



Lesson 1: Where does food come from?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>the physical and human characteristics of real places.</i></p> <p>Scale – <i>appreciating different scales.</i></p>	<p>Scales – <i>examining regional and national differences within a continent.</i></p> <p>Key aspects of the UK</p> <p>Location of places and environments <i>in different part of the world.</i></p> <p>Interactions <i>between people and their environments.</i></p>	<p>a) A lot of food that we eat is processed and bears little relation to the products produced by farmers.</p> <p>b) There are many different kinds of farms but they can be broadly divided into those that concentrate on crops (arable) and those that concentrate on animals (pastoral).</p> <p>c) In the UK, we eat food that is produced by farmers from across the world.</p>	<p>Starter activity:</p> <p>Students note down their five favourite food items. The teacher then builds up a master list in no particular order. A short discussion could elicit whether there are obvious clear favourites, whether students have very different tastes within a class according to ethnicity/religion, etc. The students then choose one food item from their own list and note down what food products it is made from i.e. what the farmer has produced.</p> <p>Main activity:</p> <p>A variety of resources have been produced and incorporated into four powerpoint files (<i>powerpoints 1-4</i>) for convenience. These resources can be adapted and added to for whatever method is chosen to teach this introduction. The powerpoints themselves can be used as the basis for the initial work or they can be incorporated into alternative exercises.</p> <p>Plenary:</p> <p>Students try to think of an unusual food item they like or they have tried and they explain to the rest of the class, what is in it and where it comes from. The aim is to reinforce the diversity of food eaten in the UK and the link between what we eat and the work of the farmers in growing our food.</p>	<p>Downloads:</p> <p>Arable & Pastoral (Ppt) What am I eating (Ppt) Multiethnic Food (Ppt) Fruit & Veg Quiz (Ppt)</p> <p>Teacher Task Sheet 1</p>
				Assessment opportunities
				Notes
<p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p> <p>Graphicacy and visual literacy – <i>using geographical data.</i></p> <p>Geographical communication – <i>communicate knowledge & understanding using geographical vocabulary.</i></p>	<p>Curriculum opportunities</p> <p><i>Using varied resources, including maps and images.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p>	<p>What are processed foods made from?</p> <p>What are the two principle types of farming?</p> <p>Where does the food we eat in the UK come from?</p>		<p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p> <p>The plenary from Lesson 1 could be followed on by a homework exercise whereby the students research in a bit more depth, the contents and origin of a particular meal. This could then form part of a group display on the links between food and farming.</p>



Lesson 2: Hunger and malnutrition

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people.</p> <p>Scale – appreciating different scales.</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures.</p>	<p>Scales – examining regional and national differences within a continent.</p> <p>Location of places and environments in different part of the world.</p> <p>Interactions between people and their environments.</p>	<p>a) There are millions of people that have a poor diet which leads to malnutrition and then to poor growth in children and an increased risk of illness in all age groups.</p> <p>b) In many countries, the risk of famine and starvation remains very high.</p> <p>c) Food security is a basic human right but few governments are willing to guarantee that people have a good diet with sufficient food to stay healthy.</p>	<p>Starter activity:</p> <p>The food security wordle (<i>Presentation 5</i>) could be used as a starter introducing students to some of the complex language in this topic.</p> <p>Main activity:</p> <p>Activity 1 – where is the problem of undernourishment worse? The Excel spreadsheet (<i>undernourishment by country.xls</i>) provides data which can be manipulated and mapped to provide a picture of differences between continents and within continents. Students should query the fact that data is unavailable for a number of countries and what this might mean.</p> <p>Activity 2 – the two videos provide an excellent overview of the issues and many of the causes of hunger. A summary of the basic causes is shown in the Word document (<i>why are people hungry.doc</i>)</p>	<p>Downloads:</p> <p>Worldle food security (Ppt) Undernourishment (Excel) Why are people hungry? (Word)</p> <p>Teacher Task Sheet 2</p> <p>Links:</p> <p>Clip 1 and clip 2 from the current affairs programme 'Inside Story' discuss the issue of 'Hunger on the Rise'.</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>			<p>Assessment opportunities</p>
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p>	<p>Using varied resources, including maps, video clips and images.</p> <p>Explore real and relevant contemporary contexts.</p> <p>Examine geographical issues in the news.</p> <p>Develop analytical skills and critical and creative thinking on geographical issues.</p>	<p>What are the causes of malnutrition?</p> <p>Where is the problem of undernourishment most severe?</p> <p>What factors affect food security?</p>	<p>Plenary:</p> <p>'Food for thought' (pun intended) – there is general agreement that there is more than enough food in the world to feed all the world's population and keep them healthy.</p> <p>If you were offered three wishes by the genie in the bottle that allowed you to make sure everyone had enough food, what would you wish for?</p>	<p>Notes</p> <p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p>



Lesson 3: Importing and exporting food

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people.</p> <p>Scale – appreciating different scales.</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures.</p>	<p>Scales – examining regional and national differences within a continent</p> <p>Physical geography, study of the climate and ecosystems of the country.</p> <p>Location of places and environments in different part of the world</p> <p>Interactions between people and their environments.</p>	<p>a) An increasingly large percentage of the food that we eat in the UK is grown in poorer, developing countries.</p> <p>b) An increasing number of people in poorer, developing countries struggle to find enough food to eat.</p> <p>What are the positive and negative implications of growing food for MEDC's in LEDC's?</p>	<p>Starter activity: Using a video clip from Channel 4 News students can come up with ideas to answer the question 'Why do we import fruit and vegetables from other countries?'</p> <p>Main activity: Activity 1 – why does Kenya have strong links with the UK? The students can use the ppt to look at the scale of the British Empire and which countries were taken over as colonies. Why do most former colonies in Africa try to trade with the countries that used to rule them?</p> <p>Activity 2 – Watch this short video clip and think about the green bean 'supply chain' – all the different people involved. Then use the Word document s(<i>KGB-who is interested.doc</i>) and (<i>Kenya Fruit Veg Data.doc</i>) to try and explain how each person or organisation would feel if Kenya stopped growing green beans for UK Customers.</p> <p>Plenary: In the video clip George Alagiah makes the comment that he 'wishes these things were clear cut, but they're not!' as he struggles to make a decision about whether growing beans in Kenya for UK customers is a good thing or a bad thing. Discuss in pairs what you now think and share your ideas with the rest of the class. You might want to take a vote!</p>	<p>Downloads:</p> <p>British Empire (Ppt) KGB: Who is interested? (Word) Kenya Fruit Veg Data (Word)</p> <p>Teacher Task Sheet 3</p> <p>Links: A Channel 4 News report concerning the challenges around food production and consumption in Britain.</p> <p>YouTube video clip Kenyan beans</p>
				Assessment opportunities
				See below
				Notes
				<p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p> <p>There are additional resources available for Lesson 3 which could be used for an assessment or as an extension activity or a homework:</p> <p>Imported Food From Africa (Word doc)</p> <p>A pdf of the Fair & Square consumer awareness survey can be downloaded from the 'Fair and Square' website.</p>
Key processes	Curriculum opportunities	<p>Why does the UK import food from around the world, and notably Africa?</p> <p>What are supply chains and what are their impact?</p>		
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data.</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary.</p>	<p>Using varied resources, including maps and images.</p> <p>Explore real and relevant contemporary contexts.</p> <p>Develop critical thinking on geographical issues.</p>			



Lesson 4: Organic food vs intensive farming methods

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people.</p> <p>Scale – appreciating different scales.</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures.</p>	<p>Scales – examining regional and national differences within a continent</p> <p>Key aspects of the UK</p> <p>Physical geography, study of the climate and ecosystems of the country</p> <p>Location of places and environments in different part of the world</p> <p>Interactions between people and their environments</p>	<p>a) After a slow start, more and more farmers are growing organic food and more and more people are choosing to eat it.</p> <p>b) Although organic food may not contain more nutrients, many people believe that growing organic food without the use of chemicals is healthier and better for the environment.</p>	<p>Starter activity: Watch video clip. Use two column table with 'Type of Change' and 'Reason for Change' as headings.</p> <p>Main activity: Activity 1 - Ppt 6 'Organic or Not?' if printed out in individual slides can be given to pairs of students to use as the basis for a one minute presentation. Following the presentations, students can debate the pros and cons, including any further points that they can think of. At the end, students might rank the factors in terms of importance with some justification for their choices.</p> <p>Activity 2 – In the UK, an increasing amount of food is being grown organically. In poorer developing countries, the reverse process is happening - the farmers are being encouraged to use new seeds and lots of chemicals. Imagine that you are a farmer in a poor developing country, struggling to feed your family – write a short piece to explain how you feel about changing the way that you grow your food.</p> <p>Plenary: Listen to the audio clip which is an edited clip from an American radio show. It concerns both a small organic farm and some of the customers who use it. What makes people so passionate about organic food?</p>	<p>Downloads:</p> <p>Organic or Not? (Ppt) Organic Food Better? (Word) Who is your farmer.mp3</p> <p>Teacher Task Sheet 4</p> <p>Links: A video clip from GeoTube explores the changes and modernisation of farming in the UK.</p>
				Assessment opportunities
				Notes
				<i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i>
Key processes	Curriculum opportunities			
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data.</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p>	<p>Using varied resources, including maps, audio and images</p> <p>Explore real and relevant contemporary contexts</p> <p>Develop analytical skills and creative thinking on geographical issues.</p>	<p>What does the term 'organic food' mean?</p> <p>What are the advantages of growing food organically?</p> <p>What are the advantages of intensive farming methods?</p>		

You are what you eat



Lesson 5: Plenty more fish in the sea?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – <i>the physical and human characteristics of real places.</i></p> <p>Space – <i>knowing where places and landscapes are located and implications for people.</i></p> <p>Scale – <i>appreciating different scales.</i></p> <p>Diversity – <i>Appreciating differences and similarities between people, places, environments and cultures.</i></p>	<p>Scales – <i>examining regional and national differences within a continent</i></p> <p>Location of places and environments <i>in different part of the world</i></p> <p>Interactions <i>between people and their environments</i></p>	<p>a) We continue to be encouraged to eat fish as part of a healthy, balanced diet.</p> <p>b) Large scale commercial fishing is wiping out the fish stocks leading to shortages of fish and the threat of extinction for some species.</p> <p>c) Although some people see quotas or fishing bans as the solution, others believe that we need to change over to farming fish and shellfish.</p>	<p>Starter activity: The students can do a quick survey to see how much fish and shellfish gets eaten on average per week by their class.</p> <p>Main activity: Activity 1 – The Word document can be used to complete a ‘Most Likely To...’ exercise with the students separating out the characteristics of the two main systems (large scale commercial fishing or fish farming) in order to develop some knowledge and understanding of the nature of the two options.</p> <p>Activity 2 – The students can work in pairs to compete with each other to justify the best option – carry on with large scale commercial fishing or switch to fish farming. Each has to prepare a short one minute defence of their chosen method. Students peer assess each others work and score it out of ten on ‘strength of argument’ – scores are added up to see which method is defended most effectively.</p> <p>Plenary: The other two options are to use quotas which limit the amount of fish that can be caught or to ban fishing all together. Students vote using a quick show of hands or whatever other method is available – the 6th, 11th and 18th students in the register have to justify their choice.</p>	<p>Downloads:</p> <p>Fish Farms or Commercial Fishing (Word) Fish (Ppt)</p> <p>Teacher Task Sheet 6</p> <p>Links: The BBC News website has an article which discusses declining fish stocks in relation to government advice for people to eat 2 portions of fish a week.</p>
				Assessment opportunities
				Notes
<p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p> <p>Graphicacy and visual literacy – <i>using geographical data.</i></p> <p>Geographical communication – <i>communicate knowledge & understanding using geographical vocabulary.</i></p>	<p>Curriculum opportunities</p> <p><i>Using varied resources, including maps and images.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Develop analytical skills and critical and creative thinking on geographical issues.</i></p>	<p>What are the two main systems of fishing?</p> <p>What are the pros and cons of each system?</p>		<p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p>



Lesson 6: biofuels – a green alternative?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people.</p> <p>Scale – appreciating different scales.</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures.</p>	<p>Scales – examining regional and national differences within a continent</p> <p>Physical geography, study of the climate and ecosystems of the country</p> <p>Location of places and environments in different part of the world</p> <p>Interactions between people and their environments</p>	<p>a) Demand for certain crops varies over time and increasingly farmers are growing 'new' crops which have become fashionable.</p> <p>b) Changes in demand means farmland may change from growing food crops to industrial crops.</p> <p>c) Changing crop demands means that there is a real threat to the natural environment as governments sanction destruction of rainforest, etc. to create new farmland.</p>	<p>Starter activity: The photo (Soyabean Bus ppt) can be used as a stimulus with the students applying the Five W's (What? Where? When? Why? Who?) or using the Five Why's to probe a little deeper.</p> <p>Main activity: Activity 1 - The Word document contains lists of statements about biofuels. These can be handed out in sets and divided up in various ways. The students can be given freedom to decide or asked to divide the statements into 'positive statements', 'negative statements' and 'neutral statements'. The students could alternatively look for links between statements.</p> <p>Activity 2 – There are a lot of video clips that could be used to focus student attention on one aspect of these side-effects (it is too complex and time consuming to try and deal with them all). The two videos given in the Weblinks are a good starting point.</p> <p>Plenary: Students could think about the topic as a whole and play (in pairs) 'word association' or 'word tennis'. The teacher could stop pairs at random and challenge students to explain how their word links to the previous word.</p>	<p>Downloads:</p> <p>Soybean Bus (Ppt) Biofuel Statements (Word)</p> <p>Teacher Task Sheet 5</p> <p>Links: Clip 1 from the Dailymotion website concerns deforestation in Borneo and Sumatra due to the demand for 'green energy' biofuels. Clip 2 looks at the impact of the 'biofuel boom' on the world's orangutan population.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data.</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary.</p>	<p>Using varied resources, including maps, video clips and images.</p> <p>Explore real and relevant contemporary contexts.</p> <p>Develop critical thinking on geographical issues.</p>	<p>What are biofuels and how environmentally friendly are they?</p>		Notes
				<p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p> <p>There is an extra stimulus resource which teachers may wish to use in the form of a cartoon strip:</p> <p>Lumbered (Word)</p>



Lesson 7: Rising food prices

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – the physical and human characteristics of real places.</p> <p>Space – knowing where places and landscapes are located and implications for people.</p> <p>Scale – appreciating different scales.</p> <p>Diversity – Appreciating differences and similarities between people, places, environments and cultures.</p>	<p>Scales – examining regional and national differences within a continent.</p> <p>Location of places and environments in different part of the world.</p> <p>Interactions between people and their environments.</p>	<p>a) World food prices for many staple crops showed a steep increase in 2008 – 2009.</p> <p>b) The steep increase in prices caused more hunger and malnutrition in less economically developed countries.</p> <p>c) In more economically developed countries such as the UK, many consumers have been changing their food shopping habits.</p>	<p>Starter activity: The spreadsheet data (<i>prices.xls</i>) showing price changes for rice and wheat can be graphed and commented on: How sudden was the price change? How severe was the price change? What is the current trend?</p> <p>Main activity: Activity 1 – The worksheet (<i>The Impact of Changes in Food Prices.doc</i>) provides students with a set of imaginary food price graphs and they have to take on the role of a Minister for Food in a poor, developing country. Activity 2 – The second activity (<i>The Causes of Changes in Food Prices.doc</i>) looks at some of the causes of changing food prices and the students have to forecast whether prices will rise or fall or stay roughly the same.</p> <p>Plenary: If students have access to a school computer (or to a computer for a homework), they could compare the benefits of using different supermarkets by using the shopping website 'my supermarket' to compare the total cost of a basket of ten basic items. A simple version of the exercise can also be done using the information sheet 'how Much Can I Save?'.</p>	<p>Downloads:</p> <p>Prices (Excel) Impact of Changes (Word) Causes of Changes (Word) How Much Can I Save? (Word)</p> <p>Teacher Task Sheet 7</p>
				Assessment opportunities
				Notes
<p>Geographical enquiry – ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</p> <p>Graphicacy and visual literacy – using geographical data</p> <p>Geographical communication – communicate knowledge & understanding using geographical vocabulary</p>	<p>Curriculum opportunities</p> <p>Using varied resources, including maps, data and images.</p> <p>Explore real and relevant contemporary contexts.</p> <p>Develop analytical skills and critical and creative thinking on geographical issues.</p>	<p>How do rising food prices impact upon people living in LEDCs?</p> <p>In the UK, how have rising food prices affected food shopping habits?</p>		<p><i>The 2008 Government Food Report (Word) is included to provide background to many of the issues in this module.</i></p>

