LAS SCHOOLS' Challenge

THE LINCOLNSHIRE SHOW 2025

LINCOLNSHIRE AGRICULTURAL SOCIETY

Key dates 2025

Schools' Challenge Launch Event Wednesday 22nd January
Twilight Support Session 1 Wednesday 5th March
Twilight Support Session 2 Tuesday 1st April
Twilight Support Session 3 Tuesday 6th May
Twilight Support Session 4 Wednesday 4th June
The Lincolnshire Show Wednesday 18th - Thursday 19th June

Form deadlines checklist 2025

- ☐ **Expression of Interest & Confirmation** Friday 28th March
- ☐ **Ticket Application Form** Friday 2nd May
- ☐ **Insurance Form** Friday 2nd May
- ☐ **Photo Permission Form** Friday 2nd May
- ☐ **Challenge Summary** Friday 23rd May

Contact

Suzy Stone 01522 585502 / 07850 938950
sstone@lincolnshireshowground.co.uk

education@lincolnshireshowground.co.uk
lincolnshireshow.co.uk/schoolschallenge
lincolnshireshowground.co.uk/education

Lincolnshire Showground,
Grange-de-Lings, Lincoln, LN2 2NA

#SchoolsChallenge

VISIT OUR WEBSITE HERE

10 Challenges

FOOD, FARMING, THE LOCAL COMMUNITY, THE ENVIRONMENT AND SUSTAINABILITY

The ten challenges overleaf have been designed to link food, farming, the local community, the environment and sustainability to the National Curriculum and we hope that you will enjoy embedding the challenge projects into your learning.

- Potential to simplify for Early Years and SEN
- A longer project involving planting/growing
- A quicker project

All challenges can be extended or simplified, get in touch for support

The challenges are student-led and encourage them to research, explore and take ownership of their learning, presenting their findings at the Lincolnshire Show. Each participating school can gain support through our ambassador network, offering advice as an experienced sounding board through the project journey.

Guidance is provided every step of the way with a planned Launch Event and Twilight Support Sessions. Schools attend the Lincolnshire Show to present their work and showcase their understanding. By engaging with the public and presenting to a panel of judges, students build their self-confidence, develop their skills, and cement their knowledge. The competition comes to an exciting conclusion as schools compete to become the Schools' Challenge Champion.

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Welcome

TO THIS YEAR'S LAS SCHOOLS' CHALLENGE ORGANISED BY THE LINCOLNSHIRE AGRICULTURAL SOCIETY

Would you like to involve your school in the Schools' Challenge competition at the Lincolnshire Show? It's a fabulous and fun opportunity to learn more about food, farming, the local community, the environment and sustainability.

With ten challenges to choose from all with a focus on inspiring young people to gain a better understanding of Lincolnshire's rich agricultural history, its horticulture and land-based activities, whilst putting learning into context, the competition is one not to be missed!

The challenge competition is open to all Early Years, Primary, Secondary, Special and Independent Schools in Greater Lincolnshire and surrounding areas. We also welcome external clubs, groups, and associations.

GETTING STARTED

Please choose from the range of challenges and complete and return the expression of interest form. You will then be sent guidance notes to support your students through their chosen challenge, ready to compete for the Schools' Challenge Champion at the Lincolnshire Show 2025.

Challenge 01
GROWING RESILIENCE

Supported by ROCKSCAPE GROUP

Students are tasked with creating a way of improving wellbeing amongst their school and local community, developing new skills within horticulture and agriculture.

Supported by Rockscape, students are asked to develop a piece of land/area to utilise for gardening and growing to bring about positive change. Engagement in gardening activities has shown to promote social relationships, emotional and mental wellbeing, moderate stress, reduce depression and anxiety, and improve cognitive and educational outcomes.

Your challenge is to get growing – through either allotments, raised beds, fruit plots, herb gardens, woodland gardens, farm gardens, micro gardens, vertical gardens, tranquillity gardens, wildlife gardens, sensory gardens and so much more, the choice is yours!

Can you evoke the senses through the types of planting to boost mood and calm the mind or even think about foods for health benefits? Children should learn about how important mental health and wellbeing is and how to apply their knowledge to the task, thinking about practical ways wellbeing can be improved. Students should show evidence of research and record their journey. Could you measurably increase happiness by using and demonstrating newfound horticultural skills? How about sharing your learning and product of growth with a takeaway pack filled with calm to share with friends, family, and community? Can you open a school farmers market, extending knowledge of healthy eating through the products you've grown?

Challenge 02
NATURE NURTURE

Supported by FLYING FLOWERS

Can you create your very own 'nature reserve' - a protected area for flora and fauna? Students are to develop an area to attract wildlife and improve habitats and micro-habitats within the school grounds or local community, using native flowers where possible. The importance of a balanced ecosystem is essential for life. Students should research and implement a plan of action to maintain life and increase biodiversity. Students should research habitats and environments with a view to recreating a shelter or sanctuary for British wildlife to thrive. Why not consider upcycling to develop your habitat havens. A diary or record of the challenge journey should be produced, documenting signs of life and species identified. Learning could include living processes, life cycles, classifications, conservation, observations, and data collections. Credit will be given to those gardens who support wildlife, such as bees, within our communities. This gives the chance to be innovative and imaginative in creating suitable planting schemes for a nectar cafe, habitats made from natural/renewable materials and drinking sources/ ponds, making a positive difference to your own and nature's future.

Challenge 03
THE POWER OF WATER

Supported by ada

Water is a fascinating topic and central to life. Without water our crops cannot grow and we need it to survive, but when we have too much of it during a flood, the impact can be devastating. Communities in parts of Lincolnshire are all too familiar with the risks of flooding damaging homes, farmland, and businesses, as well as disrupting transport and utilities. ADA, the association for flood and water management authorities, invites you to research, plan, and make a model village or landscape that must include a watercourse. It should show the different ways that water can be managed to prevent or reduce flooding and alleviate drought. Through your research and investigation, you should consider man-made and natural changes that are used to store, convey, and control water for agriculture and communities while improving conservation and protecting habitats. Students can investigate features of rivers and the water cycle and consider how careful environmental management can reduce flooding and pollution.

Challenge 04
FOOD MILES - EATING LOCAL, THINKING GLOBAL

Beef, pork, cereals, cheese and salmon are some of the UK's top ten food exports. Schools should compare and contrast farming and food production in the UK compared to another country or countries of your choosing. Delve into our trade links and the impact our choices have on food miles.

Students should form a council (The Voices of the Future) to research, present and finally debate the great question over the importance of reducing food miles, seasonal eating and buying local, versus healthy eating, the freedom of choice and supporting fairtrade and economic links.

Students can get creative in looking at how farming and food production differs around the world and delve into different meals calculating food miles, our carbon footprint and our overall environmental impact. Students may like to investigate topics of food culture within school, explore food quality and nutrition, healthy and sustainable food production.

Challenge 05
SOIL SCIENCE!

Supported by Farmacy Advisors to Agriculture

Lincolnshire is known as the breadbasket of England with soil renowned for its fantastic growing properties, providing a fertile base for many crops. Students must take on the role of an agronomist (crop doctor!), concerning themselves with the health and wellbeing of crops. Students must devise a fair test looking at different types of soils to grow crops under different soil conditions. Students must set their own parameters of a scientific test to work out the best growing conditions and the different factors that can affect them. Students must accurately gather, record and present their data to draw conclusions to what the best variables are to improve the health of the crops and gain optimum value from the soil. Research into soil nutrition, the role of an agronomist and advancements in farming can all be explored as part of the project.

Can you identify which parts of Lincolnshire are ideal for certain crops and evaluate why this is?

Farmers carefully align their quest for ideal growing conditions with the balance of looking after the environment and working towards being carbon neutral. Using what you've learnt about healthy soils can you design the perfect field or come up with an innovation that can help farmers grow healthy crops as well as look after the environment and think about carbon stores.

Challenge 06
FRESHLY PREPARED CHALLENGE

Students are invited to act as product developers in this innovative challenge. Branston Ltd has invited your team to develop a new product idea to enhance their range of prepared vegetables.

Branston handles around 350,000 tonnes of fresh potatoes every year, but sales of fresh potatoes are in decline. Many people don't have the time, skills or inclination to cook from scratch, so the Branston Prepared foods range provides a selection of ready-prepared chilled potato and vegetable-based products that you just pop in the microwave or oven.

We're always on the lookout for new ideas, flavours, textures, packaging formats or quicker/easier cooking methods. Your challenge is to research, plan and market your prepared product, including a market 'pitch'. You will need to research what's currently on the market and establish a gap or need.

Then onto recipe development, testing and refining your product. Finally, students should develop a marketing campaign, think about your product's name and brand, what makes your new product stand out and how can you market/advertise for a truly spudtacular product!

Supported by BRANSTON

Challenge 07
CITY FARMERS - TRANSFORMING URBAN SPACES

Develop your very own Urban Farm. With towns and cities becoming more urbanised, growing space can be limited. Try your hand at growing a bounty of healthy food produce using unique growing methods. From vertical veg to hydroponic herbs, delve into the world of alternative growing for the urban area, changing the grey landscape to green.

Your challenge is to research, plan, design and create a miniature garden that demonstrates your Urban Farming methods. Be as innovative as you like! Growing will take place in schools and then transferred to a miniature show garden, planted at the Lincolnshire Show in our uniform raised beds. Credit will be given to those gardens that can utilise the limited area and resources available.

Students can delve into the requirements for plant life, providing optimal growing conditions in a restricted space. From vertical farming, hydroponics, aquaponics, roof top growing, edible walls, mushrooms and microgreens, there's lots to get stuck into. To extend the learning you may consider water conservation, using engineering skills to create an irrigation device that helps water your crops when not in school. Research could involve living processes, conservation, observations, data collection and design and technology. A journal of your growing journey is to be developed including an explanation of where your produce is to be utilised. You may like to feed your produce back into the community or use within school, some healthy recipes and meals can be explored.

Challenge 08
LINCOLNSHIRE LEGACIES - A 140TH CELEBRATION

Showcasing the legacies of Lincolnshire!

The Lincolnshire Show celebrates its 140th show in 2025! To mark this occasion, we are asking students to enhance the provision and use their marketing skills to celebrate our prestigious Show and all that is great about Lincolnshire.

From the Lincolnshire sausage to the Lincoln Longwool, can you base a project around one (or multiple) Lincolnshire assets?

With the Lincolnshire Show in mind, students should research and plan a marketing campaign to enlighten visitors, the county and wider audience to the Show and draw in the crowds for this special year; showcasing what is great about Lincolnshire. The platform for scope is huge and students must get creative using different social media channels.

Extend your research beyond the produce, look at the journey your chosen asset takes – what careers, skills and manufacturing are involved to produce the final product? Why not look at livestock from farm to competition at The Lincolnshire Show, or come up with a new twist on a Lincolnshire food product and design a stand at The Lincolnshire Show? Let's make it a year to remember!

Challenge 09
FARMING THEN, NOW & THE FUTURE

By 2050 we will need to produce 60% more food to feed a world population of 9.8 billion. Farmers face this incredible challenge while dealing with demanding pressures to be more sustainable and environmentally aware.

Agriculture and food production has seen vast changes and developments over the years. Students should research, discuss, debate, and demonstrate how farming and food production has changed over the years to keep up with demand and investigate the impact these changes have had on British farming.

Schools can consider farming in a broad sense or narrow their focus to one (or a selection) of the suggestions below:

- Dairy Farming
- Poultry Farming
- Livestock
- Arable Farming
- Horticultural Farming
- Renewable Energy Farming

Discuss how farming has had to deal with many issues over the years such as labour intensity, increased population, climate change, costs of production, mechanisation and what those solutions have looked like. Consider the pros and cons of developments in farming and discuss any issues arising.

Schools should delve into what the future might hold. You might like to touch upon subjects such as advancements in precision farming and nano technologies – drones, robotics, sensors, high tech monitoring and AI. What about urban agriculture – vertical farming, aquaponics or genetic modification and novel proteins. Look at our big forward thinkers within the county such as LIAT – University of Lincoln, Dyson Farming, Branston Ltd and Jones Food Company Ltd.

Challenge 10
GEN Z-ERO CLIMATE LEADERS OF THE FUTURE

Ørsted is a renewable energy company, leading the world in offshore wind. In the UK, their wind farms can produce enough electricity to power over 6 million homes! Ørsted aims to help the UK reach its Net Zero goals by taking tangible action to create a world that runs entirely on green energy.

This challenge needs students to be forward thinkers. They will work on ways to be more eco-friendly, with innovative solutions to create a better, zero carbon future.

Students will review and research the school's current environmental and sustainability performance. They should then create a 3D model of the school/school grounds to demonstrate the innovative and idealistic solutions to improve the school's environmental and carbon impact. This could include an onsite wind turbine, solar panels, composting bins, water collectors and so much more.

More advanced students could incorporate working, moving or light up elements to the model to demonstrate the solutions in action.

After the challenge, we want to know if students can practically action any of these solutions. School climate leaders should form a campaign to promote the eco-friendly projects to be developed and implemented in consultation with the whole school, making it a 'greener' and a healthier place to be. Promotion and awareness should be made across the school, families, governors, and wider community.

Students can consider all areas listed below or focus on one or a small selection:

- Energy use
- Food
- Litter
- Travel
- Water
- Waste
- School/Community Grounds – Biodiversity, planting etc.

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