

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
<b>3 The Study of 2 Farms - What information do we want to collect from a farm visit or from secondary sources?</b>			
<ul style="list-style-type: none"> <li>to use either/or primary and secondary sources of evidence</li> <li>to undertake farm visits( either actual or virtual)</li> <li>to select , collect, use and analyse various types of data</li> <li>to compare differ farming types</li> </ul>	<ul style="list-style-type: none"> <li>prepare the class for either an actual farm visit or use secondary sources in order to find out about how the farming system works in practice and how farming is undergoing change – landscape management, the countryside stewardship scheme, diversification schemes will need to be discussed</li> <li>discuss with the class and draw up a list of suitable questions to ask a farmer or interrogate the website. Devise a table or record sheet on which the farm data can be recorded</li> <li>carry out the actual and virtual farm visits recording the data on the record sheet</li> <li>collate and analyse the data collected using suitable techniques to represent the data collected - pie/bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>compile a questionnaire</li> <li>record data</li> <li>describe, analyse and represent data collected</li> <li>interrogate a website source</li> <li>continue to clarify and develop their own attitudes about food and farming issues</li> </ul>	<ul style="list-style-type: none"> <li>advice in arranging a local farm visit is given on the FACE website and the FACE farm profile can be used for virtual farm visit material</li> <li>it is helpful to prepare the pupils fully for any farm visit so they have a selection a of suitable questions to ask.</li> <li>the farmer also needs to be given a clear picture of why the visit is being undertaken</li> <li>citizenship – a farm visits provides opportunities for pupils to consider other people's experiences</li> <li>key skill links -working with others</li> </ul>
<b>4 Farming futures - how do farmers create 'a sustainable, competitive &amp; diverse farming &amp; food future?'</b>			
<ul style="list-style-type: none"> <li>to identify how conflicting demands on the environment arise</li> <li>to investigate how and why attempts are made to plan and manage farming for sustainable development</li> <li>to reach conclusions about sustainable development</li> <li>to communicate and exchange ideas in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>provide the pupils with a variety of resources about diversification, sustainability and general farming issues. In all cases the resources need to be thought provoking so that the pupils can ask the question about farming futures. Through class discussion draw up a list of key issues facing UK farmers today</li> <li>ask the pupils to put themselves in the position of a farmer – either the actual farmer from the visits or an virtual farmer, and pose two questions – What is my present situation? How can I do better for a sustainability environment? What changes are needed? The pupils should then write a short report on how these changes could be implemented</li> <li>ask the pupils to revisit the shopping list from the beginning of the unit. In the light of their new experiences, ask them to rewrite the list to provide a sustainable food shopping list</li> </ul>	<ul style="list-style-type: none"> <li>make decisions in order to compile and write a report</li> <li>read, examine carefully and select information from texts with understanding</li> <li>identify how and why the lives of farmers can change</li> <li>identify the ways that environments can be managed in a sustainable way</li> <li>begin to understand how central government influences individuals</li> <li>apply new ideas to a very familiar context ( the shopping list)</li> <li>clarify and develop their own values and attitudes towards sustainable food and farming</li> </ul>	<ul style="list-style-type: none"> <li>Resources from newspapers, journals and websites can used to provide stimulus material The Policy Commission on the Future of Farming and Food ( published January 2002) should be referred to. While being a useful resources, pupils will also have the opportunity to learn how central government influences individuals - citizenship implications</li> <li>the final activity may act as an informal assessment opportunity to evaluate how much of the unit has directly influenced the everyday lives of the pupils</li> </ul>

**LEARNING OBJECTIVES**  
PUPILS SHOULD LEARN

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**  
PUPILS

**POINTS TO NOTE**

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
<b>1 What do we already know about food, farming and sustainable development?</b>			
<ul style="list-style-type: none"> <li>to classify using criteria</li> <li>to share what they already know about farming</li> <li>to investigate how farming is related to climate, soil and human activity</li> <li>to describe and explain farming distribution/patterns in relation to physical and food production needs</li> </ul> <p>to communicate and exchange ideas in a variety of ways</p>	<ul style="list-style-type: none"> <li>ask pupils to brainstorm a response to their image of farming. Pupils then work in pairs classifying their perceptions into positive &amp; negative responses to farming. Compare lists around the class and ask why they could be different</li> <li>identify the common perceptions to build up a picture of the farming system</li> <li>introduce, through a series of small problem solving exercises, the concepts of inputs/outputs and how farmers adjust the type of farming to be in harmony with the physical environment and also adjust to changes in the economic environment</li> <li>ask the pupils for a homework to provide a 'typical' weekly shopping food list for their family. Ask them to evaluate and classify the list under headings such as - fresh, home produced, imported, frozen, perishable, junk food etc explain to them that this list will be evaluated again at the end of the unit in order to assess if their attitudes and values towards food and farming</li> </ul>	<ul style="list-style-type: none"> <li>classify &amp; link information</li> <li>extend their geographical vocabulary of farming terms</li> <li>describe a farming system</li> <li>begin to identify and develop their own attitudes about food and farming issues</li> </ul>	<ul style="list-style-type: none"> <li>brainstorming using a different stimulus to provide a starting point to the food &amp; farming debate - such as what food they have eaten and where it has come from or set a homework to collect food labels.</li> <li>by working in pairs, pupils can be encouraged to discuss &amp; evaluate both their geographical understanding of farming &amp; their perceptions of issues such as FMD, BSE, WTO, CAP, role of super markets – the significance of sustainability should emerge</li> <li>the food shopping list may provide links with food technology and citizenship</li> </ul>
<b>2 Where, why and what type of farm(s) shall we study?</b>			
<ul style="list-style-type: none"> <li>to use an extended geographical vocabulary – farming types – intensive (conventional), organic, integrated</li> <li>to ask geographical questions</li> <li>to suggest an appropriate sequence of investigation</li> <li>to map the distribution of farming types in the UK</li> <li>use a variety of sources - pictures, web sites to research farming types</li> <li>to use maps of varying scales</li> </ul>	<ul style="list-style-type: none"> <li>Using an OHT, class use of atlases and any other picture resources ask the pupils to research different type of farming in the UK</li> <li>Discuss in what ways the farms differ and draw up a list of physical and human factors which distinguish UK farming types. At the same time a glossary of farming terms may be created</li> <li>Using an outline map of the UK, plot the distributions of farming types and produce a list of 3 or 4 key points that describe each farming type</li> <li>Note the local farming type and contrast type of farming</li> </ul>	<ul style="list-style-type: none"> <li>plot accurately using a key the pattern of farming distribution</li> <li>identify, describe and explain different farming types</li> <li>describe and explain the relationships between physical and human geographical factors</li> <li>begin to clarify and develop their own attitudes about food and farming issues</li> </ul>	<ul style="list-style-type: none"> <li>The FACE website has examples of the main types of farm</li> <li>maps showing distribution of crop production, beef/sheep distribution could also be used to give a pattern of distribution</li> <li>Reference to previous units of work on weather and the physical landscape in general may aid pupils in distinguishing patterns</li> </ul>

sustainability and that these may have different effects on people and places; select, use and present findings about farming issues, using the correct vocabulary

**some pupils will not have made so much progress and will:** begin to describe the physical and human processes that contribute to the distinctive characteristics and distribution of UK farming types; be aware of the changing nature of farming and food production; begin to appreciate that values and attitudes result in different approaches in managing environmental sustainability and that these may have different effects on people and places; use a range of resources about farming issues using the correct vocabulary.

**some pupils will have progressed further and will:** describe and explain in detail the physical and human processes that contribute to the distinctive characteristics and distribution of UK farming types; understand the complexities and changing nature of farming and food production; appreciate that a range of different values and attitudes result in a variety of approaches in managing environmental sustainability and that these may have different effects on people and places; select, use and present findings about farming issues in a coherent way, using the correct vocabulary

---

## Prior learning

It is helpful if pupils have:

- used Ordnance survey (OS) maps 1:50,000 scale
- used the contents page of an atlas and thematic maps
- carried out research using a range of sources, eg internet, CD-ROM, library
- used a range of enquiry skills and geographical techniques to research and record information
- studied impact of weather on the landscape

---

## Language for learning

Through the activities in this unit pupils will be able to understand, use and spell accurately words relating to:

- food and farming - such as integrated, organic, conventional(intensive) farming
- sustainable development - such as co-operation, opinion, bias, values and attitudes

Speaking and listening – through the activities pupils could:

- construct and use simple questionnaires to find out about farming practice.
- discuss and question what they are learning and how it is relevant in other contexts or when using other variables
- present their findings from investigative or fieldwork activities

Reading – through the activities pupils could:

- distinguish facts from hypotheses/theories/opinions and how far information is complete and helpful
- select relevant material for their studies from secondary sources such as the farming profiles on the FACE website

Writing – through the activities pupils could:

- link ideas and paragraphs into continuous text
- present researched material or their fieldwork methods in an ordered form/tables
- compile report based on their own researched evidence

---

## Resources

Resources include:

- atlases, photographs and/or video clips showing the characteristics of different farming types using the FACE farm profiles
- variety of graphs including climate graphs for farming types
- outline maps of the UK
- FACE website and farm profiles detailed studies of local and contrasting farm types either through first hand visits or from secondary sources such as the FACE website
- selection of resources covering a variety of farming issues such as diversification, pollution control, GMO

---

## Future learning

This unit links with and offers support for the following units:

- 5 'Exploring England'
- 7 'Rivers-a fieldwork approach'
- 9 'Shopping - past, present & future'
- 12 'Images of a country'
- 14 'Can the earth cope?'
- 16 'What is development?'
- 17 'The changing economic geography of France'
- 20 'Comparing countries'
- 22 'Mining on the Internet'

Background information will also be useful for GCSE work.

---

## Links

The activities in this unit link with:

- other the geography units listed above
- ICT – using internet search engines and presenting materials
- citizenship – considering topical issues, justifying personal opinion
- science – work on food production, habitats, toxic materials in food chains
- sustainable development – environmental, social and economic issues
- key skills – working with others

---

## Food and Farming for Sustainable development (1. In the UK)

### About the unit

In this unit pupils study different aspects of food and farming – farming types, distribution, change and the production of food and raw materials in different contexts, in order to understand the importance of sustainable development. In this first unit, farming in the local region and the UK is used to investigate current issues about the changing use of the countryside eg GM foods, FMD, BSE, pollution, diversification, CAP

Pupils use maps of a variety of scales to investigate different types of farming and landscape, and to develop their skills of map reading and drawing. They use research and investigative skills to explore farming and countryside issues and their impact on the community. In this unit a farm investigation case study can be conducted either by carrying out fieldwork on a local farm, or by using the FACE farm profiles as a search engine to investigate the farming system.

This unit is expected to take 8–11 hours.

---

### Key aspects

#### Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence and draw conclusions
- use fieldwork techniques
- communicate, using extended geographical vocabulary
- use secondary evidence
- draw maps, plans and graphs
- communicate, including using ICT
- experience decision making

#### Knowledge and understanding of places

Pupils will:

- locate places and environments – locate two contrasting types of farming found in Britain
- describe scale contexts – from local scale investigations to regional farming patterns
- describe and explain physical and human features – the physical characteristics of different farm lands- intensive(conventional), integrated and organic/extensive, and the

characteristics of rural landscape and settlement associated with the different types of farming

- investigate changes in farming and the countryside – diversification, countryside management, recreation and tourism, environmental management.
- investigate changes in food production and sources of food – GMOs. Organic, the role of supermarket giants
- explore interdependence and global citizenship –WTO, CAP

#### Knowledge and understanding of patterns and processes

Explored through:

- geomorphological processes – soil, slope, aspect, drainage
- weather and climate – local and UK patterns that influence farming types
- ecosystems - small scale -local hedgerow, woodland, wetland area
- settlement –challenges in the local rural area – transport, village shops, farmers' markets, PYO, farm diversification
- economic activity – farm diversification to provide premises for rural businesses, increase in tourism and provide alternative employment in the countryside
- environmental issues – the farmer's role in conserving the countryside - the countryside stewardship scheme

#### Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- environmental change and management emphasizing the farmer's role as a custodian of the countryside
- sustainable development showing how farming is an integral part of ensuring a better quality of life for the present and future generations

---

### Expectations

#### At the end of this unit

**most pupils will:** describe and begin to explain the physical and human processes that contribute to the distinctive characteristics and distribution of UK farming types; appreciate the changing nature of farming and food production; begin to appreciate that a range of values and attitudes result in a variety of approaches in managing environmental