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| **LMI Video Resources: Teacher Guide** |
| **Session:** | **KS1 – Agriculture – Feeding 7.8 Billion People Every Day** |
| **Summary:** | A series of 4 short videos have been made with employers in the North East to showcase key employment sectors from the point of view of primary aged children. This session has been developed to support KS1 when watching the Agriculture sector video called How do we feed 7.8 billion people every day?  |
| **Programme linked to:**  | North East Ambition’s Career Benchmarks: Primary Pilot | **Career Benchmarks** | Benchmark 2: Learning from Career and Labour Market Information |
| **Benchmark characteristics link** | * The school provides multiple opportunities / activities that encourage all children to explore different careers (this may also include the use of career websites and online resources).
* Throughout their time in school (by the end of Y6 or by end of Y4 in a first school) all children have explored basic labour market information to expand their awareness of future opportunities and possibilities.
* Throughout their time in school (by the end of Y6 or by end of Y4 in a first school) every child has explored a range of different careers and job roles and can articulate their personal aspirations.
* Labour Market Information is used to tackle stereotypical thinking and to raise aspirations.
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| **Age range:** | **KS1** **(most suitable for Y1 & Y2)** | **Number of participants:** | **Whole class** |
| **Expected duration:** | **60 – 90 minutes** | **Room requirements:** | **Classroom with Smart Board or projector to share PowerPoint** |
| **Learning objectives**: | * Learn about agriculture.
* Learn what agri-tech is.
* Gain an awareness of the different job roles there are in agri-tech and how these may be appealing as a future career.
* Gain an understanding of what skills and academic subjects are required for roles in this sector.
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| **Links to curriculum:** | * **English:** Developing active listening skills. Learning new vocabulary.
* **Art and Design**: Produce creative work, exploring their ideas.
* **Science:** Recognise the importance of technology and begin to understand its importance in sustainability.
* **PSHEE:**Identifying skills and career opportunities.
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| **Resources required:** | Active Listening Pupil Worksheet – 1 copy per pupilDesign a Farming Robot Pupil Worksheet – 1 copy per pupilI Could Be Pupil Worksheet – 1 copy per pupilPlain paper for noting down quiz answersPencils and colouring pens/pencils |
| **Activity 1** | **Introduction to Energy** | **15 minutes** |
| **Slide 1-5:** Session aims and introducing, what is agriculture? Discuss with the class what they already know about farming. **Slides 6-10:** Introduce some of the vocabulary featured in the video. Before revealing the simple definitions, see if learners know what each word means.  |
| **Activity 2** | **Video, active listening & quiz** | **25 minutes**  |
| **Slide 11:** Directs you to the link to watch the Agriculture sector video. Hand out the ***‘Active Listening Pupil Worksheets’*** and explain that they need to listen careful and whenever they hear a job mentioned then they tick it on their worksheet. Go through their answers when the video has finished. Please note – the same sheet can be used for all 4 sector videos meaning that once they have watched all 4 videos they should have every job ticked on their sheets. It is suggested that you watch the video again prior to commencing the quiz, this however, is at your discretion and dependent on the needs of the pupils.**Slides 12-22:** Quiz – There are 4 questions; each slide features a question based on the video. Read these aloud to pupils and allow learners time to think and write down their answer on a sheet of paper. There are now answer slides for each question. For each slide ask students to share their answers before revealing the answers on the board.  |
| **Activity 3** | **Design a Farming Robot Activity** | **20 minutes**  |
| **Slide 21:** Challenge: Design a Farming Robot. Give each learner the ***Design a Farming Robot Pupil Worksheet***. In the video we learn about farming robots that help with the growing of crops. Ask learners to design a robot that could help with the animals on the farm. It could be to help care for the animals or to help collect their produce e.g. eggs. |
| **Activity 4** | **What job would you enjoy doing? Activity** | **20 minutes** |
| **Slide 29:** Challenge: What job would you enjoy doing?Give each learner the **‘I Could Be Worksheet’.** Ask learners to choose one of the jobs they have just learnt about and draw a picture of themself doing this jobAdditional question on the sheet are: * List the skills you think you would need to do the job.
* What would you enjoy most about doing this job?
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| **Links to other resources** |
| **Leaf Education – Countryside Classroom Resources:** [**https://www.countrysideclassroom.org.uk/partners/leaf-education/resources**](https://www.countrysideclassroom.org.uk/partners/leaf-education/resources)Leaf provide classroom resources through Countryside Classroom, a data­base of free teaching resources that’s searchable by keyword, key stage and subject.**Leaf Education – Teacher training & CPD**[**https://leafuk.org/education/for-teachers/training**](https://leafuk.org/education/for-teachers/training)Leaf offer training days for teachers, including initial teacher training (ITT) and accredited CPD, covering all key stages. Or can develop bespoke training for your specific needs.**LEAF Open Farm School Days for pupils**[**https://leafuk.org/education/for-teachers/curriculum-enrichment-days**](https://leafuk.org/education/for-teachers/curriculum-enrichment-days)With our network of farmers, we can help you plan and run safe, curriculum linked educational farm vis­its and other days for your pupils in your local area.**NFU Education (National Farmer’s Union) – Classroom Resources**[**https://education.nfuonline.com/**](https://education.nfuonline.com/)Browse their site to find high quality primary STEM teaching resources and projects that are closely linked to the National Curriculum. |