caused by limited nutrient intake and infection.

Key Resources:

- Twinkl
- BBC Bitesize
- United Nations SDG

Can I do this?

- I can identify causes and effects of the famine
- I can explain why different sources can contradict each other
- I can sequence some key events into a timeline
- I can use a picture to look for details to help answer questions about the potato famine
- I can locate Ireland on a map with understanding the Republic of Ireland and Northern Ireland
- I can explain how climate effects land in what can grow there
- I can explain how climate affects how people use the land
- I can understand that England and Ireland grow different food based upon the land that they have
- I can explain what fair trade is
- I can understand and explain why some people within the UK have less food
- I can understand the carbon footprint of transporting food across the country



Vocabulary:

Famine, potatoes, fungus, blight, absentee, landlord, eviction, cholera, typhus, workhouse, emigrate., potato Famine, Ireland, fair Trade, Hunger Carbon footprint, settlement, land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water, climate zones, vegetation belts, rivers and mountains, vegetation, biodiversity, weather, climate, compass, north, south, east, west, north east, north west, south east, south west.