

This classroom activity is aimed at pupils in **Years 4 – 6.**

It was written for a World of Work session. But it would also be suitable for any topics that included the growing of plants or seasonality of food

This activity covers the following areas of learning:

* Where does our food come from? (plants and animals)
* Types of farms in the UK (livestock, arable, mixed)
* Identifying the main crops grown on UK farms
* Matching products with the crops grown on UK farms
* Seasonality of fruit and vegetables
* What is it like to be a farmer?

Resources:

* PowerPoint presentation
* Teacher Notes
* A crop / product matching worksheet sheet (slides 9 and 10 of PowerPoint)
* A seasonal shopping bag worksheet (slide 14 of PowerPoint)
* A series of fruit and vegetable cards (<https://www.foodafactoflife.org.uk/>)

You will also need:

* Coloured pens / pencils
* Large pieces of paper for children to lay on and draw round themselves

**Teacher Notes**

**Using the PowerPoint**

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| **Slide 1 & 2**  Think & share activity | Ask the children what they think farming is.  Ask them to think about what they might find on a farm.  Why do we have farms?  Can they tell you what things we get from the plants and animals on the farm?  Can they tell you a non food product we get from a farm animal, e.g. wool from sheep |
| **Slide 3**  Think & share activity | There are 3 main types of farms in the UK.  Using the pictures, can the children guess what those types are? |
| **Slide 4**  Information & knowledge | The three main types of farms are:   * Livestock (animals) * Arable (plants) * Mixed (both animals and plants)   **Extra activity:**  You may like to relate the type of farming to your region.  Types of farms in an area are governed largely by weather and type of soil / terrain. For example the hill farms of Wales and Cumbria are best suited to sheep farming but the flat land, soil and climate of Lincolnshire and Norfolk is best suited to arable farming. Children could research the main type of farming in their area (North West, North East, South West etc) and explain why it is suited to this type of farming. |
| **Slide 5, 6 & 7**  Think & share activity | Introduce the idea that they are going to learn more about Arable Farms and the crops that grow on those farms.    Can the children name any crops that are grown on UK farms?  On your whiteboard write a list of the children’s’ suggestions. |
| **Slides 9 & 10**  Activity / task | Can the children match a product to a crop?  Children could have copies of slides 9 & 10 so that they could complete this task in small groups. |
| **Slides 11 & 12**  Activity & knowledge  Extra activity idea | Go through the answers with the class. To add a bit of interest you could have the products in a shopping bag. As you, (or a pupil volunteer) selects a product from the bag the rest of the class must tell you which crop it is connected to.  If you can obtain some rape seeds you could grind the seeds with a pestle and mortar. You should be able to see a small amount of oil.  The same goes for wheat seeds that are ground in a table top hand grinder – you will get a small amount of flour.  <https://www.grainchain.com/>  <https://www.foodafactoflife.org.uk/> |
| **Slide 13**  Think & share  Information & knowledge  Think & share | **A bit of revision!**  Ask the children what plants need to be able to grow.  Relate to previous learning or growing projects in school.  It is the same for crops on a farm. They need the same things.  Ask the children if they think all crops grow all year round? Introduce the term “Seasonal”. Most fruit and vegetables grow at certain times of the year. Can the pupils think why? Link to what plants / crops need in order to grow. |
| **Slide 14**  Activity preparation  Activity  Answers  Organising the activity  Time limit  What did pupils find out? | **Game time!!**  Let’s see what fruit and vegetables grow in each season.  You will need to print off enough copies of slide 14 so the children can work in small groups.  You will also need to print off the cards with the fruit and vegetables on. There are sets of fruit and vegetable cards to download on the  Food a Fact of Life website; <https://www.foodafactoflife.org.uk/> .  Write on the back of the cards the season in which they grow. See the list at the end of these notes.  Discuss and decide with the children, which months are in which season. They may like to write the months on their shopping bag sheet.  Spring; March, April, May  Summer; June, July, August  Autumn; September, October, November  Winter; December, January, February  You can adapt the game to fit the size of group and space you have.  As a suggestion, hide the individual fruit / vegetable cards around the classroom / hall / playground. The pupils work in groups. An individual from each group is sent to find a card. The group then put the answer on their shopping bag sheet. Once they have written their answer down, another individual should replace the card where they found it and find another.  If you prefer, you could have 2 or 3 members of staff who hold the cards and an individual from each group collects / returns the card rather than having to search for the hidden cards.  Give the groups 2 to 3 minutes to play the game.  Did the children find fruit / vegetables from each season?  Was there a season that provided more fruit or vegetables?  When do most fruit grow?  When do most vegetables grow?  Can we grow all fruit and vegetables in the UK? Think of exotic fruit such as mangos and bananas.  Why can’t we grow those fruit in the UK?  **As an extra activity**; can the pupils research the advantages and disadvantages of only eating fruit or vegetables that are in season?  **Advantages:**   * **Better flavour** as not been stored or transported for long periods of time. * **Better nutrition** as plants picked when ripe which means the vitamins and minerals have had time to develop * **Often cheaper** as there is likely to be a greater supply * **Helps reduce food miles** as you are buying what grows in your local area rather than transporting from around the world * **Supports local economy** as buying seasonally may mean you can buy from a market / farm shop * **Fresher** as the food hasn’t been transported or stored   **Disadvantages**   * **May mean a restriction in choice.** Strawberries don’t grow in winter in the UK * **May need to develop cooking skills** in order to prepare dishes with seasonal fruit / vegetables. But.... this may not be a bad thing!! * **May mean a reduction in available vitamin and minerals** due to less choice * **Less choice...... more boring???** |
| **Slide 15**  Activity | **The Farmers**  Let’s think about those people who look after the crops.  Split the class into groups of 3 or 4. Give each group a piece of paper big enough for one of the members of the group to lie on whilst someone else draws round them.  Using the outline of the pupil, the children could draw a picture of a farmer.  On the left hand side of their picture, ask the children to answer the following:   * What it is like to be a farmer * What qualities does a farmer need to have * What subjects does the farmer need to be good at   Watch one or both of the suggested video clips below. Then ask the pupils to answer the three questions above again. Writing their responses on the right hand side of their picture.  <https://www.whyfarmingmatters.co.uk/using-the-videos>   * As a suggestion, watch the arable, sugar beet or strawberry video   <https://youtu.be/o3mov6oKoUI>  Were the pupils’ answers the same or different? What surprised them the most? How many jobs are involved in looking after crops and producing our food? What subjects are important if you are to work in farming? |

**Seasonal Availability of Fruit and Vegetables**

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| **Spring**  Carrots  New potatoes  Asparagus  Spring onion  Spring cabbage  Lettuce  Spinach  Cauliflower  Radishes  Peas  Rhubarb | **Summer**  Carrots  Potatoes  Beetroot  Lettuce  Spinach  Broccoli  Radishes  Peas  Gooseberries  Blackberries |
| **Autumn**  Carrots  Potatoes  Beetroot  Savoy cabbage  Broccoli  Radishes  Blackberries  Elderberries | **Winter**  Potatoes  Beetroot  Parsnips  Celery  Savoy cabbage  Cauliflower  Pomegranate |

**Additional suggestions:**

To enhance this area of work further you could:

* Take your class on a farm visit
* Ask a farmer to come in to school to talk to the pupils
* Sign up to “Farmer Time” <https://leafuk.org/farmertime/home>
* Chat with your LEAF Education Regional Consultant who can offer a range of support in this area [www.educationleafuk.org](http://www.educationleafuk.org)