

Looking at the Farm



*A learning
programme
for early stages
focusing on the farm,
food production and the countryside.*

INTRODUCTION

This teaching and learning programme was devised to help develop a pupil's knowledge and understanding of working farms, food production and the countryside. These notes act as a guide for the leader through the pupil workbook, provide curriculum links, extension ideas and guidance on planning a farm visit.

This Early Stages unit is designed for primary 1 to 3 level and is part of a series of 3 booklets.

PLANNING A VISIT TO A WORKING FARM

<p>If you do not have links with working farms then do not hesitate to contact the Farm Links Project Officer. Telephone: 0131-335-6227</p>

Timing of a farm visit

There are times of the year which are better, or more appropriate, to visit a working farm. These will depend on the type of farm and the farmer. We advise contacting the farmer near the beginning of the session to discuss the best time to visit. You may wish the farmer to visit the school at the beginning or during the project.

Before the farm visit

Make a pre-visit to the farm and discuss the following with the farmer:

- the age and abilities of the pupils;
- the main topic being studied and the pupil booklet;
- on the farm facilities, including hand-washing and toilet;
- other health and safety aspects;
- areas of the farm the pupils should not be allowed to visit.

It is also very important to:

- ensure that the pupils have suitable clothing and the necessary equipment for their activities;
- have a first aid kit;
- ensure you have complied with local authority outdoor education regulations;
- check the school insurance;
- ensure there will be adequate supervision and adult helpers are well briefed;
- tell the pupils how they are expected to behave on the farm and inform them of the hazards.

During the farm visit

- On arrival at the farm, please ensure that the pupils wait in the bus until the farmer meets you.
- Keep the pupils with you at all times.
- Ensure that the pupils do not go into the 'no-go' areas.
- Ensure that the pupils listen carefully to the farmer.
- The pupils should not be allowed to climb on fences or gates.
- Pupils must not be allowed to eat or drink during the farm tour. However, packed lunches or snacks could be eaten after the pupils have washed their hands. Teachers may wish to bring their own supply of soap and towels.
- Make sure the pupils avoid rubbing their nose, mouth and eyes during the visit.
- Make sure that everyone washes their hands well in warm soapy water immediately after the farm tour.
- Dispose of all litter in a bin.
- At the end of the visit ensure that all footwear is cleaned of dirt picked up on the farm.

After the farm visit

- Write to thank the farmer.
- If pupils suffer joint pains, flu symptoms or gastric upsets they should visit a doctor who should be informed of the farm visit.

*For up-to-date health and safety guidelines check the
Farm Links Handbook or contact the Farm Links Project Officer.*

CURRICULUM LINKS

There is a great deal of scope for topic work in connection with a farm visit. This teaching and learning programme looks specifically at a present-day working farm. This booklet focuses on how food is produced, the farm and the countryside.

To complete this programme requires a day on the farm. However, if it is possible to spend only half a day please consult with the farmer. It may be possible for him / her to come to the school and be interviewed by the pupils. Pages are marked in the leader's notes as follows:-



To be completed in class before or after the visit.

Can be completed on the farm or in the class.

Should be completed on the farm.

Extension work links to four themes:-

- A Seasons
- B From Farm to Plate
- C Lifecycles
- D Past and Present

Pupils may not be familiar with farming terminology. Some of these words and ideas could be discussed before coming on the visit. The pupils could build up a glossary of new words. These could be displayed in the classroom and discussed.

There are plenty of back up resources available to help with this topic and/or extension work. These sources include: -

- The Working Countryside Box
- The Working Countryside Regional Information Booklet
- Agriculture and the Rural Environment
- www.rhet.rhass.org.uk
- Aberdeen Environmental Education Centre

Specific resources from the Working Countryside Box that are useful to use in conjunction with this topic are:-

The Farmer's Year	Shell Education Poster
Farming in the UK	Shell Education Poster
Oor Wullie's Countrycode	Poster
Food Crops of Britain	Information leaflet
Water Cycle	Poster

If you are not sure where to find any of the above or would like extra information for your topic, contact the Farm Links Project Officer.

Telephone: 0131-335-6227

Fax: 0131-333-5236

e-mail: rhet@rhass.org.uk

5-14 CURRICULUM GUIDELINES

This teaching and learning programme meets many requirements of the 5-14 curriculum.

It will also enhance pupils understanding of jobs and work, the working environment and industry. For more information see 'Education Industry Links in Scotland 5-18' published by SCCC.

ENVIRONMENTAL STUDIES 5-14 CURRICULUM GUIDELINES

Below is an overview of the minimum attainment outcomes and key features, at stages P1-P3, that can be met by following this programme. This does not include any which may be involved in extension work.

Understanding Living Things and the Processes of Life

Variety and characteristic features

- *Sorting things into broad groups*
- *Recognising and naming common plants and animals*

Processes of life

- *Changes which occur in plants and animals which are indicative of growth and maturation*
- *Simple lifecycles*

Understanding Earth and Space

Earth in space

- *Seasons*

On planet Earth

- *Changes in the environment*
- *Simple features of weather*

Understanding People and Place

Aspects of the physical and built environment

- *Different kinds of weather and simple weather recording*
- *Major physical and natural features in the locality*

Ways in which places have affected people and people have used and affected places

- *Our responses to weather variation*
- *The uses of buildings and land in the local area*
- *Places used in the provision of services*

Locations, linkages and networks

- *Kinds of traffic in the area and need for safety procedures*
- *The things we use and eat which come from distant places*

Understanding People in Society

Social groupings, social needs and how they are met

- *The material and non-material needs of all human beings*
- *The contribution of individuals in the family, friendships, schools and community to meeting their needs*

Social rules, rights and responsibilities

- *The need for rules to protect themselves and others*
- *The formulation of simple rules in a familiar context*

Understanding and Using Technology in Society

Technology and human needs

Technology and demand for resources

Technology responding to values and scientific progress

Understanding and Using the Design Process

Design and manufacturing processes

Selecting and using the design process

Properties of materials and tools in relation to their practical use

Effectiveness of design in creations/systems and environments

Practical skills, techniques and safe procedures

Healthy and Safe Living

Looking after oneself

- *Ways of keeping safe*

The 5-14 Curriculum Guidelines encourage teachers to begin with the local environment and to gradually broaden this to encompass a global perspective.

5-14 ENVIRONMENTAL STUDIES - REVIEW 1999

The Royal Highland Education Trust will publish any changes/additions for inclusion in the Looking at the Farm resources in the light of recommendations made by the review body.

5-14 CURRICULUM GUIDELINES

This overview shows the strands which can be developed in the other areas of the curriculum. This does not include any which may be involved in extension work.

ENGLISH LANGUAGE

Listening

- *Listening for information, instructions and directions*
- *Listening in groups*

Talking

- *Talking in groups*
- *Talking about experiences, feelings and opinions*
- *Audience awareness*

Reading

- *Reading for information*

Writing

- *Functional writing*
- *Personal writing*
- *Punctuation and structure*
- *Spelling*
- *Handwriting and presentation*

EXPRESSIVE ARTS

Art and Design

- *Investigating visually and recording*
- *Creating and designing*
- *Communicating*

Music

- *Investigating: exploring sound*
- *Communicating and presenting*

MATHEMATICS

Number, money and measurement

- *Time*

RELIGIOUS AND MORAL EDUCATION

Personal Search

- *The natural world*
- *Relationships and moral values*

Sound Map

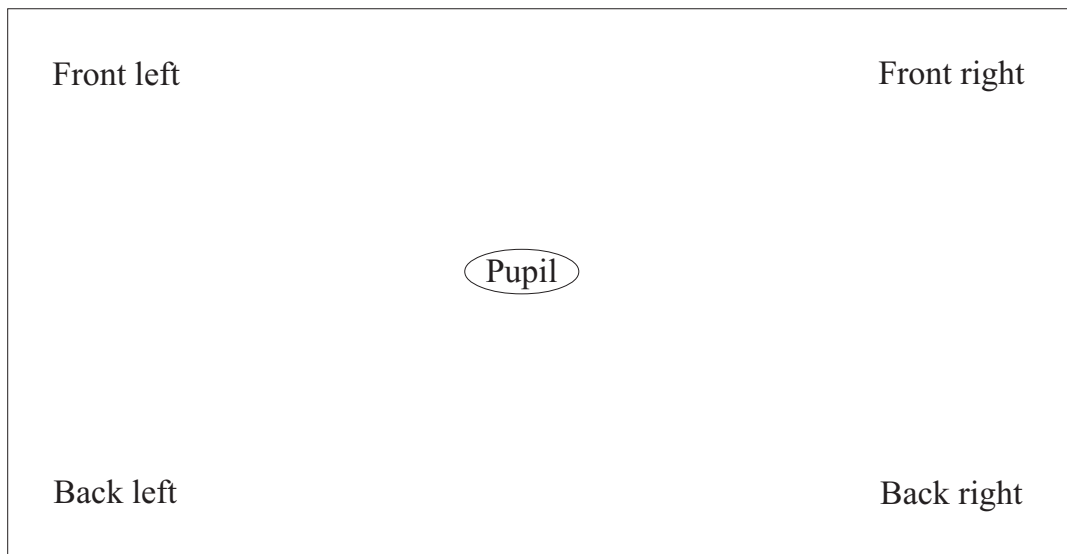
This is for the 'Sounds on the Farm' page of the workbook.

Each pupil has a piece of paper with a circle in the middle representing themselves.

Take the pupils to a safe place, this may be an empty field or barn, and let them find their own personal space.

Each pupil sits in silence for 5 minutes drawing what they hear on their sound map.

Sound maps can then be compared.



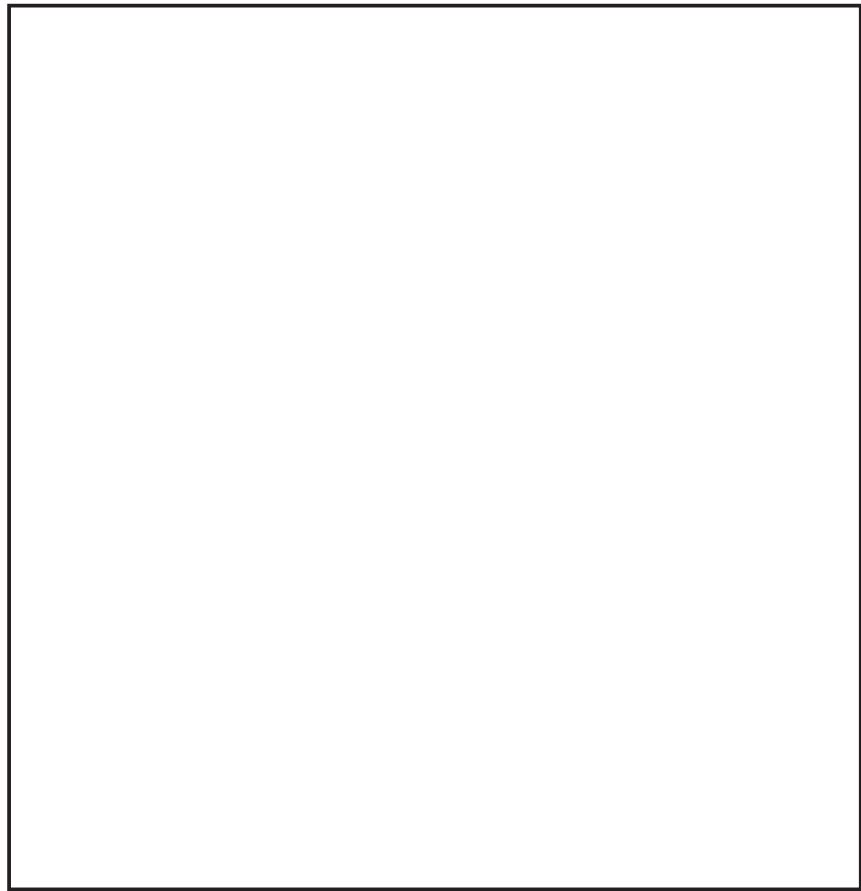
Sounds can be represented in many ways, for example:-

Bee *ZZZZZZ*

Tractor *brbrbrbrbr*

The farm

Draw a picture of a farm.



Where is the farm? circle

town

countryside

This page is to be completed in class at the start of the topic, before the pupils do any investigations into farming.

This will provide information regarding pupils' perspectives of a farm.

The pupils are asked to do the same exercise at the end of the topic and this will assess if the pupils' perceptions have changed.

EXTENSION

Once pupils have drawn their 'farms', there could be a class discussion on their individual drawings. The results of this discussion could be shown on an composite group/class drawing.

Safety on the farm

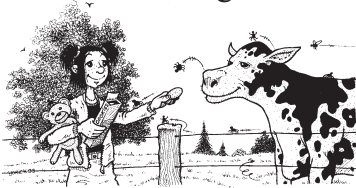
It is very important that the pupils understand that farms can be dangerous places and that they must behave in an appropriate manner.

It is important for the leader that the pupils do not touch the animals.

Explain to the pupils that these rules are there to protect them and keep them safe.

Go through each of the rules and explain why they are important.

Remember the pupils must wash their hands after the farm tour and before eating.



Farms can be dangerous places. It is very important that you do as you are told.

The farm rules

Take your litter home.



Do not make a lot of noise.



Do not climb on hedges, fences and walls.



Do not play on the machinery.



Do not move away from your teacher or leader.



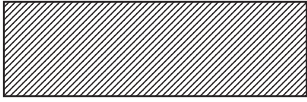
Wash your hands and clean your boots after the visit.



Follow the farm rules and be a farmer's friend.

EXTENSION

These rules can be expanded upon by using the countrycode and discussing acceptable behaviour in the countryside.

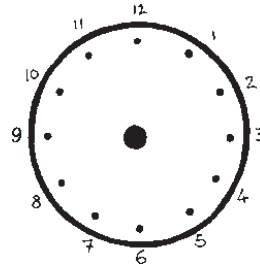


The farmer

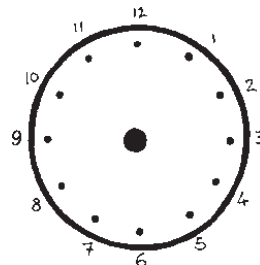
The farmer looks after animals and plants.

What are the farm animals and plants for?

What time did the farmer start work today?



What time will the farmer finish work today?



EXTENSIONS A and B

The farmer's daily schedule could be compared to that of the pupils.

Does the farmer's schedule vary depending on the time of year? At lambing time, for example, farmers will have to work much longer hours to care for their stock.

Pupils could write to ask the farmer about his work schedule during different seasons.



A farmer has to work in all weathers.

Farm animals can be outside during bad weather. What helps them to cope with heavy rain?

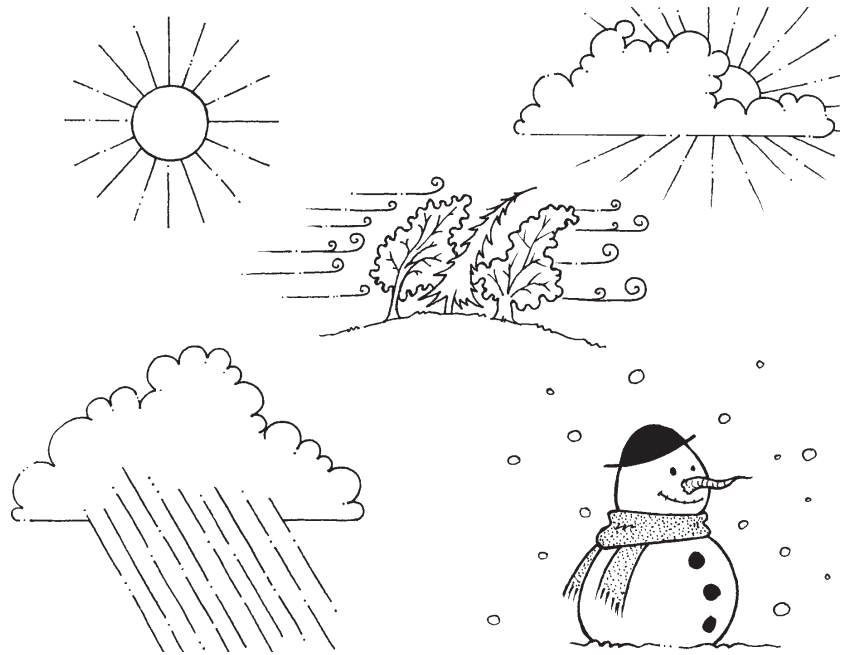
Sheep - thick water-proof fleece

Highland cattle - thick coat

The farmer

The farmer works outside in all weather.

What is the weather like today? circle



What season is it? circle

spring summer autumn winter

EXTENSION A

Pupils could keep a record of the weather throughout the project and discuss ways in which it can affect the farmer's work.

A display in the class could be built up throughout the year to incorporate the seasons, weather, farming and other activities in the countryside.

Animals on the farm

Which animals live on the farm? tick ✓



sheep



goat



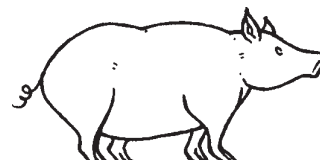
hens



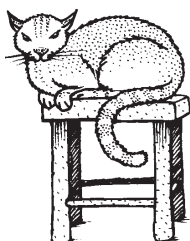
dog



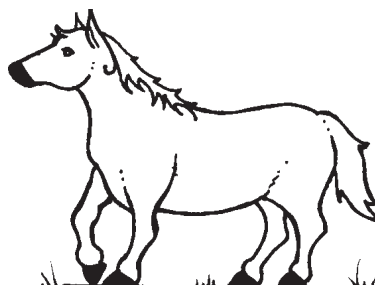
goose



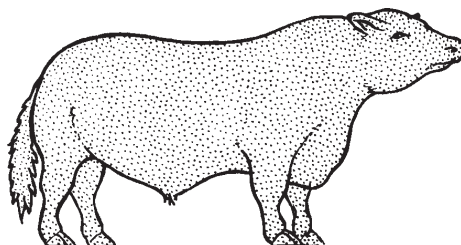
pig



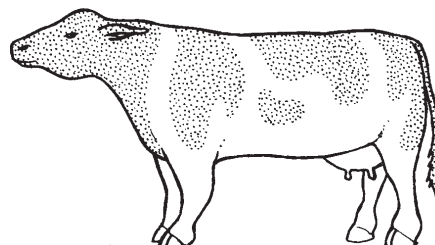
cat



horse



beef cattle

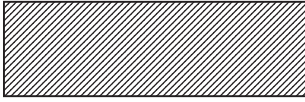


dairy cow

Discuss why the farmer keeps animals.

Pupils may look after animals at home. Why do they have pets?

Livestock farmers today usually specialise in raising one or two different animals.

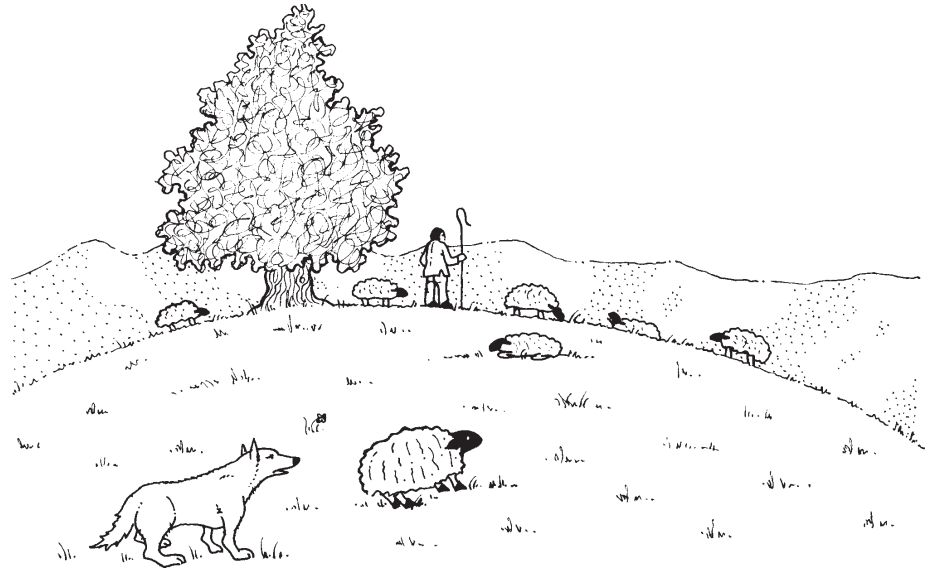


Find out how many dogs the farmer works with, their names and how he / she communicates with them.

The names will probably be short and with one syllable. Why?

Why do people in towns have dogs?

Animals on the farm



Does the farmer have a dog? circle

Yes

No

Does the dog have to work? circle

Yes

No

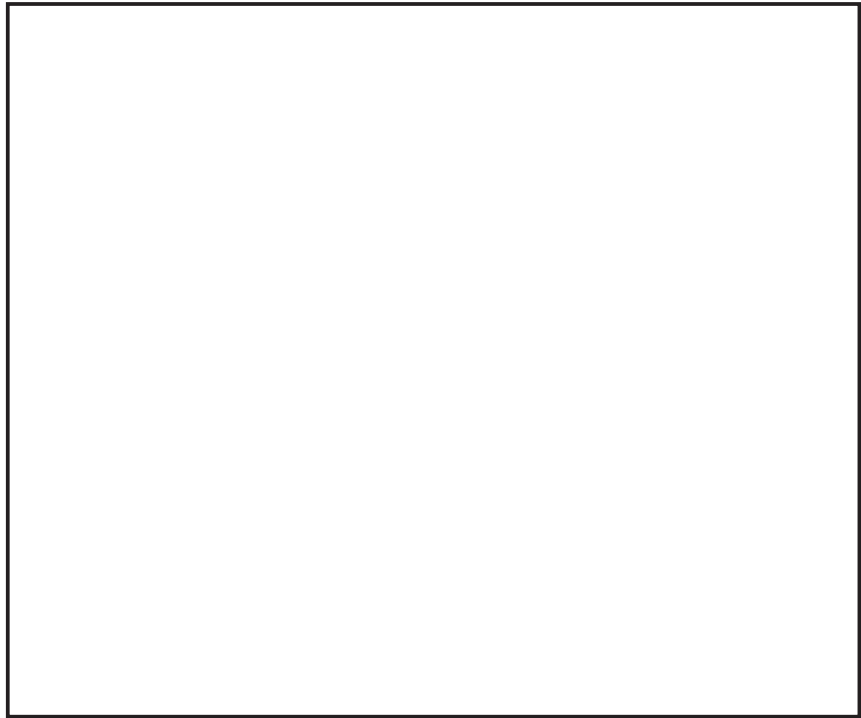
EXTENSION D

Past and Present: Discuss other jobs that animals can do to help people.

Animals on the farm - shelter

How can pupils tell if these buildings have been designed specifically for animals?

Draw a picture of the farm buildings.



Which animals live here?

Words to help

hens

sheep

cows

horses

pigs

goats

EXTENSION ON FARM

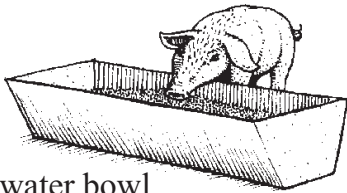
Compare farm buildings with houses. Look at the similarities and differences.



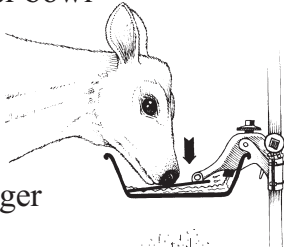
By looking at the building decide which animal lives here.

pen - a small fenced area for keeping animals

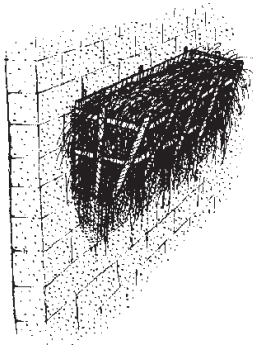
trough - a container for animals to eat and drink from



water bowl



manger



Animals on the farm - shelter

When do they stay here? circle

In the bad weather.
 In the winter.
 When they are having babies.
 All the time.

What do you see inside the building? circle

straw water
 food
 hay pens
 gate

EXTENSIONS A and C

Most animals prefer to be outside.

Are the farm animals native breeds? What helps them to cope with the Scottish weather? (e.g. Highland Cattle)

Animals on the farm - living and growing

Match the farm animals with their babies.

cows

lambs

sheep

piglets

goats

chicks

horses

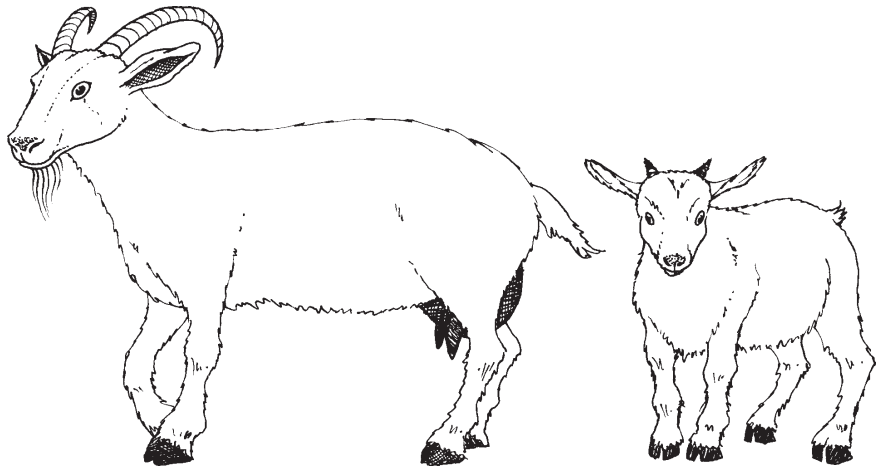
calves

pigs

kids

hens

foals



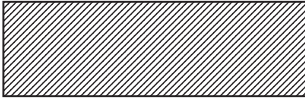
EXTENSION C

Teach names for male, female and young animals.

Teach animal lifecycles and link these to the seasons.

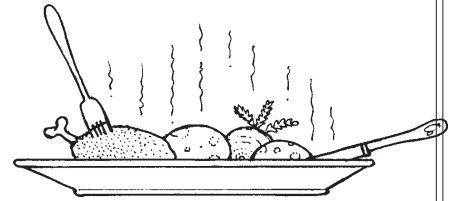
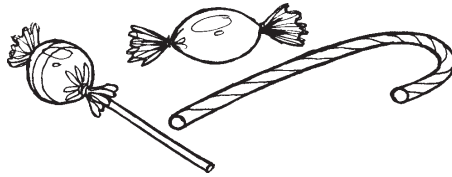
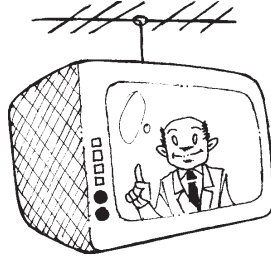
Animals	Male	Female	Young
cows	bull	cow	calf
sheep	ram/tup	ewe	lamb
goats	billy	nanny	kid
hens	cockerel	hen	chick
horses/ponies	stallion *	mare	foal
pigs	boar	sow	piglet
ducks	drake	duck	duckling
geese	gander	goose	gosling

*(a gelding is a castrated male horse)

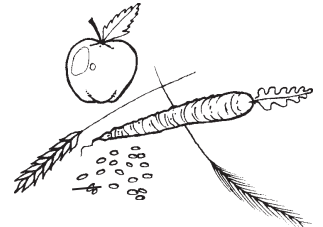
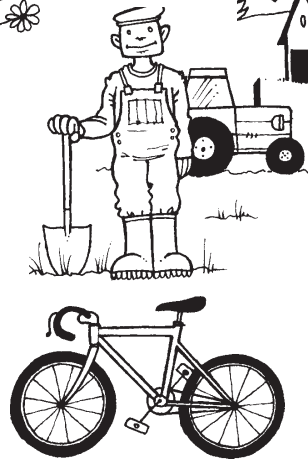
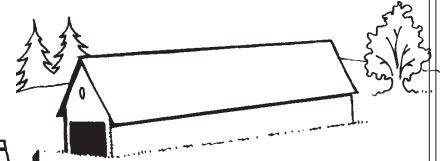
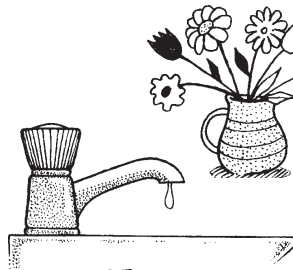


Animals on the farm - living and growing

Circle what you need to live.



Circle what farm animals need to live.



EXTENSION B

Discuss the similarities and differences in class.

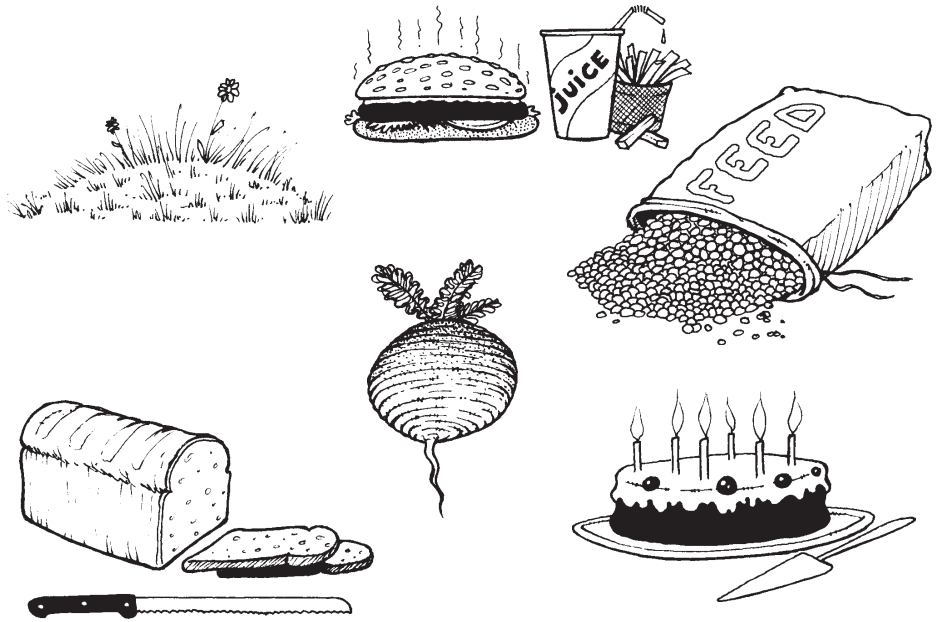
Do we always need every thing that we would like?

Not all farm animals need a shed. This could be a good discussion point.

Some sheep are inside when lambing. Why?

Animals on the farm - living and growing

What are the animals given to eat?



Circle what the baby animals have to eat?

milk juice

sweets crisps fruit

Do all types of farm animals get the same feed to eat?

Not all animals will eat turnips/grass. Discuss.

hay - dried grass
 silage - pickled grass
 grazing - animals eating grass
 cattle mix - different feeds mixed together to make a more complete feed for cattle
 barley, oats, wheat - types of cereal
 pellets - feed compacted to form small cylinders

EXTENSION A, B and C

Does the feeding vary throughout the year?
 This can be linked to the seasons, weather and the available resources.

Compare what baby farm animals and baby human beings eat.

Compare how quickly baby farm animals learn to walk with a baby human being.



Plants on the farm

What is in the fields? circle

crops	bare soil	grass
-------	-----------	-------

Grass is for the farm animals to eat.

What are the farmer's crops for? Tick

For us to eat	<input type="checkbox"/>
For the farm animals to eat	<input type="checkbox"/>

Tick which crops the farmer grows.

barley	<input type="checkbox"/>	turnips	<input type="checkbox"/>
wheat	<input type="checkbox"/>	cabbage	<input type="checkbox"/>
oats	<input type="checkbox"/>	carrots	<input type="checkbox"/>
oilseed rape	<input type="checkbox"/>	flowers	<input type="checkbox"/>
potatoes	<input type="checkbox"/>	fruit	<input type="checkbox"/>

Are there any other? _____

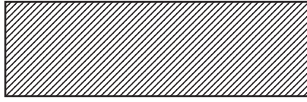
EXTENSIONS A and B

Why does the farmer grow these crops and not pineapples or bananas?

What are the crops grown on the farm used for?

Pupils could bring food packaging and / or labels into class. Discuss the origins of these foods and whether they can be grown / produced in Scotland. If they cannot be grown here, why?

Record what is in the field on the day of the visit. Find out what is in the same field during the different seasons. Compare.



Look at the lifecycle of the plant. What does the farmer do to help the plant grow? How is it harvested?

This can be linked to the seasons.

ploughing - turning the soil over

sowing - to plant seeds

fertilising - to feed the plants

spraying - to cover with a fine shower of liquid

pesticide - something which protects the crop from insects, fungi and weeds

harvesting - to cut the plants and take away the useful parts

Plants on the farm - crops

How does the farmer grow crops?

First, the farmer ploughs the _____.

Second, the farmer _____ the seed.

_____, the plants grow.

Fourth, the _____ feeds the plants.

Fifth, the plants _____ more.

Sixth, when the crop is ready the farmer _____ it.

Words to help

Third

harvests

field

sows

grow

farmer

EXTENSION B

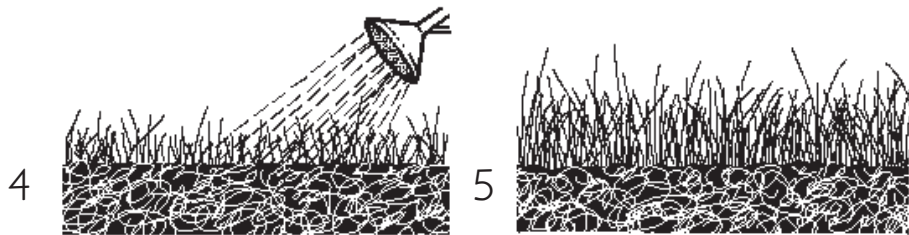
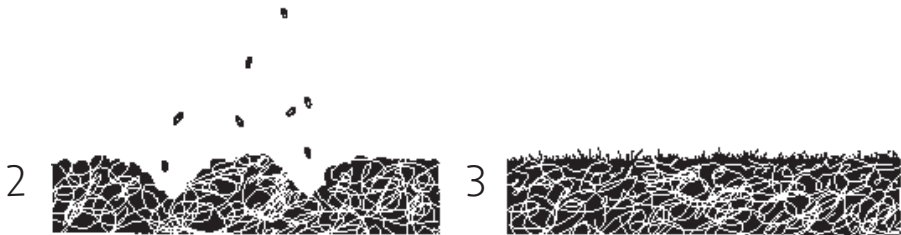
Crops could be grown in the school grounds or in containers. The pupils will need to tend them to ensure a good yield. Compare this to what the farmer does. Place the containers with seed in various locations around the school grounds to demonstrate growing conditions in the countryside.

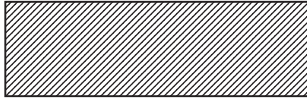
Harvest could be looked at as a religious celebration.

Plants on the farm - crops

This is to help with page 14.

Number 4 indicates that plants are given fertiliser and perhaps pesticide to aid growth.

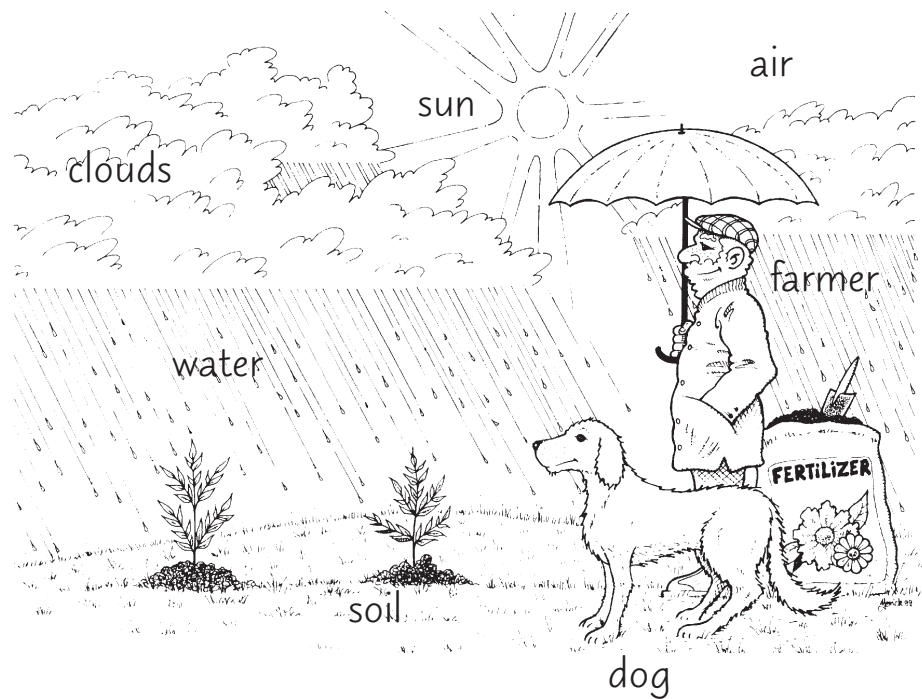




Farm crops need sun, water / rain, soil, air and nutrients, sometimes given by way of fertiliser.

Plants on the farm - crops

What do plants need to grow? tick ✓



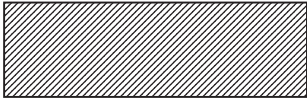
EXTENSION B

Discuss the similarities and differences between:-

- needs of plants,
- needs of animals,
- needs of human beings.

Discuss or compare wild plants with cultivated plants. (Cultivated plants need a farmer and fertiliser.)

Why is the soil so important?



Why do crops need protecting from these?

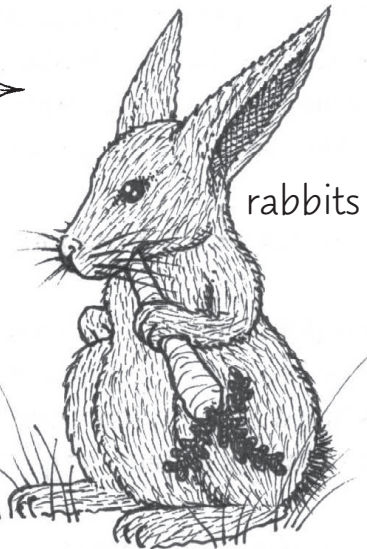
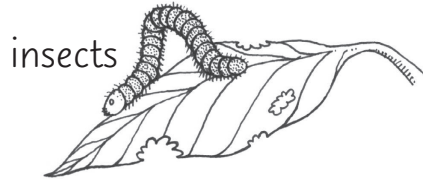
What would happen if they were not protected?

protecting - keeping from harm or damage

pests - animals, plants or diseases that destroy or harm crops

Protecting crops

Crops need protection from

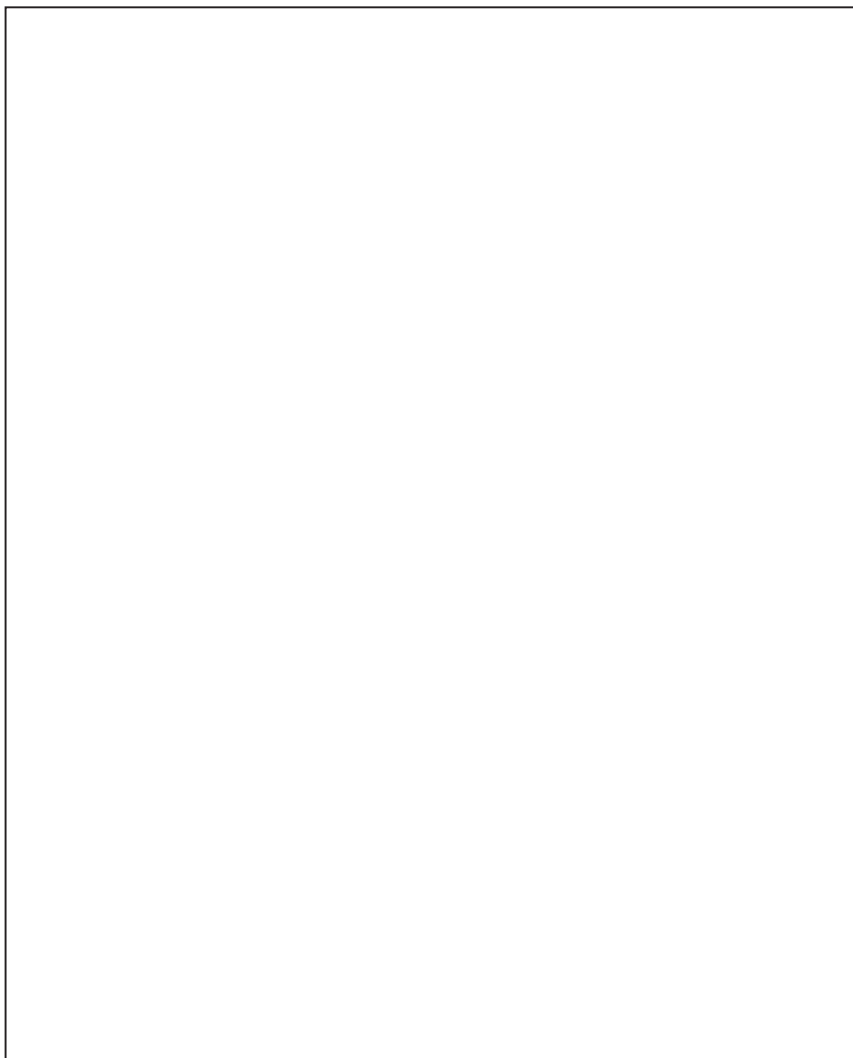


Protecting crops

What do scarecrows protect crops against?

Discuss the designs in the class.

Design and draw a scarecrow to help protect the farmer's crops.

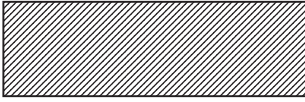


EXTENSION B

Working in groups, pupils design their own crop protector.

Using junk, pupils build a model and explain how it works to the rest of the class.

Note: Farmers control rabbit populations by shooting.



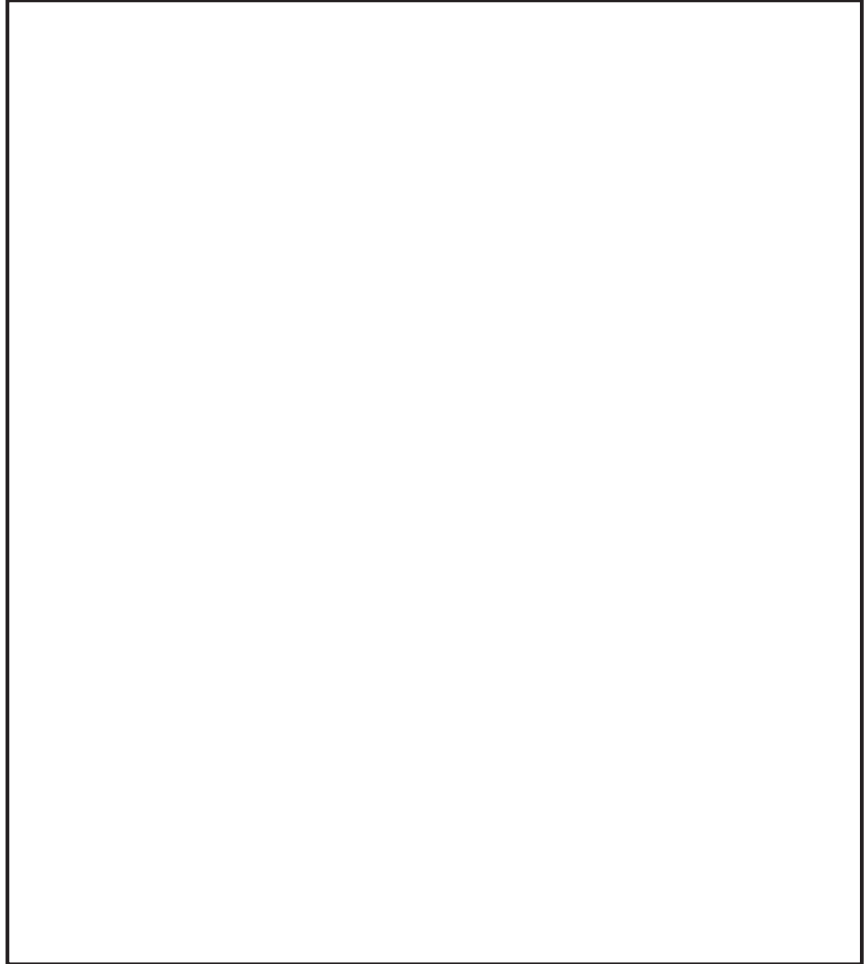
Why does the farmer need a tractor?

What other machines does the farmer have to help him / her?

The tractor

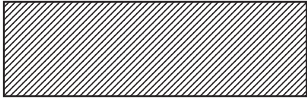
Tractors help the farmer to do many jobs around the farm.

Draw the tractor.



EXTENSION D

What did farmers use before tractors were invented?



What are these used for?

Give answers for:-

trailer

slurry spreader

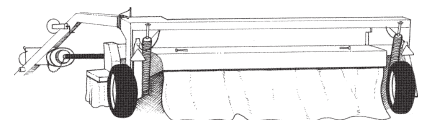
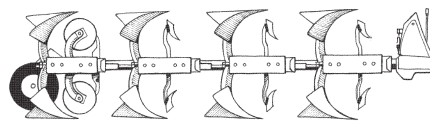
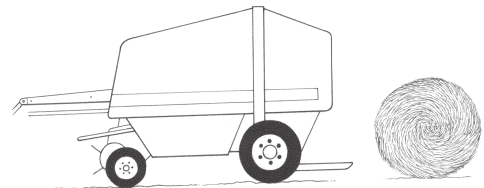
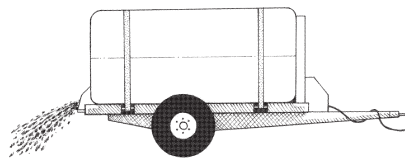
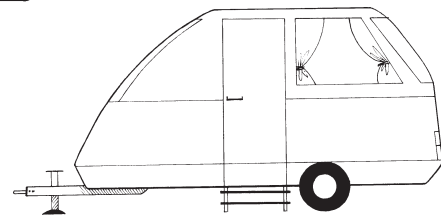
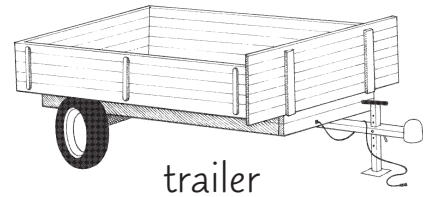
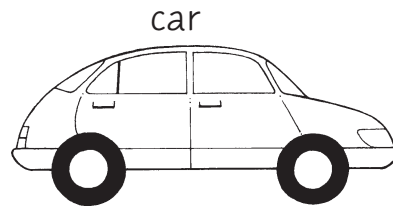
baler

mower

plough

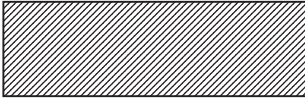
The tractor

What does a tractor pull?



EXTENSIONS A and C

Relate to the seasons and/or the lifecycle of crops.



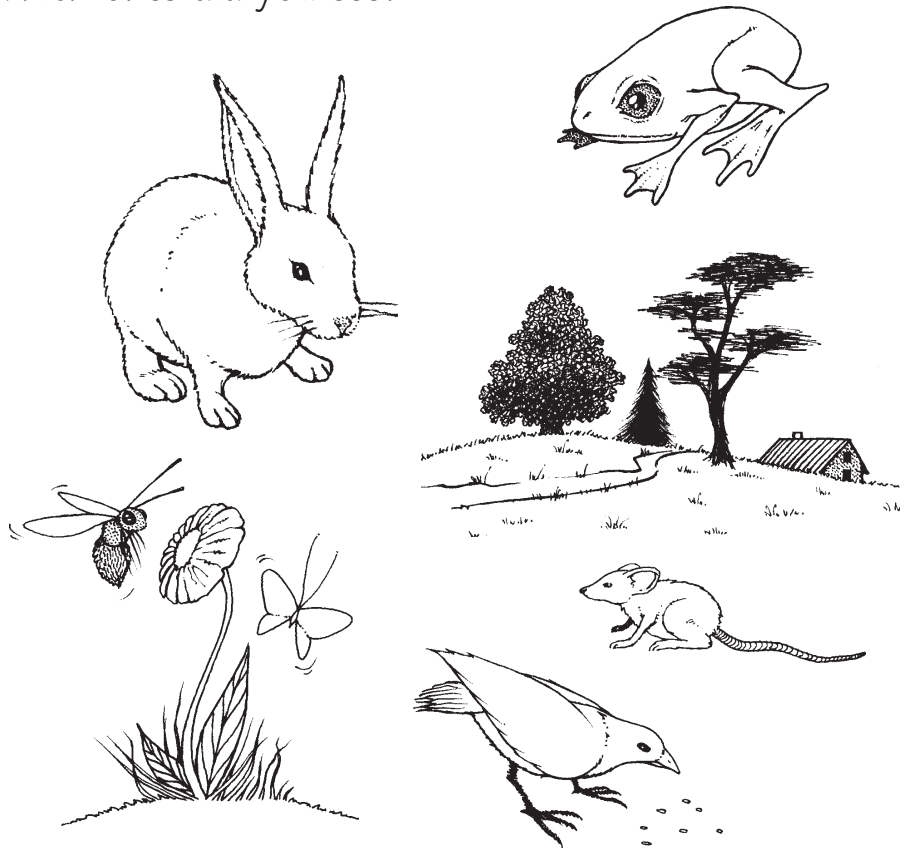
Wildlife on the farm

The farmer lives and works in the countryside. The farmer shares this environment with wildlife.

The farmer helps to look after the countryside on which animals and plants depend.

Lots of other plants and animals live on the farm.

Which ones did you see?



Farmers look after the countryside so they can grow crops, keep farm animals and help wildlife.


EXTENSION

Discuss wildlife seen on the farm. Why was it there?

What other wildlife can be seen in Scotland?

Sounds on the farm

Write or draw some of the sounds you remember from the farm.



This whole page
could be
EXTENSION.

Discuss the sounds in
class. Have the pupils
remembered anything
unusual?

EXTENSION

Can these sounds be recreated in class using musical instruments and other things?

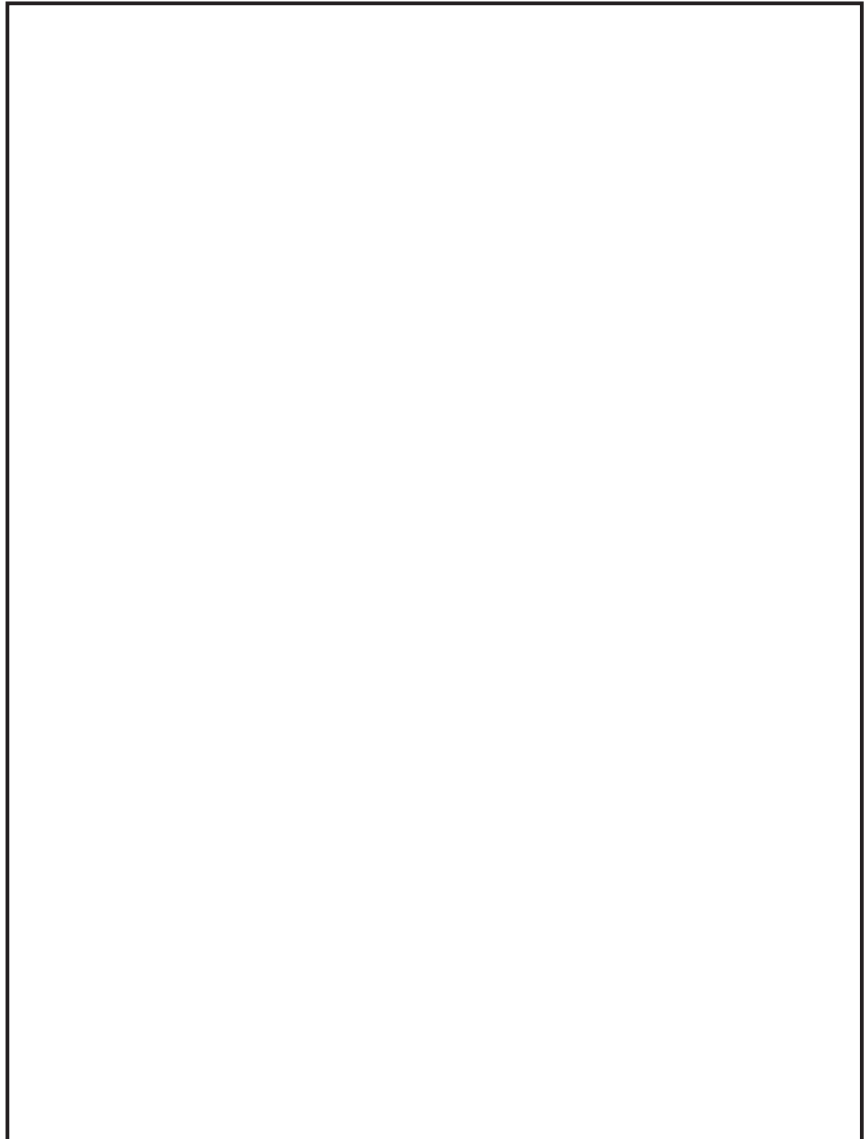
Use these sounds to make a 'song of the farm' or in drama, perhaps acting out 'a farmer's day'.

EXTENSION ON THE FARM

Draw a sound map.

The farm

Draw a picture of the farm now.



Compare this drawing to the initial drawing. What are the differences?

What have the pupils understood as the functions of a farm?

Write to the farmer and thank him / her for the visit. They always appreciate drawings and / or an invitation to the school to see the pupils' work.

EXTENSION

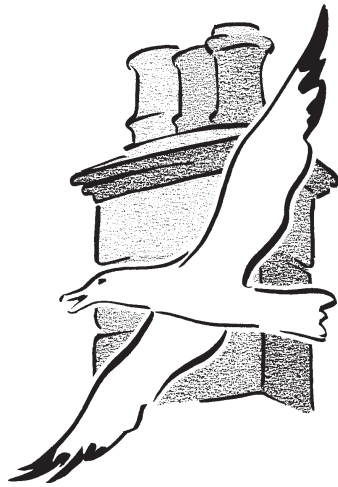
Put together a small book showing what the pupils have learned on the farm and present it to the farmer.

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