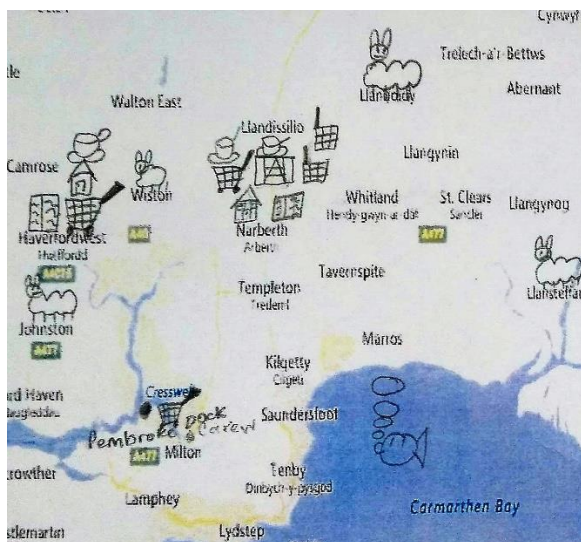
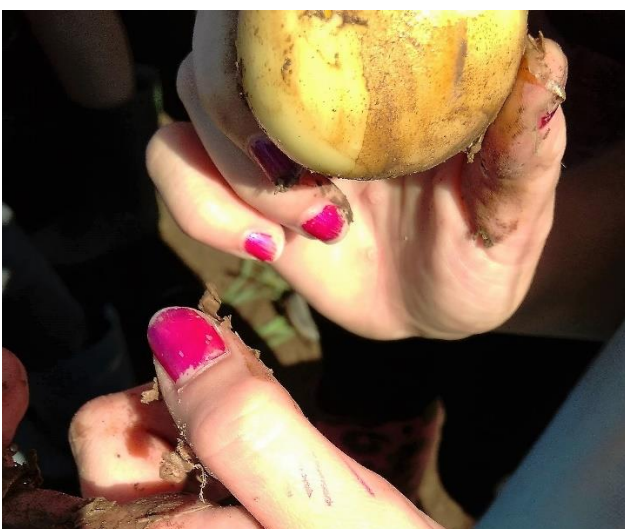
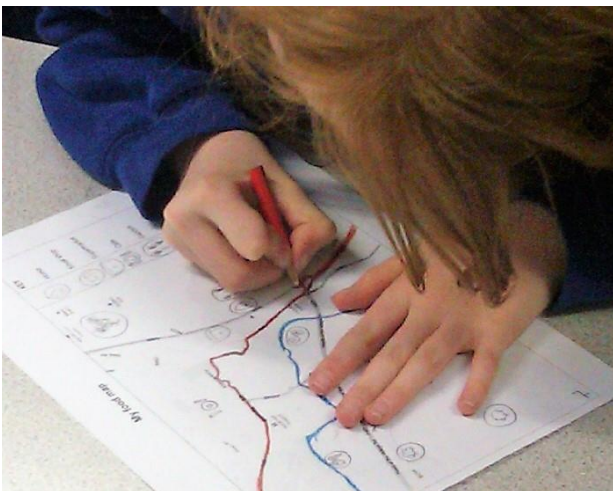


Discovering local food

A geography resource for Key Stage 2



This booklet describes an introductory food mapping activity that can be developed into a whole term of work. It will allow many areas of the Geography curriculum to be covered, as follows.

Bold type shows specific Welsh curriculum requirements that this resource meets. [Square brackets] show how the resource provides useful examples.

Skills

1. **Locating places, environments and patterns.** Pupils should be given opportunities to
 - **identify and locate places and environments** using globes, atlases, and maps
 - use maps, imagery and ICT to find and present locational information, e.g. **draw sketch maps using symbols and keys.**
2. **Understanding places, environments and processes.** Pupils should be given opportunities to:
 - **identify and describe natural and human features**, e.g. weather conditions, types of buildings, [types of farmland, distribution of food outlets]
 - describe the causes and consequences of how places and environments change, e.g. by season; **from past to present; the need for sustainability**
3. **Investigating.** Pupils should be given opportunities to:
 - **observe and ask questions about a place**, environment or a geographical issue, e.g. Why does it flood? How and why is our village changing? [What food is produced locally?]
 - measure, collect and record data through carrying out **practical investigations and fieldwork**, and using secondary sources, e.g.**design questionnaires**
 - **organise and analyse evidence**, develop ideas to find answers and draw conclusions, e.g. use a data spreadsheet, compare weather data [produce a piechart of customer preferences].
4. **Communicating.** Pupils should be given opportunities to:
 - **their own opinions** and be aware that people have different points of view about places, environments and geographical issues, e.g. about [using small shops or supermarkets]
 - **make decisions about geographical issues by distinguishing between fact and opinion** and considering different arguments, e.g. a [local or global food]
 - **communicate findings in a variety of ways**, e.g. using geographical terms, annotated photographs, maps, diagrams, or ICT.

Range

Pupils should be given opportunities to study:

- living in Wales: **their local area**
- living in my world: caring for places and environments and the importance of being a global citizen [by the food choices they make]

To carry out

- **investigations of ‘geography in the news’, topical events and issues in the local area** and the wider world
- **fieldwork to observe and investigate real places and processes**

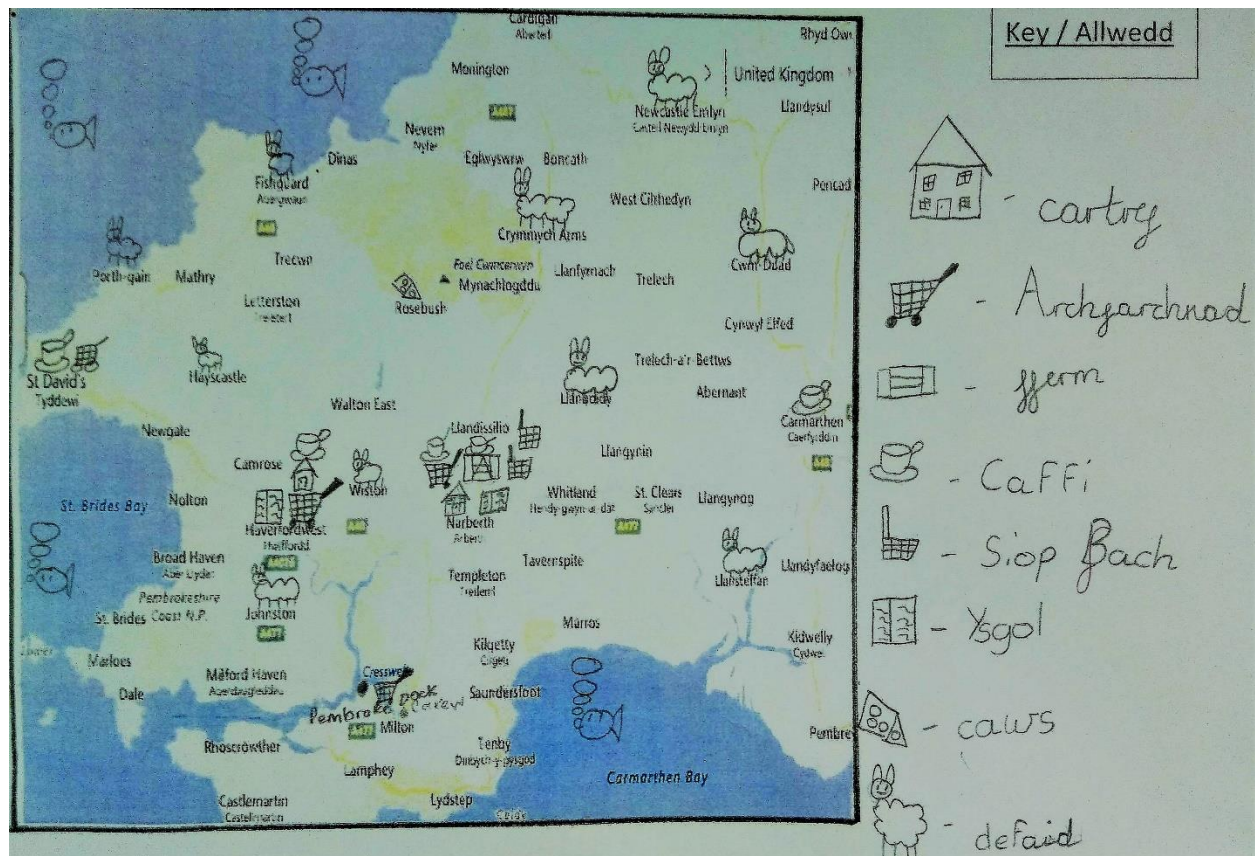
And to ask and answer questions about and how and why the local area is at it is [by looking at the effects of how we choose to buy our food].

Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and social education

In geography, learners have opportunities to study their role as **local and global citizens** and appreciate the diversity of communities in Wales and other countries. They investigate how and why environments change and the **importance of sustainability**. They learn about the **links between producers and consumers** and how people's economic and environmental actions in one part of the world can impact on the lives of others [for instance through the trading of food].



A Year 3 food map

Resources

www.countrysideclassroom.org.uk

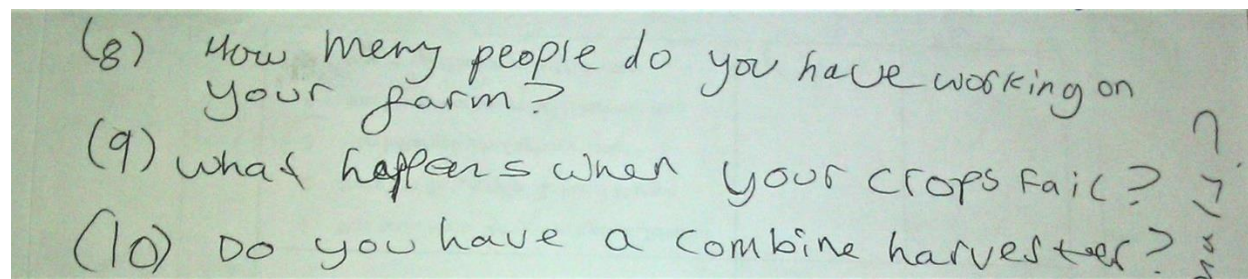
www.face-online.org.uk

www.face-cymru.org.uk

With thanks to teachers and pupils at: Narberth Primary School, Tenby Church in Wales VC School, Ysgol Llanbrynmair, Ysgol y Dderi, Abergavenny, Ysgol Penrhyn-coch.

Introductory workshop – about two hours including a break

Time	activity	What you need and notes
15 mins	Each child tastes two contrasting items of food and finds as many differences as possible – texture, flavour, smell. Discuss what makes them different, and take a vote on which they prefer.	Food samples, e.g. white or wholemeal bread; imported or local apples; different varieties of tomato. Ideally one should be local and have a story. NB there is no right answer: the aim is to introduce the topic experientially.
20 mins	Each child constructs a personal food map. Help them choose suitable symbols for the places they associate with food: home, school, corner shops, supermarkets, cafes, gardens and so on.	A4 food map templates showing enough of the local area to include the pupils' homes and the towns where their parents shop. For rural areas this might be as large as a whole county. See example above.
20 mins	Class discussion of the results – their maps will probably have a lot of shops. Compare big supermarkets with smaller shops: what are the advantage and disadvantages?	For instance: ease of parking, choice, price, the experience (are big supermarkets bewildering or exciting?)
	break	
15 mins	Discussion: What grows locally? What doesn't? You could start with a meal, e.g. pizza, and go through ingredients one by one and trace them back to where they came from.	Their knowledge might be quite limited, but encourage them to think what they have seen growing in fields or in gardens.
15 mins	How can we find out more about the local food system? Apart from internet research, you can introduce the idea of interviewing local people, and invite suggestions.	Good ideas for interviewees: the school cook, a farmer, a shopkeeper, a restaurant owner, someone at a local food factory, a customer (for instance a parent or teacher). Have them identify actual people they know if possible.
15 mins	Pupils divide into groups and prepare interview questions for a given person.	Encourage a mix of personal and factual questions: what do they do in their work, what do they enjoy about it, how has the food system changed over the years, what changes would they like to see?
10 mins	Concluding discussion: take a question from each group and see how it could be developed.	Suggest how each question might be taken deeper and maybe give some possible answers to stimulate thinking.



Follow-up work

Survey shops in the local area: what food shops are there? What local foods do they sell? Interview a shopkeeper using your questionnaire.

Make a map of local food shops.

2.O ble mae'r cig yn dod ? Where does the meat come from?
BETHESOA
WEST WALES BACON - SWANSEA
ANDREW REES

3.O ble mae'r moron yn dod ? Where do the carrots come from?
ORGANIC - RITEC VALLEY - TENBY



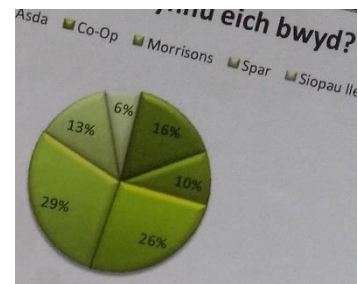
Invite **farmers and food businesses** into the classroom and interview them about their work. FACE can help you find one.

For classroom activities about farming, see www.whyfarmingmatters.co.uk and www.countrysideclassroom.org.uk.

Then **visit a farm** – here you can see food production at first hand and learn about a farmer's life. Read more at www.visitmyfarm.org.

Design a **questionnaire** to find out where parents prefer to buy food, then use **IT** to present the results imaginatively.

Local and global food: Make a world map that shows where food comes from. Discuss the advantages and disadvantages of buying food produced locally, and hold a debate.



"I believe that buying global is better than buying local food because you have a lot more choices and most of my favourite fruits are from different countries."

"if you buy global, it's much easier because you have a bigger choice, but on the other hand buying locally is fresher and healthier and supports the community"

"If you buy from poor places there is a chance that the poor will get some money just make sure it's Fairtrade" (Year 4/5)



How has the food system changed over time?

Investigate how the local food system worked say 30-50 years ago, or even longer. You can do that by visiting a museum, internet research or interviewing older people such as grandparents.

- How have diets changed?
- How have shops changed?
- How has farming changed?
- What was good or bad about the past?



gh Street. Royce Lewis, seen standing by the telegraph pole, remembers th
the sheep making their way to the Mart ground or to the station, belonged

Into the future

See what you can find out about different futures for food and farming. You might look at:

- Megadairies
- Farmers' markets
- The impacts of climate change
- Farming for wildlife
- Food waste
- Precision farming



What power do we have to shape the future of food? What's important to us? Think about voting, food choices in the shop, writing letters to the paper and so on.

Hold a food event

A celebration of local food puts the work into context and is a good way to end the unit.

What some schools have done:

- Made bread and cawl in the classroom
- Organized a community meal in the evening, using garden produce, local food and supermarket surplus food
- Held a special meal at lunchtime, featuring local ingredients and inviting farmers and parents.



Let us know how you get on! Tweet to @FACECymru