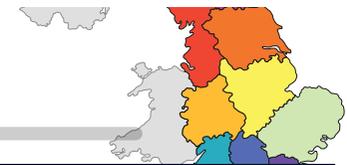




# How sustainable is agriculture in the UK?



## Geography – Y6 – Lesson 3

### Geographical Knowledge and Concepts

**Human Geography**  
Human Processes, Environmental Impact and Sustainable Development

### Resources

- PPT
- Access to internet
- Stop and jot worksheets
- Activity 1 worksheets
- Challenge worksheet

### Teaching Input

- **How sustainable is the primary sector of the UK economy?** – Go through the key questions and the geographical knowledge and concepts used to answer those questions.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Stop and jot 1** – Introduce Tanvir. Choose a child to be Tanvir and let them read what he says about the economy. Children are to choose meals for a family of four over three days, spending the least money on their stop and jot 1 worksheets.
- **Let's discuss!** – Children are to discuss the questions on the slide with their learning partners, in groups or as a class. Explain that the answers to these questions will be answered throughout the lesson, and the children can return to the questions later.
- **What is agriculture?** – Introduce Florence. Choose a child to be Florence and let them read what she says about agriculture.
- **UK consumption** – Read through the information on the slide. The map on the slide shows how much UK land is used for different purposes.
- **How does farming fit into the UK economy?** – Read through the information on the slide.
- **Types of farming** – Explain the three types of farming found in the UK.
- **Intensive and extensive farming** – Read through the information on the slide.
- **Let's discuss!** – Children are to discuss the questions on the slide with their learning partners, in groups or as a class. Take feedback from the class before Lula reveals the answer on the following slide. Choose a child to be Lula and let them read what she says about intensive farming.
- **Mega-farms** – Read through the information on the slide.
- **Why do mega-farms exist?** – Read through the information on the slide.
- **Positives and negatives of mega-farms** – Read through some positive and negative arguments for and against mega-farms.
- **Activity 1** – The class should be split into 'for' and 'against' mega-farms. They don't have to agree with the side they're put on, but they need to argue for or against it anyway. They are to use their activity 1 worksheets to help them plan and be ready to debate with the other side!
- **TIME TO DEBATE!** – Allow the children to take part in a class debate. They will vote on which side is more convincing when the debate is over.
- **How sustainable are mega-farms?** – Read through the information on the slide. Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class before Lula reveals the answer on the following slide.
- **Let's discuss!** – Children are to revisit the questions they discussed at the beginning of the lesson and answer them with their learning partners, in groups or as a class using the knowledge they have gained. Take feedback from the class before the answers are revealed on the following slide.
- **Challenge** – Children are to use the grid on your challenge worksheet to design their own farm. They must follow rules to ensure their animals have enough space to thrive. Their challenge is to make as much money as they can.

### LA

Be able to explain what agriculture is.  
Be able to explain what a mega-farm is.  
Begin to explain the positives and negatives of mega-farms.

### MA

Be able to explain what agriculture is.  
Be able to explain what a mega-farm is and the positives and negatives of their use.  
Begin to explain the sustainability of mega-farms.

### HA

Be able to explain what agriculture is and what it is like in the UK.  
Be able to explain what a mega-farm is and the positives and negatives of their use.  
Be able to explain the sustainability of mega-farms.

### Challenge

Children will use their challenge worksheets to design their own farm. They must follow rules to ensure their animals have enough space to thrive. Their challenge is to make as much money as they can.

### Self-assessment

I can explain what agriculture is.  
I can explain what a mega-farm is and why they are used.  
I can explain some positives and negatives of mega-farms.  
I can give some thoughts on the sustainability of mega-farms.

### Key Vocabulary

**agriculture** – farming and the methods that are used to raise and look after crops and animals  
**consumption** – using up of a resource  
**efficient** – achieving maximum productivity with minimum wasted effort or expense

**greenhouse gases** – gases in the atmosphere, such as carbon dioxide, which trap heat similar to the glass roof of a greenhouse  
**sustainable** – able to be continued over an extended period with limited consequences  
**topography** – the surface features of a region

### Assessment Questions

What is agriculture?  
What are the types of farming?  
What is extensive and intensive farming?  
What is a mega-farm, and why are they used?  
What are some positives and negatives of mega-farms?  
How sustainable do you think mega-farms are?