

ABOUT THE UNIT

This is a 'medium' unit.

Prior to the unit, book a visit to a countryside-based farm. See website www.face-online.org.uk for suggested farms to visit. As part of that visit, arrange a tour of a nearby village.

The theme of the farm is set mainly in a geographical context but uses a historical perspective to help children understand how farms have changed over time. The activities at the end of the unit have a more global emphasis, which will be particularly suitable for more able children.

This unit offers links with literacy, speaking and listening, history and IT.

PLACES

- Contrasting locality
- Broader context

PATTERNS AND PROCESSES

Patterns made by humans

SKILLS

- Use geographical terms
- Take part in enquiry process
- Use maps and plans
- Identify major geographical features
- Use secondary sources

THEMES

- Physical and human features
- Similarities and differences
- Effects of weather
- Land and building use
- Environment: changes

VOCABULARY

In this unit, children are likely to use:

- farm, field, tractor, weather, barn, farmyard, hedgerow, boundary, farmer

RESOURCES

- Ordnance Survey map, scale 1:10,000 and 1:25,000
- globe

PRIOR LEARNING

It is helpful if the children have:

- investigated their school grounds and their immediate locality using a range of secondary sources as well as fieldwork, as in Unit 1, for example
- looked at the functions of buildings and carried out simple land use surveys, as in Unit 2, for example
- studied a variety of environments, as in Unit 3, for example drawn simple graphs using information they have collected

EXPECTATIONS

at the end of this unit

most children will:

recall information about their local area and use this to help them study a contrasting area, e.g. *the farm and surrounding countryside*; recognise how each environment is different and changing; use a variety of resources to find out information

some children will not have

made so much progress and will:

use selected information to form a picture of a farm and the surrounding countryside is like; identify, with help, other places in the world where farming takes place

some children will have

progressed further and will also:

identify a variety of countries where different food comes from.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Who has visited other places? Where are they? How far away are they? How did they get there?			
<ul style="list-style-type: none"> • to name and investigate places • to use geographical terms • to use maps and atlases • to conduct a survey 	<ul style="list-style-type: none"> • Ask the children what places they have visited and compile a list. • Use aerial photographs downloaded from the farm profiles on www.face-online.org.uk Ask the children to think of questions that arise from looking at the photographs. Record these around the edges of the photograph. • Help the children to locate the places by using a map and atlas and group them into types of environments, <i>e.g. town, countryside, seaside</i>, and represent the information pictorially or graphically. • Help the children to design and carry out a school survey to find other places that children have visited, and find out, for example, which is the most popular place. Help the children to enter this information onto a database, using a datafile with structure that you have created. 	<ul style="list-style-type: none"> • identify places and relate them to different types of environments • organise a survey • use ICT to present findings • reach conclusions from evidence • know where the farm area is in relation to their locality 	IT: the survey provides opportunities to use IT when using a datafile and plotting the results on a graph.
What is a farm like? What is it for? What is the countryside like?			

- to use maps and atlases
- to use a variety of resources to find out information
- to investigate a place
- about the effects of weather on people and their surroundings
- Use maps to find area of countryside and locate farms in those areas. Then locate the farm they will be visiting.
- Use photographs, pictures, stories and songs to discuss what farms are for. Elicit from the children the main features of farms.
- Find pictures of countryside and pictures of towns and cities. Discuss the similarities and differences.
- Discuss with children the sort of weather we have in different seasons. Give the children a set of postcards sent by the farmer at different times of the year with comments on such as *'Now it is cold and the grass has stopped growing, I've had to bring the sheep into the barn.'* / *'It's been really warm and dry and I've managed to harvest the wheat'*. Ask the children to match each activity with a season.
- relate specific human and physical features to a given place

Speaking and listening: children will speak and listen when discussing the farm. Make explicit the development phases of the discussion, *e.g. developing an understanding of the difference between the tentative or anecdotal talk, and a concluding summary of the ideas expressed.*

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
How is a farm different from our locality?			
<ul style="list-style-type: none"> to compare their own locality with a different locality 	<ul style="list-style-type: none"> Ask the children to use a key to label human and physical features of the farm and surrounding countryside area on a base drawing or on an oblique photograph. Review what the children learned about the use of land and buildings in their own locality to look at how the land and buildings are used on the farm, and in the surrounding area. This could also include a land use survey of the nearest village. Using photographs of buildings from farms and towns, ask the children to match a text description of what a building is used for to the appropriate picture. Then group the pictures and descriptions into towns and farms. Downloaded aerial photographs downloaded from the farm profiles on www.face-online.org.uk can be used. Give the children a picture of someone in a village and someone in a town. Give the children cards with quotes from the people on <i>such as "I picked blackberries from the hedgerow today", "I went to the cinema today", "There is only one bus a day to get me to work", I got stuck in a traffic jam today"</i>. Ask the children to put each quote with the correct person. 	<ul style="list-style-type: none"> complete a sketch map by obtaining information from a photograph relate knowledge and understanding of their own locality to another area compare their lifestyle at home with that of living on a farm or in the countryside. 	<p>Literacy: these activities could be extended to allow children to compare what they have learned about localities to fictional story settings, reinforcing the distinction between fact and fiction.</p>
What were farms and the countryside like in the past?			

- to identify features of farms in the past
- to make comparisons with farms today

- Using photographs, prints or paintings of farms and countryside in the past, talk with the children about life there then using headings such as machinery, working horses and tractors, jobs to be done.
- Give the children a picture of two farmers, one from the past and one from the present. Give the children cards with quotes from the farmers such as *'I have to check my horses are hitched up to the plough carefully.'* *'I need to get new tyres for my tractor.'* Ask the children to put each quote with the correct farmer.
- Ask the children to pretend they have gone to spend their school holidays on the farm in the present and in the past history. Ask them to write two letters or postcards home, one as if they went in the past and the other for the present day, saying what they have seen and done.

- detect differences in the farm between then and now, using a range of resources
- write an account of a holiday on the farm now and in the past

History: these activities can link with work on the way of life of people in Britain in the past, chronology and historical enquiry.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Where else in the world are there farms?			
<ul style="list-style-type: none"> • to use secondary sources to find out information • to develop awareness of the wider world • about the nature of places • about the effects of weather on people and their surroundings 	<ul style="list-style-type: none"> • Ask the children to think about what sort of farms there might be in other parts of the world. Show the children packets and labels for foods such as rice, beans, apples etc. Ask the children to find the country of origin on the food packets and to find those countries in an atlas. Discuss the types of farms producing those foods. • Introduce children to the www.face-online.org.uk website or download information and pictures of farm profiles including pictures and information about different farms in England, Wales, the Philippines and Tanzania. Ask children questions relating to the available information. • Ask the children to write a report about types of farms. 	<ul style="list-style-type: none"> • find places and plot them on a map • find out and record in which countries different places are 	