**Food in the news**

**Lesson plans/Teachers’ Notes Key stage 3**

**Overview of the resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary on in the interactive resources. Website links are included at key points in the resources to facilitate further research on selected topics.

**Main Theme**

The principle National Curriculum links are:-

Range

* ‘Living in Wales: their local area\* and an investigation of at least one aspect of the geography of the whole of Wales’,
* ‘Describe the causes and consequences of how places and environments change, *e.g. by season; from past to present; the need for sustainability’*

Skills

* *‘explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe’*
* ‘explain how and why places and environments change and identify trends and future implications, *e.g. population increase,* *climate change, globalisation.’*
* **‘carry out:**
  + at least one group investigation and one independent investigation into a geographical question or issue
  + investigations into ‘geography in the news’, topical events and issues in the locality and the wider world’.
* **‘ask and answer the question -** what are the geographical issues for people living in this location? How and why do people’s views on issues differ and what do I think?’

The activities will offer learners opportunities to:

* Use ICT to be informed of current and relevant geographical relevant information and events.
* Develop both knowledge and informed opinions on a range of issues and suggested solutions to current geographical problems.
* Develop investigating skills related to current issues.
* Work independently and cooperatively.

**Suggested Learning Activities**

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| **Aims:** To understand issues surround food production and consumption in the UK, particularly in the light of the recent horsemeat in food scandal. | |
| **Objectives:** The resources and suggested activities are designed to give students the opportunity to explore some factors behind the recent food scandal including food supply chains in Europe. The articles also encourage students to find out about the origins of the food that they eat in the context of globalisation and changing eating habits. Finally they will explore some radical possibilities for the future of food production in the UK. | |
| **Resources required:**   * **Online resources including interactive features in the Issue of Geography in the News** | |
| **Resource** | **Suggested time:** |
| **Food - scandal!**  The entry activity is used *before* pupils read the resource. Students use local newspapers and/or online resources to find out about a local “farm shop”.  After reading the article students will compare the food supply chain for goods sold in the farm shop with that of ingredients found in a supermarket-sold ready to eat meal. They are asked to suggest reasons why transporting meat for many hundreds of miles might be *cheaper* than buying locally farmed meat. | These activities are designed to take a one hour lesson and possibly a follow up homework to complete the exercise. Alternatively this could be finished in class in a later lesson |
| **Food - origins!**  Working in small groups, students should prepare a short Powerpoint presentation about one or two ingredients in their favourite foods.  In particular the students should research the origin of the ingredient (biological and geographical), how it is produced and how it reaches shops to be sold to the public. | This activity is designed to take a one hour to prepare the presentations (which can be finished as homework). A further session may be required to enable the groups to present their findings to the class and teacher. |
| **Food for thought...**  In the context of the article students should compare the way that a particular type of food is produced and sold in the developed world (Europe, North America and Australasia) with a Less Economically Developed Country.  Thinking about issues raised in the Food for thought article, students should consider issues like the environmental and socio-economic impact of the different types of farming in their chosen country. They should finish by suggesting ways in which farmers in the Developed and Less Developed countries might learn from one another. | Student should present their results in the form of a poster. The activity can be completed in groups or individually.  This activity is designed to take a one hour lesson or to be used as homework. |
| **Notes:** | |