

**TEACHING ABOUT FARMING AND THE COUNTRYSIDE IN THE NATIONAL CURRICULUM AT KEY STAGE 2  
LINKS WITH THE NATIONAL CURRICULUM AND THE QCA UNITS OF WORKS,  
SUGGESTED TEACHING ACTIVITIES, OPPORTUNITIES AND RESOURCES FROM THE INTERNET**

**GEOGRAPHY CURRICULUM LINKS**

1a-e and 2a-g Geographical enquiry skills

In undertaking geographical enquiry, pupils should be taught to: a - ask geographical questions b - collect and record evidence c - analyse evidence and draw conclusions d - identify and explain different views that people hold about topical geographical issues e - communicate in ways appropriate to the task and audience

2a - use appropriate geographical vocabulary b - use appropriate geographical fieldwork techniques c - use atlases and globes, and maps and plans at a range of scales d - use secondary sources of information, including aerial photographs e - draw plans and maps at a range of scales f - use ICT to help in geographical investigations and g - develop decision-making skills

3a-g Knowledge and understanding of places

Pupils should be taught: a - to identify and describe what places are like b - the location of places and environments they study and other significant places and environments c - to describe where places are d - to explain why places are like they are e - to identify how and why places change and how they may change in the future f - to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world g - to recognise how places fit within a wider geographical context and are interdependent

4a,b Knowledge and understanding of patterns and processes

Pupils should be taught to: a - recognise and explain patterns made by individual physical and human features in the environment b - recognise some physical and human processes and explain how these can cause changes in places and environments

5a,b Knowledge and understanding on environmental change and sustainable development

Pupils should be taught to: a - recognise how people can improve the environment or damage it, and how decisions about places and environment affect the future quality of people's lives b - recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

Breadth of study

6a-e

Pupils should be taught through the study of two localities and three themes: a and b Localities UK and LEDC c-e Themes c - water and its effects on landscapes and people, including the physical features of rivers d - how settlements differ and change, including why they differ in size and character, and an issue arising from changes in landuse and e - an environmental issue, caused by change in an environment and attempts to manage the environment sustainably

7 a-c

Pupils should a - study at a local scale, b - study a range of environments c - carry out fieldwork investigations outside the classroom



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SUGGESTED TEACHING ACTIVITIES**

*QCA suggested units:*

**10 A village in India**

**11 Water**

**13 A contrasting UK area**

**14 Investigating rivers:**

**15 The mountain environment**

**16 What's in the news?**

**17 Global Eye**

**22 A contrasting locality overseas**

**In the classroom**

Check which FACE farm profiles can be used when teaching the QCA units 11,15,17 and 22. The Romanian farm profile describes farming in a mountain environment. There are opportunities for pupils to learn about the importance of water management in farming both in the UK and overseas. Pupils use the FACE farm profile in the UK and abroad to find out about why farmers need to irrigate or drain their farms and how they obtain the water to grow crops. A study of rice farming in the Philippines can be undertaken using a farm profile.

What's in the news could be based on current issues about farming and the countryside. The FACE website frequently has news about current environmental issues (see the FACE homepage). For topical general farming issues use the home page of the NFU website. The Women's Food and Farming Union has trained visiting speakers and some local farmers may be willing to give short presentations to pupils (consult your FACE regional consultant on choice of farmers).



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**School grounds and immediate surroundings**

Make a nature trail in the school grounds based on pupil ideas about plants, wild animals, habitats, ecosystems and bio-diversity. Simple clues about direction and compass points can be incorporated. Devise land use surveys of the school grounds to find out about the location of trees, shrubs and flower beds. Shady, sunny and windy areas of the school grounds can be identified and activities devised to evaluate the use of and the improvement of the school grounds. Decision making exercises on where to locate waste bins, seats, planting of trees can be set.

**School visit.**

Fair trade themes - see cross curricular links with Mathematics, Art, English and Citizenship. Focus on a local supermarket visit to find out about what we buy, why we buy fair trade products and what it means to buy fair trade products. Geographical map skills and knowledge of place can also be incorporated. There are resources about coffee, tea and chocolate, but also use other produce such as vegetables and flowers imported from Africa and South America. Food Miles -ask pupils to collect the labels locating the country of origin of vegetables such as peppers, green beans and baby corn. Pupils can find out where the countries are on a world map, discuss how the product travelled to the UK, the price, who grew the product and who benefits the most from the product.

A farm or country park local to the school may have a stream suitable for river work. Pupils complete a sketch of a river feature. (meander, braiding, source etc) highlighting key features and conduct a simple environmental survey. They learn about: the water cycle, key river features, human influence on the river, conservation, stewardship and management of the river, pollution and how farming practices can influence environmental change

Geographical skills: 1. River measurement: using the appropriate equipment, pupils measure width, depth and speed of flow. Pupils learn: to work safely together, the correct use of the equipment, how to record results, about fair testing, estimation, averages, and comparison of results – Cross curricular links with Science and Mathematics

Farm land use surveys - not just the fields but farm yard layout and buildings, age of buildings and building materials

A detailed structured farm visit investigation can cover many aspect of the geography curriculum and have cross curricular links.

Village investigations incorporating landuse, traffic, environmental quality and questionnaire surveys can also be undertaken in order to find out about the local or contrasting environments.



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**RESOURCE LINKS**

**FACE LINKS** – Farm Profiles and Farm as Living classroom [www.face-online.org.uk](http://www.face-online.org.uk)  
**FARM VISITS** the following websites may be useful or contact your regional FACE co-ordinator for advice see FACE website <http://www.face-online.org.uk>  
 Access to Farms [www.farmsforteachers.org.uk](http://www.farmsforteachers.org.uk)  
 Farms for Schools [www.farmsforschools.org.uk](http://www.farmsforschools.org.uk)  
 Countryside Foundation for Education [www.countrysidefoundation.org.uk](http://www.countrysidefoundation.org.uk) who also have an interactive activity called Field to Fork  
**OTHER USEFUL WEBSITES**  
[www.farmgarden.org.uk](http://www.farmgarden.org.uk) for school grounds information  
[www.foodfuture.org.uk](http://www.foodfuture.org.uk) Many counties produce food directories and hold events about food outputs, regional food, and Agenda 21 Issues  
 The Flour Advisory Bureau & HGCA produce teaching resources called the Flour & Grain Education Programme [www.flourandgrain.com](http://www.flourandgrain.com)  
[www.milk.co.uk](http://www.milk.co.uk) the website for the dairy industry  
 Materials about farming in underdeveloped countries can be obtained from many NGOs - Action Aid, CAFOD, [www.fairtrade.org.uk](http://www.fairtrade.org.uk), [www.maketrade.com](http://www.maketrade.com), DIFID and [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet). They all have information about fair trade.  
 Environmental centres will have work sheets and equipment available for river measurement.  
 Environment Agency produce a variety of resources including a CD ROM River Journey and journal Environment in Action see their website at: [www.environment.agency.gov.uk](http://www.environment.agency.gov.uk)  
 LEAF(Linking Environment and Farming) produce a CD ROM – your Virtual Farm offers viewers an interactive tour of a working farm. They also have demonstration farms for visits [www.leafuk.org](http://www.leafuk.org)

The wildlife trusts provide excellent support for developing conservation and wildlife habitats. A good range of publications is available, particularly useful for urban schools. Each UK region has own informative site and support for schools [www.wildlifetrusts.org.uk](http://www.wildlifetrusts.org.uk)  
 The Groundwork Trust has a regional network of field officers and environmental sites [www.groundwork.org.uk](http://www.groundwork.org.uk)  
 The British Trust for Conservation Volunteers [www.btcv.org.uk](http://www.btcv.org.uk) publishes funding guidance for schools  
 The Soil Association produce a variety of materials about care of the countryside [www.soilassociation.org](http://www.soilassociation.org)  
 RSPCA [www.rspca.org.uk](http://www.rspca.org.uk) – produce teaching journal and resources including Animals and Us, a video pack  
 RSPB - [www.rspb.org.uk](http://www.rspb.org.uk)  
 Learning through Landscapes [www.ltl.org.uk](http://www.ltl.org.uk)  
 The Forest Education Initiative has regional co-ordinators and organise programmes throughout the UK [www.foresteducation.org](http://www.foresteducation.org)  
 the Countryside Agency has material about villages [www.countryside.gov.uk](http://www.countryside.gov.uk)  
 For details about rural areas try [ukvillages.co.uk](http://ukvillages.co.uk)  
 British Wool Marketing Board [www.britishwool.org.uk](http://www.britishwool.org.uk)

