

**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**

**HISTORY CURRICULUM LINKS**

Knowledge, skills and understanding

1a,b Chronological understanding

Pupils should be taught to: a - place events, people and changes into correct periods of time and b - use dates and vocabulary relating to the passing of time.

2a Knowledge and understanding of events, people and changes in the past

a - about characteristic features of the period and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

4a,b Historical enquiry

a - how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources and b - to ask and answer questions, and to select and record information relevant to the focus of the enquiry

Breadth of study

7 Local history study

**SUGGESTED TEACHING ACTIVITIES** *QCA suggested units:*

**11 What was it like for children living in Victorian Britain?**

*12 How did life change in our locality in Victorian times?*

*13 How has life in Britain changed since 1948?*

*18 What was it like to live here in the past?*

In the classroom For these four units pupils research using photographs and artefacts about farming and rural life in the past. Provide tools so that pupils can try out everyday domestic and farming tasks – washing, cleaning, cooking. Artefacts can be obtained from local museums/farm museums. Many UK communities were based on agriculture in the past and links with the local community may provide some useful resources. If your school is relatively old, the school log book will be a good source of information about how we lived in the past.

Living History Invite an older person in the local community (could be a retired farmer) to explain how we lived and what farming was like long ago. Pupils devise questions (literacy) to ask prior to the visit. The Women's Food and Farming Union provide speakers to talk to pupils. A request to target History and how farms and farming has changed in the speaker's lifetime can be made. This topic could be linked with Citizenship. Family trees and databases about important local events can be explored and linked with ICT. Many villages have their own websites with information about their past.

School visit County museums, farm museums and some NT properties have organised activities for this unit



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**RESOURCE LINKS**

**FACE LINKS** – Farm Profiles and the Farm as Living classroom. Website will soon have a link to Reading University Museum of Rural Life for photographic sources

**VISITS** National Trust main website [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk) for possibilities within the regions  
Some open farms and farm museums have borrowing facilities for artefacts The address and contacts for regional farm museums and county museums are found on county tourist and information websites

**OTHER USEFUL WEBSITES**

Easton College in Norfolk run a good borrowing service for schools in the region  
English Heritage have resources and a catalogue [www.english-nature.org.uk](http://www.english-nature.org.uk)

For details about rural areas try [www.ukvillages.co.uk](http://www.ukvillages.co.uk)

the Countryside Agency has material about villages

[www.countryside.gov.uk](http://www.countryside.gov.uk)

[www.ourhistorymyheritage.co.uk](http://www.ourhistorymyheritage.co.uk) English Heritage sponsored site for young people to investigate the history of the local environment

British Wool Marketing Board [www.britishwool.org.uk](http://www.britishwool.org.uk)

**VISITING SPEAKERS**\_ Women's Food and Farming Union

[www.wfu.org.uk](http://www.wfu.org.uk)

