



Food and Farming Unit

Lesson 1: Where does food come from?

Key Ideas:

- a) A lot of food that we eat is processed and bears little relation to the products produced by farmers.
- 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).
- c) In the UK, we eat food that is produced by farmers from across the world.

Starter activity:

Favourite food items

Students note down their five favourite food items (pairs are allowed e.g. fish and chips). 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. This list may include vegetable and animal products. If they are quick, they could try a second food item from their list. This part of the exercise could also be done in pairs. To help with this students could begin by completing the [What am I eating?](#) PowerPoint activity.

Main activity:

Diversity in the farming community

In order to illustrate the diversity which exists within the farming community, it will take more than a single lesson to appreciate the differences – this is something that will need building on and reinforcing over time. It is suggested that some introductory work is done, along with some homework time and that this is a theme which is reinforced throughout the work on the Food Unit.

A variety of resources have been produced and incorporated into four PowerPoint files (*powerpoints 1-4*) for convenience. These resources can be adapted and added to for whatever method is chosen to teach this lesson. The PowerPoints themselves can be used as the basis for the initial work or they can be incorporated into alternative exercises. For example the students could complete the [Arable or Pastoral](#) PowerPoint and use this to think about whether the production of their favourite foods involves arable or pastoral farming or both.

Much of the work on food involves the use of a range of geographical terminology and a variety of concepts and processes (for example see the [food security wordle](#) in Lesson 2). The level of teacher explanation needed to accompany some of the work will depend on the timing of this unit from Y7 through to Y9.

Plenary:

Exploring the origins of unusual food items

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. This 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.

