



How Are Our Food Choices Connected to the Living World?

What are we going to learn?

Learning Objectives

1. To explain how agricultural expansion drives deforestation and habitat loss, and why tropical rainforests are significant as natural systems.
2. To analyse how human activity is changing natural systems, and explain why this matters for landscapes, environments and the climate at a global scale.

Key words

Ecosystem - A community of living organisms (e.g. plants/animals) interacting with each other and with their physical environment (e.g. water/climate).

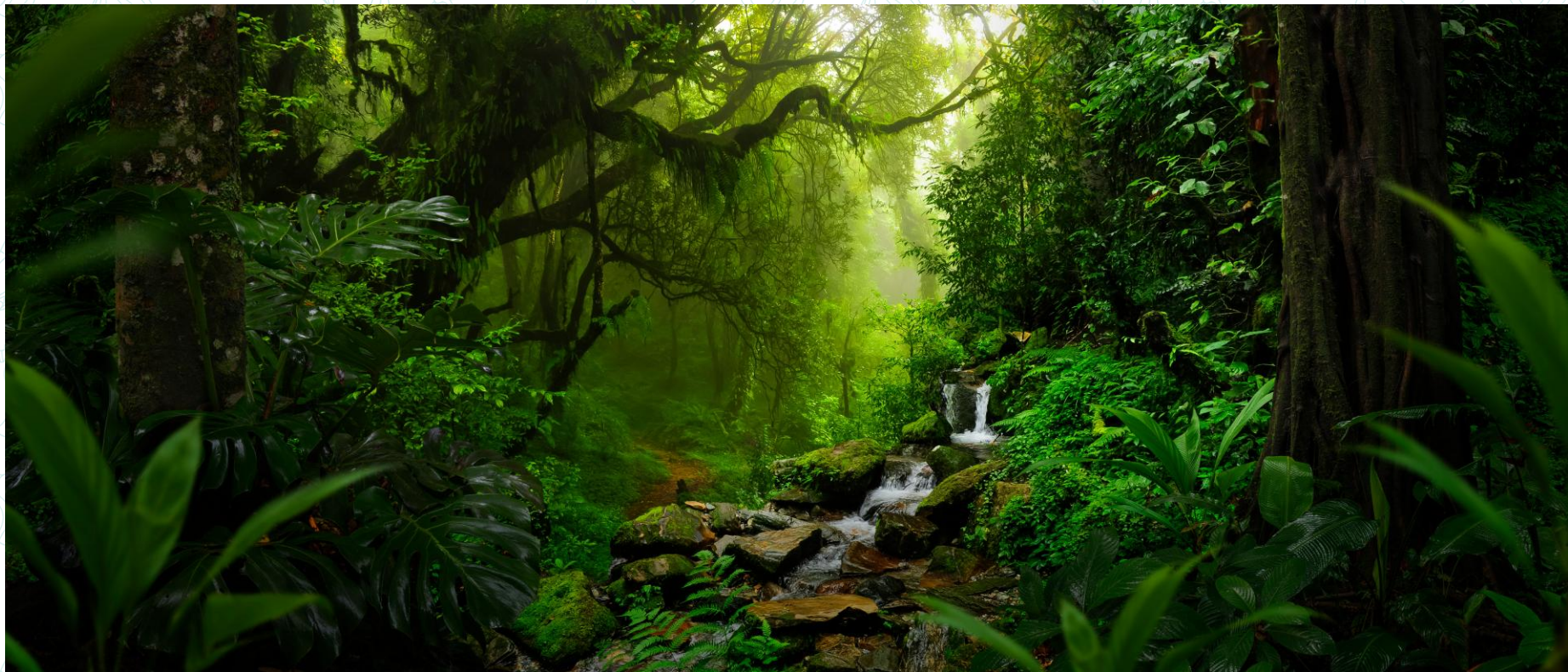
Biodiversity - The variety of living organisms in a given area.

Deforestation - The large-scale removal of trees and forest cover.

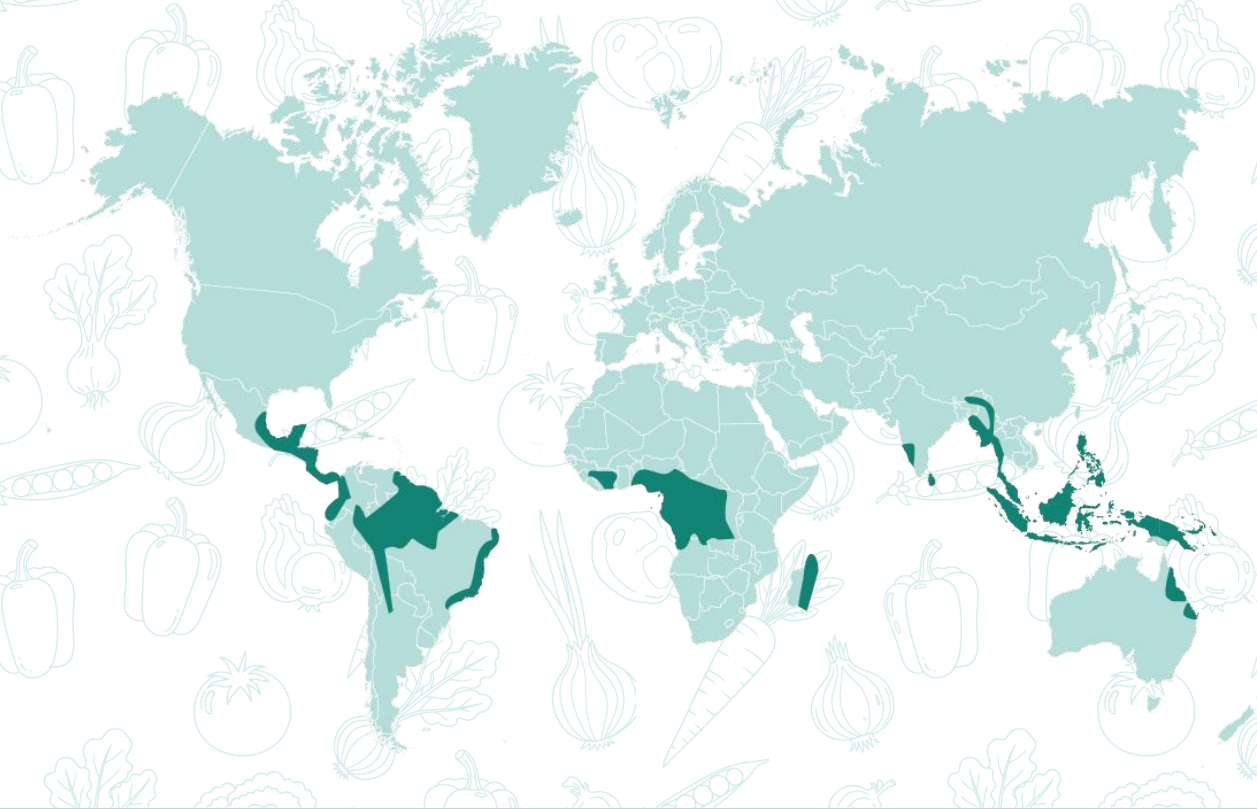
Habitat loss - The destruction of the natural environment that a species needs to survive, including food sources, shelter and breeding grounds.

Agricultural expansion - When farming activity spreads into previously unfarmed land to meet a growing demand for food.

Think about where they are, what lives there, what they look like, why they matter.



Tropical rainforests cover around 6% of the Earth's surface but are home to more than half of the world's plant and animal species.



Tropical countries lost 11.1 million hectares of tree cover in 2021,
including 3.75 million hectares of primary forest.



The diagram features a central light teal circle with the word 'DEFORESTATION' in bold, dark teal capital letters. Two large, dark teal arrows point towards this central circle. The arrow on the left is labeled 'Cattle ranching' and the arrow on the right is labeled 'Feed crop production (particularly soy)'. The background is a repeating pattern of various vegetables like carrots, tomatoes, onions, and bell peppers in a light teal color.

Cattle ranching

DEFORESTATION

Feed crop production
(particularly soy)

The causal chain

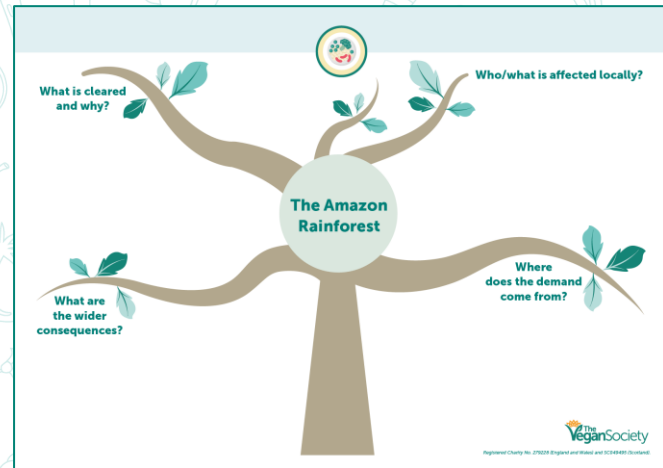


Branch map

1. Read the information sheet and fill in the branches with the key points.
2. Consider how these branches connect and cross over. Draw lines and annotate between them where you see fit.

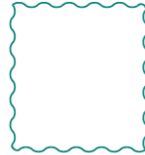
As you work together consider:

- Who is connected to deforestation in the Amazon? List as many people, places and organisations as you can think of.
- The soy grown on cleared land in Brazil feeds farmed animals in Europe. What does this tell us about how global food systems work?
- Why might it be difficult to solve deforestation if the demand driving it comes from thousands of miles away?



Postcards from afar...

*Draw or describe what
you can see.*



What I want people to understand is...

*One thing I need people to know about my
situation is...*

From...

Before you finish, check your postcards:

- ✓ Have you used evidence from today's lesson in both postcards?
- ✓ Do your two postcards show genuinely different perspectives - not just different descriptions of the same place?
- ✓ Does the farmer's postcard reflect the pressures and circumstances shaping their situation, rather than just describing what they've done?
- ✓ Have you used at least two geographical key terms accurately across your postcards?
- ✓ *Stretch: Have you added your own geographical conclusion - what does hearing both perspectives tell you about how the global food system works?*

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1. People in the UK are connected to deforestation in the Amazon.
2. The farmer clearing forest for agricultural expansion is responsible for biodiversity loss in the Amazon.
3. Understanding where our food comes from changes how we think about the living world.