

PARENT NOTES

Geography

Human Geography: Economic Activity



At A Glance:

- ✓ Human Geography
- ✓ Key Stage 3
- ✓ Upper & Lower Ability
- ✓ National Curriculum 2014
- ✓ Focussing on the concept of economic activity
- ✓ Pre-visit, on-site and follow-up

About this activity

Before their visit to the Tapnell Farm Park on the Isle of Wight, students will be learning the meaning of the term 'economic activity' and will also learn about the different categories of economic activity and which jobs fit into each category. A variety of activities on the worksheet help students to consolidate their understanding of the key concepts before they then visit the farm park and investigate different types of economic activities that have in the past, and are currently, taking place on the site. In order to

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They will also consider what different types of economic activities are associated with, or linked to, these activities but may not be immediately visible on the farm itself.



human geography in evidence. The worksheet culminates with an activity where they bring together all that they have learnt about the farm and the economic activities taking place there, and allows them to use their imaginations and creativity to decide which job they would most like to do and 'apply' for it!

On their return to school, there is guidance on the worksheet which guides them through working in small groups to develop a presentation, to be delivered to their class, to summarise all that they have learnt.

Questions & Answers

What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the human geography (economic activity/farming) of a specific area.
- ▶ Students will learn about the human geography of the area; specifically, they will learn about the economic activities taking place there (both in clear 'evidence' and those that are 'hidden') and also the ways in which the farm park has diversified from dairy farming.
- ▶ The activities on the worksheet guide students through learning key terms and their definitions, what economic activity 'looks' like in reality, and how to classify different jobs into the categories of economic activity.

"Any transition is easier if you believe in yourself and your talent."

- Priyanka Chopra

Questions & Answers (continued)

How does this link to my child's learning?

- ▶ Below are the relevant links to the current Department for Education Key Stage 3 Geography Programme of Study, showing where this resource fits into your child's studies:
 - ✓ Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes taking place in human geography
 - ✓ Understand economic geography in the primary, secondary, tertiary and quaternary sectors
 - ✓ Understand the use of natural resources
 - ✓ Develop their geographical skills in analysing and interpreting different sources, including the use of fieldwork to investigate contrasting locations
 - ✓ Understand the interactions between human and physical geography, and that human activity relies on the effective functioning of natural systems.

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- ▶ How to define the meaning of the term 'economic activity' and be able to also give the names of, and definitions of, the sub-categories of economic activity (including examples of each).
- ▶ What current facilities at Tapnell Farm Park are like, and how things have changed in recent years as the farm has diversified its activities.
- ▶ How diversification at Tapnell Farm Park has also resulted in diversified economic activities. Students will learn which economic activities were in evidence before, during and after diversification was implemented.

How does this enrich study undertaken in school?

- ▶ Nothing beats first-hand experience of what is learnt in school. Seeing the site, and the recreational and customer facilities at Tapnell Farm Park first-hand will allow them to appreciate the different and varied economic activities that take place to enable an attraction such as this to develop and operate. It will allow them to really think through and apply what can be a rather 'dry' topic in the classroom; fieldwork literally brings to life the learning that takes place in the classroom!
- ▶ This activity involves a lot of fundamental skills in geography; making observations in the field and conducting primary fieldwork such as making observations, sketching, and recording information in a table which can then be analysed.
- ▶ Also, good fieldwork is fun! Students have the opportunity to fully engage with the subject and immerse themselves in it; something which will hopefully enthuse them and instill in them a curiosity about the world around them for the rest of their lives.
- ▶ Tapnell Farm Park is an excellent and completely current example of farm diversification and how dairy farmers are adapting to the modern world. Also, the developments that have taken place here are very much in harmony with and are, as far as possible, sustainable. Seeing this first hand, and considering the ways in which Tapnell Farm Park is attempting to be as sustainable as possible, helps students to consider their own lives, activities and role in the world as well as that of larger organisations.

What do they need to have done in preparation?

- ▶ Students can use the internet and/or books to ensure that they fully understand the meaning of the term 'economic activity' and what the different categories (primary, secondary, tertiary and quaternary) mean and the types of jobs each involves.
- ▶ The following website is the one used in the worksheet, which students use before their visit to Tapnell Farm park, in order to understand the key terms:

<https://www.youtube.com/watch?v=8KDxAWfMwf4>

It is essential that students have a secure understanding of the key terms and theory before they visit the farm.

- ▶ More able students could also consider the wider 'picture', not only the jobs that they see before them at the farm. They might consider, for example, the many other jobs and economic activities that will be associated with the far, and how this supports a much larger population and area than might at first be apparent. This could lead on to considering the wider influence of services and attractions, and what affect changes to these (growth or decline) could have on people and economics.

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- ✓ Literacy – using the guidance on the worksheet to complete the activities as instructed to do so. Lower ability pupils will be provided with hints, additional guidance and sentence starters/writing frames to assist them with this, as well as the support of their teacher.

- ✓ Working with others – collaborating and cooperating with other students to complete activities and support each other's understanding.
- ✓ Working independently – showing that they can follow instructions to complete an activity on their own, within the time frame and following the expectations given to them.

Helpful Resources

Encourage your child to research economic activity!

This activity was compiled by **Education Destination** in conjunction with **Tapnell Farm Park**. We help students of all ages and abilities to experience excellent curriculum based learning opportunities at many Island venues and attractions.



edudest.info

At **Tapnell Farm Park** you'll find an amazing location for learning! This diversified farm is located on the site of the 1970 Isle of Wight Festival. Explore the animal paddocks and many fun activities! Fabulous learning in Geography, Science, Maths & Literacy!



tapnellfarm.com

For further reading about economic activity on the Isle of Wight, **wikipedia** offers an excellent range of articles. This would serve as an ideal introduction for learners prior to their visit, and is suitable for ages 7 upwards.



wikipedia.org

