

TEACHER NOTES

Geography

Human Geography: Economic Activity



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TAPNELL
FARM PARK

Contextual Summary

This is a geography resource which engages students with the farming and working environment of Tapnell Farm Park on the Isle of Wight. It includes pre-visit, on-site, and post-visit activities.

This resource focuses mainly on the human geography of the farm, specifically focusing on economic activities; the focus is mainly on the primary and tertiary sector, but it also encourages students to consider associated activities in the secondary and even the quaternary sectors too.

The resource leads students through understanding what the

term economic activity means, and how it is used in the primary, secondary, tertiary and quaternary sectors.

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taken, and are currently taking place on the farm. Through their

study of this, they will also learn about how

from a dairy farm into tourism and recreation.

On their return to school, they then use guidance in the resource to work in small groups to produce and deliver a presentation to the class to summarise all that they have learnt.

Task Implementation

The pre-visit activity starts by introducing the idea of economic activity to students, and they are prompted to consider what they think the term means. They will then watch a short video (<https://www.youtube.com/watch?v=8KDxAWfMwf4>) which introduces the different categories of economic activity and complete a table to summarise what different types of jobs may be associated with each. Then, before they go, the 'From Dairy to Diversification' section gives them a little background to Tapnell Farm Park and outlines how the farm has diversified in recent years. A series of images show the farm as it was before, and during, construction and development of the current facilities and attractions. Students are asked to annotate these images to describe what they can see and explain the types of economic activity that are shown in the photo. Lower ability students are given hints on their worksheet, while higher ability students may be encouraged to consider what economic activities may be 'inferred' by, or associated with, the image as well as those that are immediately obvious.

On site at Tapnell Farm Park, students will work through a variety of activities that are designed to help them to get to know the 'workings' of the farm, by making observations of and considering the different economic activities that they can see taking place both in plain sight and behind the scenes (information and stimulus material, in the form of photographs, is provided for the latter!)

The activities are as follows:

- Activity one is a 'before and after' style activity, whereby students sketch what the jumping pillows like now and compare it to what it looked like when being constructed. They should label and annotate both images to draw comparisons, focusing on the economic activities they can see/that are associated with the former and current 'stages'.

SUBJECT

Geography

UNIT

Economic Activity

OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit



Peripheral Task



S1-S3

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1 5 2 1 6 1
1 5 2 1 6 2

1 5 2 1 6

Task Implementation (continued)

- Activity two involves solving the riddles/clue - each is a primary economic activity that is still taking place on the farm today. The clue is in the careful reading and solving of each rhyme but students may need some nudging in the right direction, although the lower ability worksheet does have some hints to help! The answers are (in order from top left, to top right, and then bottom) – rearing of young-stock dairy calves to be sent to their farm on the mainland (as described in the introduction), free range chickens, and maize being grown (which is fed into the bio-digester in Arreton on the island where biogas is made for Island homes).
- Activity three is all about tertiary, or service, activities on the farm – the main focus of the farm park today as it provides a range of attractions, amenities and facilities for visitors. The table should be completed by students in as much detail as possible. The lower ability worksheet has a word box to help students to get started. The higher ability resource also has an extension activity to encourage students to consider the economic activities that are linked to the economic activities they have seen at Tapnell.

- Activity four (this is an extension activity on the lower ability worksheet – skip if desired) looks behind

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- Activity five is a creative and imaginative activity that gives students the opportunity to work independently and quietly. They should consider the different jobs that they have seen taking place, and they may (subtly!) observe staff working if possible, to decide which job they most like the look of. An application form is provided for them to complete (with a frame and sentence starters on the lower ability worksheet), and they may also interview one another for a bit of fun if time allows.

The above activities can be ‘delivered’ or organised by the teacher(s) as they see fit.

The post-visit activity involves students working collaboratively, in small groups, to develop an oral presentation, which will summarise the key things that they have learnt during all of the activities and which will be delivered to the class. They are provided with quite a lot of hints and tips and guidance to help them with this.

Ability Levels

This resource is aimed at students in key stage 3.

There are differentiated variations available for higher and lower ability levels.

Teachers should view all resources and select the most appropriate level for their students.

Key skills practised in this unit:

- ✓ Understanding key processes in human geography (economic activities, farming)
- ✓ Conducting fieldwork by making observations and applying their observations to specific tasks
- ✓ Development of literacy skills
- ✓ Carrying out independent as well as group activities.

Relationship to Curriculum

Below are the relevant links to the current Department for Education Key Stage 3 Geography Programme of Study, showing where this resource fits into it:

- 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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Pre-Visit

- Students will learn what economic activity is, and the different categories of economic activity, as well as some background about Tapnell Farm Park's previous and current 'character'.

During the Visit

- Students will see examples of economic activities taking place on the farm, and will also consider those that are associated with the current 'set-up' in terms of the development phase and also those that are linked to the daily running/operation of what is there.

Post-Visit

- Students work collaboratively in small groups to produce and deliver a presentation about all that they have learnt.

Enrichment Opportunities

- Students will be seeing the busy farm park, with its wide range of different attractions and amenities. There is a huge variety going on, and it will really help students to understand the range of economic activities that enable a place like this to operate.
- Students will have the opportunity to conduct fieldwork and make first-hand observations of economic activities taking place around the farm; a key skill in geographical investigations. Indeed, this is a key skill in many curriculum areas and becomes a valuable skill as they move through to becoming more independent learners.
- Extension tasks and differentiated activities enable more able students to stretch and extend their geographical understanding, whilst less able students are supported through the tasks in a variety of ways, as outlined in detail above.

Learning Outcomes

- ✓ Students will be able to define what economic activity is, and will be able to define and give examples of the different categories of economic activity.
- ✓ Students will know what types of economic activities are in evidence on the farm park today and should have at least some understanding of those that were associated with the development of the farm park as it diversified and may also be able to discuss other economic activities that are linked indirectly to what they have seen at the farm park.
- ✓ Students will produce and deliver a follow up oral presentation to summarise what they have learned.

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