

**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**

SCIENCE CURRICULUM LINKS

2/1a,b,c Life processes and living things

Pupils should be taught: a - that the life processes common to humans and other animals include nutrition, movement, growth and reproduction b - that the life processes common to plants include growth, nutrition and reproduction and c - to make links between life processes in familiar animals and plants and the environments in which they are found

2/2a,b,c,d,e Humans and other animals

a and b - nutrition c and d - circulation e - movement

2/3a, b, c Green plants

a, b and c - Growth and nutrition d - Reproduction

2/4a,b,c Variation and classification

a - to make and use keys b - how locally occurring animals and plants can be identified and assigned to groups c-that the variety of plants and animals make it important to identify them and assign them to groups

2/5a,b,c,d,e,f Living things in their environment

a - about the ways in which living things and the environment need protection b and c - Adaptation d and e feeding relationships f - Micro-organisms

Breadth of study

1a - Pupils should be taught the Knowledge, skills and understanding through a range of domestic and environmental contexts that are familiar to them

2b - Health and safety

SUGGESTED TEACHING ACTIVITIES

QCA suggested units:

3B Helping plants grow well

4B Habitats

5A Keeping Healthy

5B Life cycles

6B Micro-organisms

6H Enquiry

School grounds and immediate surroundings

Use the school allotment/growing plot, school greenhouse or propagator to identify the different plants that are grown and why they are suitable to be grown. Pupils can plant, grow and harvest a variety of types of plant; and also recycle and compost waste materials. Talk to a local nursery to obtain free or discounted bulbs for autumn planting and spring flowering (investigate the seasons)and other plants during the year. Grow vegetables to promote healthy eating.



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

Make sure that there are some suitable logs for minibeast investigations. Pupils keep a database of the creatures found in the school grounds(Cross curricular links with ICT). Simple soil testing can also be carried within the grounds. Pupils collect different plants from within the school grounds. They devise and use their own keys.(Cross curricula links with Mathematics,ICT, Design and Technology and Geography)
Designate a wild life area within the school grounds. Invite an expert from a local wildlife trust or other environmental organisation to talk about the local wildlife or help you utilise the school grounds to their full extent,(see website addresses).

School visit

Consider how different types of farm can be used to provide examples of different aspects of the curriculum - Use a farm or countryside visit to identify the different food sources and the habitats of animals. Pupils write or draw a food chain diagram for the school grounds and one from a contrasting area (farm or countryside).

Visit an arable farm in order to study different green plants and plant life cycles. Use a farm visit to investigate life cycles (unit 5B) – choose a dairy farm as a case study - life cycles, feeding, milk production

Use an arable or PYO farm to show the farmer's place in the food chain producing healthy food (unit 5A) – vegetables, fruit – to sell at the farm gate or link with a visit to the local supermarket to investigate healthy eating and UK food production

River work: using the appropriate equipment (nets, magnifying pots etc) children collect, investigate and classify the creatures they find in the water in order to learn about the requirements of plants, habitats, adaptations to the environment, life cycles and food chains (Cross curricula links with Geography).

Check the local newspaper for local farm and countryside events- lambing in spring, maize mazes in July and September. Use mazes in Maths, Design and Technology, History, Geography and ICT to challenge pupils' reasoning and communication skills, as well as encouraging co-operation and teamwork. Mazes will help pupils to be logical and talk about strategies. They will need to remember which way they went, where they will go next, make plans and be systematic about the choices they make. Pupils may be encouraged to make mazes of their own before a visit. The website addresses give plenty of ideas about maze making. They can test and research the materials to be used, devise rules to be followed by the designer, research the history of mazes and even study maize as a plant.



**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**

RESOURCE LINKS

FACE LINKS – Farm Profiles, Farm as Living classroom and Living Colour (using a garden centre or nursery) - see 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
 Access to Farms www.farmsforteachers.org.uk
 Farms for Schools. www.farmsforschools.org.uk
 Countryside Foundation for Education www.countrysidefoundation.org.uk who also have an interactive activity called Field to Fork
 Health and Safety - Stay Safe on the farm – activity booklet produced by HSE www.hse.gov.uk

OTHER USEFUL WEBSITES

www.farmgarden.org.uk
www.foodfuture.org.uk county food directories Many counties produce food directories about food outputs, regional food and Agenda 21 issues
 Local branches of the wildlife trusts who provide excellent advice and support for school grounds and are willing to work with school groups www.wildlifetrusts.org.uk
 woodland Trust www.woodlandtrust.org.uk
www.rspca.org.uk – also produce teaching journal
 RSPB - www.rspb.org.uk
 Learning through Landscapes www.ltl.org.uk
 Council for Environmental Education www.cee.org.uk
 ENCAMS (formerly the Tidy Britain Group) www.encams.org run a number of projects, one of which is Eco-schools www.eco-schools.org.uk
 HDRA Organic Network for Schools www.schoolorganic.net
 The Tree Council www.treecouncil.org.uk
 Trees of time and Place www.totap.org.uk
 Investigating Green Plants activity sheets biotechnology and biological Sciences Research Council www.bbsrc.sc.uk
 Science through the Environment series produced by NAFSCO

www.flourandgrain.com HGCA produce the cereal story poster + teacher's notes
www.milk.co.uk website for the dairy industry. Also available, detailed catalogue including The Milk Maths challenge and It's a cow's life
 NFU poster and leaflets – Arable action leaflet and poster,
 Look what's in season poster www.littleredtractor.org.uk or
www.nfuonline.org.uk

www.nutrition.org.uk
www.eas.org.uk/education website for the European Snack Association
www.britegg.co.uk
www.thetomatozone.co.uk
 The Compostable Lunch Challenge leaflet produced by the Horticultural Society
 Internet maze resources: www.maizemaze.com and www.logicmazes.com
 Check mazes in your local area - for example:
www.stewarts.co.uk Christchurch Dorset
www.tulleysfarm.com Turners Hill West Sussex
www.belvoircastle.com Belvoir Castle Leics.
www.heatherton.co.uk Heatherton Country Sports Park Tenby South Wales
www.molehall.co.uk Millets Farm Centre Oxon

