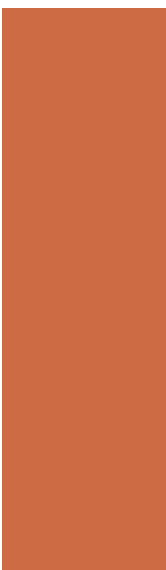




# How to plan curriculum linked and safe visits to farms: A handbook for teachers



Produced by LEAF Education on behalf of  
the Access To Farms Partnership



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## Introduction

Food is such an important part of life. Yet many people, (including children) may never have visited a farm and experienced how modern farming provides our wonderful food.

School visits to farms are a perfect opportunity for pupils to see, hear and smell (!!!) how food is grown or reared.

There are many “reports” of the lack of knowledge and understanding pupils have as to where their food comes from. This may be the case. But one thing is for sure, visiting a farm is a wonderful way to inspire and engage children to develop their appreciation of food and the countryside around them. The opportunities for learning across the curriculum are vast.

Once teachers have taken their pupils on a farm visit, many return year after year as the benefits and memories created for the children far outweigh learning about food in purely a classroom setting.

If you are new to farm visits, planning a visit can be a little daunting, particularly if you don't have a background in farming. You may be worried about linking to the curriculum or how to manage safety aspects. Please don't be put off. This handbook, plus the support from LEAF Education, will hopefully give you the confidence to organise an amazing visit, which both you and your pupils will remember for a very long time.

## LEAF Education

LEAF Education is a charity working throughout England and Wales to inspire future generations about food, farming and the countryside. The team of experienced Regional Education Consultants work closely with teachers and farmers to facilitate links and learning opportunities. Any member of the team would be happy to chat with you about farm visits for your pupils.

LEAF Education is part of LEAF (Linking Environment and Farming). LEAF works with farmers to support them in farming in a more sustainable way (Integrated Farm Management). LEAF also organises LEAF Open Farm Sunday, the farming industry's annual open day for the public.



## Justifying Your Farm Visit

Once you have taken pupils to a farm it is easy to see the range of benefits gained from such visits. Pupils often talk about what they saw and experienced for many months after the visit. However, to gain permission to take a group to a farm, it is worth considering the opportunities awarded by such a visit, (just in case you have to persuade other members of staff)!

Any visit must link to the curriculum. These curriculum links are discussed in the following section and example areas of learning are shown in Appendices 2 and 3.

There are however wider links. The children will:

- See relevance to real life, learning in context
- Learn through first-hand experiences
- Engage all the senses
- Develop physical and mental wellbeing
- Engage with members of the community
- Have opportunities to think creatively, solve problems and work as a team
- Encourage enquiry
- Develop social skills
- Develop an understanding of risk in unfamiliar environments
- Have the opportunity to see and experience things they may never have seen before!



## Curriculum Links

Well planned and delivered outdoor learning experiences can be of value to children in so many ways. The focus on curriculum delivery is often the initial driver for a visit, but the benefits should never be underestimated of just being in the countryside, (physical and mental wellbeing), as well as the experience of doing something different. Many “reluctant” learners suddenly come “into their own” on a visit, or those who are “a little bit naughty” in class are suddenly the most engaged children in the group.

So, plan your visit with your curriculum in mind, but don’t forget to give children time to learn, enjoy and experience their time on the farm. And be ready to go with the flow; nature is amazing and don’t miss an opportunity to watch something the children will never forget, such as the birth of a lamb or calf, just because your timetable says you should be moving on to your next activity.

Some teachers who are from a farming background or have experience of taking children on farm visits know how they can link to the curriculum. Other teachers may not; don’t let this put you off. Chat to colleagues, contact your LEAF Education Regional Consultant (see page 13), or have a look at the websites listed in Appendix 1.

Visits can be tailored to almost any subject in the early years, primary or secondary curriculum. However, direct links can be made with science, geography, food technology, business studies and STEM. Have a look at the suggested links in Appendices 2 and 3. By no way are they an exhaustive list, but they may give you a starting point.

The best way to ensure the visit meets your curriculum needs is to team up with your farmer. Remember, they are the farming expert and you are the education expert. Farmers don’t know the curriculum inside out and equally you aren’t expected to know everything there is about farming. Chat with the farmer. Possibly email over some brief details of what you would like the children to see, learn and experience. This will give the farmer a framework on which to base the visit.

It is also worth considering pre and post visit work. What do the children need to know before the visit? What information can they gather to use back in the classroom? Can the visit be part of an ongoing topic? Can you continue the link with the farmer beyond the visit so that the children learn about the farm through the seasons? Consider taking part in the “Farmer Time” initiative <https://leafuk.org/farmertime/home>.

You may also consider taking part in a **LEAF Farm Visit**. The LEAF Team have developed a range of curriculum-based visits which they can plan and deliver in conjunction with schools. If this is something you are interested in, don’t hesitate to contact your LEAF Regional Education Consultant (see page 13) to find out more or visit <https://leaf.eco/education/for-teachers/on-farm-visits>



## Choosing the right farm for your visit

Each farm will have something different to offer. The things you should consider are set out below:



**Countryside Education Visits Accreditation Scheme (CEVAS)** – It is always worth looking out for farmers that have been on a CEVAS course. This is an accredited course that gives anyone offering farm visits a good understanding of what a school requires. The course covers working with schools, curriculum and activity planning, as well as Health and Safety. Some farmers, who are experienced at hosting farm visits, have also achieved CEVAS Plus.



**Learning Outside the Classroom Quality Badge (LOTc Quality Badge)** – Like the CEVAS accreditation, it is worth looking out for farms that have achieved the LOTc Quality Badge. They are listed on the LOTc web site (<https://www.lotc.org.uk/wp-content/uploads/2014/05/LOTc-Quality-Badge-pdf-for-schools-FINAL.pdf>). Many display the LOTc Quality Badge logo on their marketing materials. The quality badge assures visitors that minimum standards relating to the quality and safety of the venue have been met.

**Type of farm** – lots of different farms offer visits. Depending on your location, some farms specialise in growing crops, others concentrate on rearing animals. All farm types can be a valuable place for a class to visit. But you must consider what the farm has to offer and what you would like the children to experience on their visit.

It's also worth making a distinction between working farms and farm parks / attractions. They can be very different to each other. Farm attractions may have a wider range of facilities (cafe, school room, shop) and may have a member of staff whose role it is to plan and deliver school visits. These "farms" are certainly worth considering as they have a lot to offer, but do ensure the focus on farming is not lost. Farm parks / attractions often have a wide range of animals for pupils to see, (which is great), but some of them are not farm animals. This can confuse pupils.

**Experience of / quality of venue in terms of hosting visits** - Some farms host lots of visits. Others, particularly the working farms, may just do one or two visits a year. More doesn't necessarily mean better. It's really important to find which farms are experienced at hosting high quality visits. Ask colleagues, have a look at farm websites, check the Countryside Classroom or LOTc website. Ask your Education Visits Co-ordinator (EVC) or Education Visits Adviser (EVA). Or contact your LEAF Education Regional Consultant. You can often get a fairly good idea from a telephone or email conversation with the host farm.

**Age range** – children of all ages visit farms and gain a huge amount from their visit. Not all farms can offer meaningful visits to all age groups though. Some specialise or prefer to work with younger pupils. Others feel more comfortable offering activities to older students. Again, farm websites should give an indication of their preferred age group.

**Facilities** – facilities don't have to be "all singing and dancing". If the visit is safe, well planned and meaningful there is no need for lots of different facilities. However, as a minimum there must be toilets, hand washing and boot washing facilities that are of the required standard (see H&S safety

section). If staying for lunch, there needs to be somewhere secure to keep packed

lunches safe, as well as a dry, clean area to eat them. In case of wet or windy weather it is always good to have a room or area to shelter in for part of the visit.

**Access** - it is also worth considering the needs of your pupils in terms of mobility and access. Most farm visits can be adapted to cater for the needs of most visitors – but it is always worth checking with the farm host.



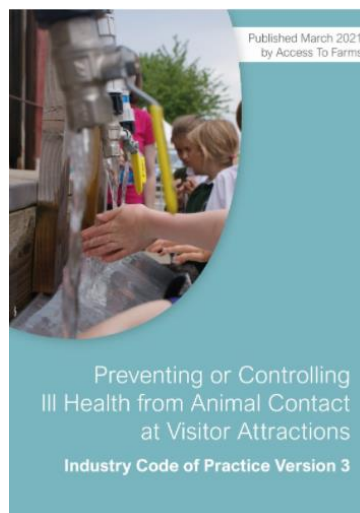


## Health and Safety

As with any school visit, health and safety is of paramount importance.

Just like any other venue, farms have risks. However, these can be controlled through good planning and observation of simple guidelines. Some teachers can be put off taking pupils to farms as it is an unfamiliar environment for the teacher. Having said this, children gain so much from farm visits, it really is worthwhile following the guidelines below and working with the host farmer to ensure you are confident in relation to health and safety.

**Industry Code of Practice** – Good farms will be aware of the “**Industry Code of Practice - Preventing and Controlling Ill Health from Animal Contact at Visitor Attractions**”. They will be following the guidance as it applies to their particular farm. The document has a very useful supplement “**Advice to Teachers and Others**” which should be essential reading for any member of school staff taking children to a farm. It is strongly advised that the lead teacher ensures that all adults who are accompanying children on a visit are given (and asked to read) a copy of the supplement. It can be downloaded at [www.visitmyfarm.org/component/k2/content/2- healthandsafety](http://www.visitmyfarm.org/component/k2/content/2-healthandsafety)



**Hand washing** – this is a vital part of the visit and all pupils and adults going to the farm must be clear on the need to wash hands thoroughly.

All animals naturally carry micro-organisms, some of which can be transmitted to humans and cause ill health. People can become infected by:

- Eating contaminated food or drink
- Direct contact with affected animal
- Contact with areas contaminated with animal faeces (bars, gates, walkways)

By adhering to the right control measures the risk of infection is low:

- Visitors should not put their fingers in or near their mouths

- Visitors should only drink or eat in designated areas and must wash hands before eating or drinking
- Visitors should not touch animals unless told that they can
- All visitors should wash hands thoroughly after coming into contact or being in areas with animals
- Discourage the wearing of gloves

Hand washing protocol:

- Warm, running water must be used. Bowls, buckets or troughs of water **MUST NOT** be used.
- Liquid antibacterial soap must be used, **NOT** hard soap
- Paper towels should be used, **NOT** towelling hand towels
- Ask children to sing “Happy Birthday” twice whilst washing hands – this ensures they are spending enough time washing hands
- All children **MUST** be fully supervised when washing hands
- Allow plenty of time **AND** opportunities to wash hands
- Hands should always be washed before drinking and eating and before leaving the farm
- At all times, take note of the signs and instructions given by staff

**Anti-bacterial hand gels and wet wipes are not a substitute for hand washing.**

It is advisable that children have the opportunity before their farm visit to understand the importance of washing hands, as well as how to wash hands thoroughly. It is always clear which schools have done this. There are plenty of online videos and games that children can watch or do which teaches them the correct hand washing technique.

Ensure hand washing is on your risk assessment.



**Cleaning Footwear** – sturdy footwear suitable for walking over uneven terrain should be worn on farm visits. Some farms may have spare pairs of wellington boots for visitors to borrow. All footwear must be cleaned before leaving the farm using a hose pipe, foot bath or disinfectant mat to walk through. If pupils are changing from the footwear they wore on the farm back into shoes this **MUST** be done before they wash their hands. Otherwise, they will recontaminate their hands. It is always worth including in the letter home to parents and carers that clothing and footwear worn on the visit should be washed thoroughly at home.

**Risk Assessment** – farms offering visits to schools will be able to provide you with a comprehensive risk assessment for the farm and the activities that will be undertaken. You can use this risk assessment to inform your own risk assessment. A sample farm risk assessment is contained in Appendix 4. This is a sample only and NOT exhaustive as it is not applied to a particular farm. It will however give you a guide. Please do not worry, or be put off by the risk assessment. It is always better to be aware of the risks and the control measures in place. It is often at this stage some teachers get worried – that is understandable. But do remember a vast number of safe school farm visits take place every year. Experienced farm hosts are aware of the risks and are used to putting simple control measures in place. We must always balance this with the huge benefit farm visits offer children. If you have any worries in terms of the risk assessment, talk to the farmer.

**Insurance** – All farms hosting visits should have made their insurance company aware that they are hosting school visits and have appropriate public liability cover. If requested by a school, the farm will provide you with the necessary evidence. To achieve the LOTC Quality Badge, farms must provide details of their policy.

**Pregnant ladies** – it is advised that pregnant females should not visit farms. This particularly applies at lambing time. There are several infections that can be passed from sheep and other animals that can affect the mother and unborn baby's health.

<https://www.nhs.uk/common-health-questions/pregnancy/why-should-pregnant-women-avoid-sheep-during-the-lambing-season/>

**Lyme disease** – Lyme disease is a bacterial infection following a bite from an infected tick. Even though it is very rare and seems to be related to certain geographical regions, it is certainly worth being aware of. The link below provides good information. The advice is to wear long trousers and sleeves if walking through grass and wooded areas.

<https://www.nhs.uk/conditions/lyme-disease/>

**Tractor and Trailer Rides** – children thoroughly enjoy having a ride on a trailer pulled by a tractor. As well as being a fun part of a visit, this can allow more of the farm to be seen, particularly if there are fewer mobile visitors in the group. If a farm offers tractor and trailer rides, the farm should be following the guidance set out by the Health and Safety Executive (HSE) <https://www.hse.gov.uk/pubns/ais36.pdf>. From a teacher's perspective, seating on the trailer must be fixed to the trailer floor and provide back support. Sides of the trailer must be filled in with weld mesh or similar and there must be a member of farm staff on the trailer with you.

**First Aid Provision** - many farm staff are first aid trained and there will be first aid kits at the farm. However, the responsibility for appropriate and adequate first aid provision lies with the school. Please bear in mind, if the school group is to be sub divided and groups are in different parts of the farm, there must be a first aider with a full kit with each group. From a child protection perspective, farmers and their staff are advised not to give first aid, unless in an absolute emergency.

**Straw Bale Stacks** – these have become popular on some farms that host visits and are open to the public. Children enjoy playing in these areas and the farm should have them detailed on their risk assessment. Specific risks are related to allergies from straw, dust and spores as well as fire risk, falls from height and cleanliness (particularly in respect of rodents and birds).



## Pre-Visits

A pre-visit to the farm is a vital part of the planning process and school staff are strongly advised to carry one out. Even though it takes time, it is highly recommended to ensure a safe and enjoyable visit. Some farms will not allow a school group to come if a member of staff has not been on a pre-visit. The pre-visit is an opportunity to see the farm and discuss all aspects of the visit. A suggested pre-visit checklist is shown in Appendix 5. Some of the points that should be included in the pre-visit are discussed below:

- Confirm **numbers of pupils and adults** as well as the **age group** of the children.
- Confirm **arrival and departure times**, (check with your coach company in case you need to leave the farm by a particular time).
- Discuss with the farmer any **needs of the group i.e. mobility, learning, allergies**. In most cases adaptations to farm walks and activities can be made with prior warning.
- Discuss and **review** the farm **risk assessment**.
- Discuss **meeting point and parking arrangements**.
- Discuss the activities that will be taking place and check relevance to your curriculum. **Always have “Plan B”** activities in case the weather is poor. Unless the weather makes the visit unsafe, visits should always continue. If it is windy, cold or rainy it might be that more time is spent undercover or activities are moved inside. Routes around the farm may be altered or shortened – but there is no need to cancel.
- Discuss **clothing**. All visitors, (adults included) need to wear appropriate clothing for the weather and terrain. Children’s enjoyment reduces when they are cold, wet or uncomfortable.
- Discuss and confirm **supervision and first aid requirements**.
- Confirm any **charges associated with the visit (if any)** and how these should be paid.
- Some farms like to take **photographs or videos** for marketing purposes. Ensure this is discussed and whether the school gives written **permission** for this to take place.



## Other Things to Consider

Most of the things that need to be considered for a safe, fun and meaningful visit have been covered. But there are one or two other points that are worth thinking about:

- Make sure you complete your paperwork and gain the necessary approvals in good time. Your Education Visits Coordinator (EVC) and Education Visits adviser (EVA) will help you but usually a minimum of 6 weeks prior to the visit taking place is required.
- Don't leave it too late to book coaches, particularly at busy times of the year. Always remember to confirm arrangements with the coach company a week before the visit.
- Some farms (more so farm attractions) may have a small shop on site. Find out what the school policy is on allowing pupils to visit the farm shop and take money on school visits.
- Some farmers may have a Disclosure and Barring Service (DBS) certificate. However, pupils should not be left alone with a farmer or their staff at any time during the visit.
- Please ensure all adults accompanying school groups are clear on their roles and responsibilities, particularly in relation to supervision, behaviour and hand washing. Adults should be encouraged to take part in activities and not be bystanders (but equally, they shouldn't take over so that the pupils don't get a go!) It is always very valuable for the pupils to see adults engaged in learning and trying something new.
- Some farms that open to the public may have a playground area. Inevitably, children will want to play in these areas so have a think how you are going to plan this.
- Some parents and carers may have concerns over their child visiting a farm (religious, ethical, safety) so aim to keep them involved and informed. Explain the benefits and if needed discuss any concerns.
- It is also worth spending some time to prepare the children. They don't need to be farming experts, but a little bit of an explanation is always useful in terms of what they are going to see and do, as well as how to be responsible whilst on the farm and around animals.
- If you are asked to fill in and return an evaluation form, please don't forget to do this. Your constructive comments are valuable in terms of reviewing the visits the farm offers.
- Farmers always enjoy receiving letters or class work following a visit, so do send copies on to the farm.



## Who Can Help?

LEAF Education Regional Consultants work throughout England and Wales. Each member of the team has an education background as well as knowledge of farms offering visits.

Members of the team are happy to answer any questions you may have in terms of visiting farms or integrating food, farming and countryside topics into your curriculum.

<https://leafuk.org/education/leaf-education>  @LEAF\_Education

Region	Counties	Name	Contact
<b>North West</b>	Cumbria, Lancashire, Cheshire, Greater Manchester, Merseyside, Isle of Man	<b>Katy Pallas</b>	07743 028289 Katy.Pallas@leafuk.org
<b>North East</b>	Northumberland, Durham, Yorkshire	<b>Sam Wyman</b>	0771 881 8603 Sam.Wyman@leafuk.org
<b>West Midlands</b>	Shropshire, Staffordshire, Herefordshire, Worcestershire	<b>Faye Edwards</b>	07706320993 <a href="mailto:Faye.Edwards@leafuk.org">Faye.Edwards@leafuk.org</a>
<b>East Midlands</b>	Derbyshire, Nottinghamshire, Lincolnshire, Leicestershire, Rutland	<b>Bobbie Harvey</b>	01433 631983; 0777 9409 926 Bobbie.Harvey@leafuk.org
<b>Central</b>	Warwickshire, Berkshire, Northamptonshire, Buckinghamshire, Oxfordshire, Gloucestershire	<b>Elizabeth Lake</b>	0777 9017 635 Elizabeth.Lake@leafuk.org
<b>East of England</b>	Norfolk, Suffolk, Essex, Hertfordshire, Bedfordshire, Cambridgeshire	<b>Gaina Dunsire</b>	07805 580059 Gaina.Dunsire@leafuk.org
<b>South West</b>	Cornwall, Devon, Somerset, Dorset, Wiltshire	<b>Lisa Dunne</b>	07810 176586 <a href="mailto:Lisa.Dunne@leafuk.org">Lisa.Dunne@leafuk.org</a>
<b>South East</b>	Hampshire, Surrey, Sussex, Kent	<b>Joanne Lord-Hatton</b>	07973 301962 Jo.Hatton@leafuk.org
<b>Wales</b>	All of Wales	<b>Bethan Simons</b>	07967 7726880 Bethan.Simons@leafuk.org

## Appendix 1

Check out the following websites for information and resources for your visits:



<http://www.visitmyfarm.org> – a website managed by LEAF which covers everything you need to know about organising a visit with step-by-step guidance.

**COUNTRYSIDE  
CLASSROOM**

Connecting schools with **food,**  
**farming** and the **natural environment**

<http://www.countrysideclassroom.org.uk> – Countryside Classroom is a website that connects schools with high-quality resources and activity ideas. Plus, places to visit and people to ask for expert advice and support. It covers the topics of food, farming and the natural environment.



<http://www.farmingismagic.co.uk> – This website is aimed at farmers, encouraging them to explain to visitors the “magic of farming”. But teachers may well find it useful to look through the various videos. It will enhance your own knowledge of farming and give you ideas for curriculum links.



<http://www.foodafactoflife.org.uk> – An extensive website with a vast range of resources that can be used to support teaching food and farming topics.



**LEAF Education**

<https://leafuk.org/education/leaf-education> – LEAF Education works with members and partners to promote visits to farms. LEAF Education also provides access to a range of high-quality educational resources and activities for school-based studies and outdoor visits. Twitter: @LEAF\_Education



[www.nfuonline.com/back-british-farming/nfu-education](http://www.nfuonline.com/back-british-farming/nfu-education)  
NFU Education supports their members to engage with schools.



<http://www.rhet.org.uk> – the Royal Highland Education Trust offers on-farm visits all year round, free of charge to Scotland’s school children. Their work includes organising school visits to farms in Scotland, farmer training and assisting with risk assessments.

<http://www.thisisdairyfarming.com> – a website full of information and videos related to dairy farming. (The campaign is no longer active but the website contains much useful information).



# Appendix 2

## History

Investigating farming methods from the past

Looking at old equipment, tools and machinery

Considering what it was like to live and work on a farm in the past; Digging for Victory; land girls

Using local area to investigate farming

## Music

Making music using natural materials

Using music to represent aspects of the farm

Using ICT to collect and manipulate sounds on farm

Finding out about folk songs /harvest hymns

Bird song

## English

Writing about farm visit

A farmer's diary

Thank you letters

Writing instructions for farm tasks

Persuasive writing about a food/farming issue

## PHSE

Asking questions and taking part

Finding out about other people in society

Caring for animals and the environment

Rules and laws

## Art

Recording observations and feelings

Finding out about rural crafts

Using natural materials to create sculptures / Making natural dyes

Looking at the work of artists and how they have interpreted the countryside

Exploring natural patterns and textures

## Geography

Making and following maps

Field work

Rainfall, water cycles and rivers

Comparing urban and rural landscapes

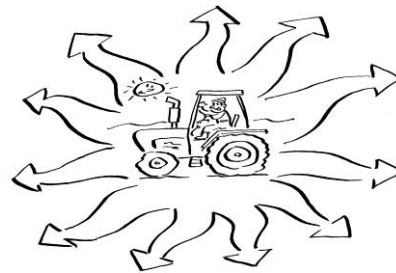
Recording and classifying land use

Crop rotations and the farming year

Sustainability and farming

Links to other countries

Natural and manmade changes



## Key Stages 1 & 2

## Design & Technology

Use of ICT on farm / robotics

Compare modern and historical methods

Designing and building gates, fencing, animal accommodation and crop-storage facilities

Food technology - turning milk into butter, wheat into flour. Where does food come from?

Investigating wheels, axles, levers etc. on farm machinery

Considering differences in design of machines

## Mathematics

Counting on the farm

Calculating how much feed, fertiliser rates, seeds etc.

Recognising patterns, spotting shapes

Finding numbers around the farm

Weighing and measuring

Gathering and handling data

Finding out how much milk cows produce

Measuring distances and calculating areas

## Science

Going on a sensory trail around the farm

Investigating forces with farm machinery

Materials on farm

Finding living and non-living things

Finding out how different animals move, grow, use their senses and reproduce

Caring for crops / caring for animals

Look at the different species of plant, flower and tree on the farm

Habitats and habitat surveys

Adaptations / Life processes

Food chains/webs

Seasonal change

## Appendix 3

### Geography

Field & map work  
Sustainability  
Land use  
Soils  
Rivers / hydrology  
Weather / climate  
Nutrient cycles  
Crop production  
Globalisation  
Use of natural resources  
Economic activities  
Human influences on environment  
Comparing different environments  
Knowledge of location & place

### Food / Design Technology

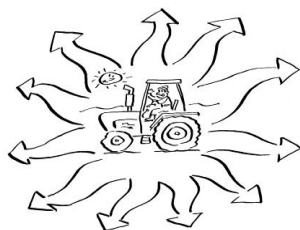
Food commodities  
Food security  
Local produce  
Food labelling  
Primary Production/processing  
Food waste  
Sustainability  
Organic/IFM/Conventional  
Robotics

### Environmental Science

Energy Recycling  
Biodiversity  
Nutrient Cycles  
Climate Change  
Management of resources  
Water  
Environmental pollution  
Soils  
Renewable energy

### Maths

Collecting data  
Areas / Ratios  
Production costs  
Profit/loss  
Inputs/ out puts  
Real world applications of mathematical skills (milk & crop yields)



## Key Stages 3 & 4

### Art & Design

Record observations using a range of techniques  
Handle different material  
Study history of art, design and architecture  
Photography / Natural dyes

### PSHE

Healthy lifestyles  
Health and wellbeing  
Responsibility  
Fairness  
Justice  
Careers  
Valuing and respecting others  
Animal welfare  
Hygiene

### Biology

Variation  
Inheritance / genetics  
Nutrition  
Adaptation  
Plant reproduction  
Disease in plants and animals  
Biodiversity and interdependence

### History

History of farming  
Dig for victory  
Agricultural revolution  
National history / battle sites

### Business

Planning  
Ethics  
Environment  
Globalisation  
Finance  
Law  
Marketing  
HR/people

### English

Topical issues (GM / organic)  
Diary of...  
Instructions

## Appendix 4

## Sample Farm Risk Assessment

Hazard	Who might be harmed and how?	Control measures?	Further action required? By whom? By when?	Done
Car park / vehicles	Visitors: physical injuries, falls from vehicles, struck by vehicles	Vehicles parks in designated areas. Children stay on bus until instructed to get off. Supervision of car park. Maintain surface of parking area e.g. avoid potholes.		
Visitor behaviour	Visitors: poor behaviour	Pre-visit discussion with teacher or visit organiser regarding roles and responsibilities and supervision.		
Visitors becoming lost	Visitors	Regular head counts. Ensure visitors know what to do if they get separated from the group.		
Trailer rides	Visitors: physical injuries; falling; run over	Suitable trailer ( <i>See HSE agricultural information sheet AIS 36; requirements for on road use of trailers carrying passengers are more onerous and further advice should be sought</i> ) <a href="http://www.hse.gov.uk/pubns/ais36.pdf">www.hse.gov.uk/pubns/ais36.pdf</a> Trained & competent driver. Tractor/trailer maintained. Supervision.		
Farm vehicles and machinery (not part of a demonstration)	Visitors: physical injury struck by moving vehicles or machinery	Do not carry out vehicle movements during farm visit. Provide safe access routes to avoid vehicles. Avoid holding visits at busy times e.g. silage-making. Brief contractors and delivery companies that there will be children / visitors on site.		
Uneven ground, steep paths	Visitors on nature trails, farm walks slips, trips and falls	Choose safe route or path – walk and check route for hazards. Cordon off problem areas. Warn visitors before setting off. Signage. Check during pre-visit that all members of the group are fully mobile and capable of walking the chosen route		
Slurry pits	Visitors: slips, trips, falls, drowning.	Prevent access and ensure adequate fencing to HSE AIS9 standard. <a href="http://www.hse.gov.uk/pubns/ais9.pdf">www.hse.gov.uk/pubns/ais9.pdf</a> Supervision. Signage.		
Sheep dipping baths	Visitors: drowning.	Prevent access and keep dips securely covered. Supervision.		
Silage pits	Visitors: falls from height; contamination with manure.	Prevent access – area to be roped off when not full. Supervision. Signage. Supervised hand washing.		
Manure & compost heaps	Visitors: contamination with manure.	Prevent access. Supervision. Signage. Supervised hand washing.		
Ponds and water courses; zoonoses; Weil's disease	Visitors: drowning; contamination with infective agent from contact with water.	Prevent access. Divert route to avoid water course. Signage. Washing facilities. (See later for pond dipping).		

## Appendix 4

## Sample Farm Risk Assessment (Continued).

Hazard	Who might be harmed and how?	Control measures?	Further action required? By whom? By when?	Done
Fences & gates;	Visitors: physical injuries (cuts, grazes etc.). Ingestion of micro-organisms after touching contaminated surfaces.	Maintenance of fences & gates. Regular cleaning to prevent contamination with manure. Provide hand washing facilities (See Industry Code of Practice). <a href="http://www.visitmyfarm.org/component/k2/339-industry-code-of-practice">www.visitmyfarm.org/component/k2/339-industry-code-of-practice</a> Information & signage. Double fencing. Cover barbed wire /avoid barbed wire		
Electric fences	Visitors: electric shock from touching live fences.	Cover electric wire at viewing point. Switch off fence.		
Stored / stacked equipment	Visitors: struck by falling objects, injuries due to climbing/falling.	Prevent access. Prohibit climbing. Remove hazardous objects, tripping hazards etc. Store items safely.		
Grain silos, bins and stores	Visitors: inhaling grain dust; physical injury from falls; entrapment / suffocation.	Prevent access. Cover intake pits. Supervision. Signage. Remove access ladders on bins or make safe.		
Milking parlour	Visitors at milking demonstration slips on wet surfaces. Contamination with manure/slurry.	Clean parlour prior to visit. Supervised hand and boot washing must be provided. Designated viewing area/access routes. Supervision. Signage on steps, etc. Remove any trip hazards.		
Sheep shearing demos	Visitors: electric shock, tripping on wires, contamination with manure/dung.	Maintenance of electrical equipment. Use RCDs on sheep shears. Regular cleaning of area. Designated viewing areas. Wires out of passageways. Hand washing facilities.		
Static machinery (tractors, harvesters, cultivation equipment, ATVs)	Visitors: climbing on machinery displays; physical injury; falls from height.	Static machinery must be supervised. Keys must be removed. Remove/protect sharp edges & dangerous parts. Signage. Park machinery safely e.g. Lift trucks & loader tractors with buckets/spikes on the floor.		
Working machinery demos	Visitors viewing machinery demonstrations: physical injury from contact with dangerous parts.	PTO shafts & other dangerous parts must be guarded. Cordon off demonstration area. Signage and supervision. Staff/helper training. Remove keys & park safely when not in use. No chemicals may be sprayed. No riding on machines permitted.		

## Appendix 4

## Sample Farm Risk Assessment (Continued).

Hazard	Who might be harmed and how?	Control measures?	Further action required? By whom? By when?	Done
Zoonoses including E coli O157, Cryptosporidiosis, Brucellosis, Tuberculosis, Chlamydia abortus (sheep afterbirth), orf, ringworm	Visitors feeding, stroking, handling livestock. Or contact with dung, contaminated surfaces, fences, & pens; contamination of boots. Pregnant women (C abortus).	Select healthy stock. If visitors touch livestock or fencing, hand-washing facilities must be provided. Locate facilities at exit of animal contact area. Signage and supervision by trained staff/helpers must be provided. Explain to visitors they cannot put their hands in their mouths, smoke, eat or drink before washing their hands because of the risk of infection. Animals in contact area should be clean and healthy. Pre visit discussion with teacher regarding supervision of hand washing. Teacher given a copy of "Code of Practice- Advice for teachers" on pre-visit. Cuts on hands to be covered by a waterproof plaster. Warm running water, antibacterial soap and paper hand towels to be used.		
Poultry; Psittacosis (dust from faeces), Chlamydia psittaci;	Visitors: holding hens or chicks; feeding chickens; pecks, scratches.			
Handling livestock	Visitors entering animal pens; feeding the animals; herding animals; performing simple farmyard tasks, contamination with dung, trampled; crushed; bitten; kicked; butted.	No visitor access to animal pens. Fingers or hands must not be put through the railings or pen fencing. Warn visitors of the dangers of walking behind an animal. Explain to visitors that sudden sounds or movement may frighten animals. Use signage and supervision by trained staff/helpers. Prohibit feeding. Restrict access by providing double fencing. Move less docile animals away from visitor area.		
Manure and faecal seepage; E coli O157	Visitors: viewing animals, entering livestock sheds, walking through manure, touching manure on gates/walls/ partitions, contamination on shoes, laces, pushchair wheels; slips, trips and falls.	No access to collecting yards. Clear areas of accumulated dung, faecal seepage. Define pathways and keep clean. Clean gates, partitions. Apply fresh bedding before visit. Provide facilities to allow cleaning of contaminated footwear etc. Change boots and then wash hands before leaving farm.		
Chlamydia abortus	Pregnant women	Although main time of risk is at lambing, many of the other zoonoses can be a higher risk during pregnancy - it is good practice for pregnant women <b>not</b> to attend farm visits.		
Inclement weather	Visitors	Pre-visit discussion with teacher / visit organiser regarding appropriate clothing. Plan B in place if weather prohibits planned farm tour / activities.		

**Appendix 4**
**Sample Farm Risk Assessment (Continued).**

Hazard	Who might be harmed and how?	Control measures?	Further action required? By whom? By when?	Done
Farm pets (dogs and cats)	Visitors, especially children bitten; scratched; toxoplasmosis through stroking, petting.	Keep pets indoors away from visitors.		
Fuel storage tank	Visitors: personal contamination, fumes, burns.	Keep fuel tank locked. Prevent access e.g. remove ladder. Supervision.		
Animal feeds	Visitors: ingestion of feeds or contamination with micro-organisms.	Prevent access to feed stores. Supervision of feeding animals. Hand washing facilities.		
Flora and fauna	Visitors on farm walk or nature trail: ingestion of poisonous fruits or berries etc. Nettle stings, bramble scratches etc. Wasp/bee stings. Hay fever. Tick bites / Lyme Disease	Check routes beforehand. Supervision. Warn visitors before setting off. Avoid known hazards on route. Check with teacher regarding allergies. Suggest at pre visit that everyone wears long sleeves and trousers		
Electrical equipment	Visitors: physical injury from contact with dangerous parts.	Equipment stored or locked away and not used during visit/event. Restrict access. Fit guards to those on display. Disconnect power supply and make safe.		
Ponds, streams for pond dipping	Visitors: drowning, slips, falls, cuts, grazes	Supervision. Avoid deep water and fast-flowing streams. Safe access point/barrier to prevent falling in. Hand washing. Supervision		
Bale stacks for bale-climbing	Visitors: falling, asthma, allergic reactions, entrapment	Supervision. Signage. Designated area with purpose-built stack. Guard against rodents. Fire safety precautions		
Chemical and veterinary products	Visitors: ingestion of harmful chemicals, breathing vapour or skin contamination.	Chemical and veterinary products must be locked away in a suitable store. Access to store prohibited.		
Eating & drinking	Visitors	Designated eating areas where contact with animals prevented. Wash hands thoroughly before eating or drinking. Children must be supervised by adults whilst hand washing. No eating or drinking in farm buildings (other than designated areas).		

Please refer to the following document when undertaking your risk assessment – available to download at [www.visitmyfarm.org/component/k2/content/2-healthandsafety](http://www.visitmyfarm.org/component/k2/content/2-healthandsafety)

**Industry Code of Practice:**

**Preventing or controlling ill health from animal contact at visitor attractions; Advice to Teachers and Others**

## Appendix 5 Pre-visit Checklist

Date of pre-visit meeting:	
Name of teacher or visit organiser	
Name of farm staff conducting pre-visit	
Date of farm visit:	
School / group name and address:	
School / group contact name for visit:	
School / group telephone and email:	
Number of visitors / pupils (including helpers) If children / pupils are visiting, what age group are they?	
Do any of the children and adults on the visit have a health condition which the farm staff should be aware of to ensure a safe and enjoyable visit? i.e. Allergies, Asthma	<i>List of names and conditions:</i>
Do any of the children or adults have a learning, behaviour or mobility need?	
Discuss suitability of farm visit for any women in the group who may be pregnant – see Risk Assessment.	
List of Risk Assessment(s) given to teacher or visit organiser.	
Meeting point for the visit will be:	
Arrival and departure times. Planned activities. Plan “B” activities	

## Appendix 5 Pre-visit checklist (Continued)

Refreshments can be provided at break time (water and biscuit for young people, tea and coffee for adults). Time required?	
Suitable clothing appropriate to the weather conditions must be worn. A change of footwear in a carrier bag is essential for all those visiting the farm.	<i>The school or visit organiser must inform parents / carers and all other visitors that clothing and footwear used on the visit should be washed and disinfected following the visit.</i>
Children must be supervised by the visiting school staff or accompanying adults at all times and staff / adults will be expected to join in with the activities. The farm staff will deliver the activities. Please ensure that you have the correct ratio of adults to children as required by your Local Authority. Please take into consideration the groupings during the visit (i.e. whole group split into smaller groups).	
Cost of visit and payment arrangements discussed (if necessary).	
First Aid is the responsibility of the school or visiting group organiser. Please note that if the group is large, they may be broken into smaller groups for activities.	<i>The school / group must ensure that they have the required first aid provision in place.</i>
Photographs / videos.	<i>Has permission been sought and a Photograph / Video Permission form completed if necessary?</i>

Teacher / visit organiser signature:

Member of farm staff signature:

Date:

A copy of this pre-visit record should be retained by the farm and a copy provided to the teacher / visit organiser.



