



People, place and environment Third Level

Suggested Participants - S1/2

The largest single land use in Scotland is agriculture, (for cropland and grassland), at 5.35 million hectares (approximately 69% of the total land area). How this land is managed impacts the landscape, the food we produce, human activity and our ability to store carbon. Understanding the role of agriculture in shaping people, place and environment is key to combating both the climate and biodiversity crisis we are currently experiencing.

What this pack contains:

- All the links and content required to deliver our People, place and environment activity.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes .
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning about the role of agriculture in shaping the landscape.
- We are learning about the role of agriculture in the environment
- We are learning about the economic realities of farming in Scotland.

Success Criteria

- I can explain what farm diversification and provide some examples
- I can discuss the role agriculture plays in Scotland.
- I can explain the role land management plays in combating the climate and biodiversity crisis.

Experiences and Outcomes

- **SOC 3-07a** Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.
- **SOC 3-13a** By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 12** Responsible consumption and production: ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
- **Goal 15** Life on Land: take urgent and significant action to reduce the degradation of natural habitats.

DYW

- **Developing the Young Workforce** - Entitlement Opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.



People, place and environment Third Level Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- Find out more about the role of agriculture in the landscape with our short video [Scotland's Farming Landscapes](#).
- Our [exploring food and sustainability platform](#) has a section on food production and landscapes with pupil led activities and information.
- You can find a selection of [different farming landscape images](#) which can act as prompts for discussion.
- Farmers are undertaking a range of activities to farming in harmony with nature. Find out what some of these activities look like with our [interactive farming with nature resource](#).
- We also have information sheets on the role of grassland, trees, hedges and ponds on agricultural land in our [farming habitats and biodiversity resource](#).

Suggested discussion points

- How does agriculture shape the landscape?
- What is diversification?
- How does the landscape influence the agriculture we see in the area?
- What does settlement and economic activity look like in an upland and a lowland agricultural landscape?

Learning

- **Social studies outcomes:** The ability to discuss the role of agriculture in the landscape. The ability to make links between agriculture and human activity in my local area.

Additional tasks

- There are many different types of agriculture happening in Scotland and a wide range of different people working in the sector. You can find short videos covering a selection of different job roles for [Farm Manager](#), [Land Agent](#), [Livestock Auctioneer](#) and [Animal Nutritionist](#).

More information

- We have further information linked to people, place and environment in our [Wakelet](#).

Social media

Please tag [@TheRHET \(Twitter\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.