



What's going on this week?

The government is trying to encourage greener farming methods and believes that the next generation of farmers will be best equipped to make these changes. The government hopes younger farmers will be more open to new nature-friendly farming ideas and would be more likely to set up other businesses, such as campsites, to diversify how farmland is utilised. It also wants to encourage sustainable approaches to farming, which can help get the best out of the farm at the same time as caring for the environment.

Main question:

How important is the role of farmers?

Listen, think, share

- Look at this week's poster. Talk about what we can see. Explain that it shows a young farmer with her sheep on a farm. Share our own experiences of farming, have you ever been to a farm or do you know any farmers? Talk about what you know about their responsibilities.
- Talk through some of the examples and different ways that farmers and agriculture impact on our everyday lives, e.g. from the food we eat to the clothes we wear.
- Read through the information about the proposals and comments found on the assembly resource. Share your thoughts about the scheme. Do you think that younger farmers will be more likely to make changes to how they farm?
- Does anyone know what we mean by 'sustainable'? Explain that the government wants to ensure farms are more sustainable. Why do you think they want to do this? Do you think it's important for farms to be sustainable?
- Watch this week's useful video (link found overleaf), which shows a family's sustainable approach to farming. Talk through some of the techniques that are used and how important you think it is to ensure that farms are sustainable.

Reflection

Farmers have an important job and play a vital role in ensuring we all have food to eat. Like many things, farming has changed over time. As we learn more about sustainability, and as technology improves – so will the ways we farm.



KS1 Focus

Question:

What does a farmer do?

Listen, think, share

- Write the word 'farm' on the board. Have you ever visited a farm? Can you name any farm animals? Does anyone in your class live on or near a farm?
- Explain that a farm is a place where crops are grown or animals are reared. A farmer is a person who owns, works on or manages a farm. What jobs do you think a farmer might do?
- Look at resource 1, where some farmers share some information about what they do on their farms. Can you think of anything else a farmer might do?
- Matthew owns a petting farm, where the public can visit. Sometimes you can stroke and feed the animals. Have you ever visited a farm like this? If not, would you like to?
- Explain that there are many different farms. Lorna's farm is an arable farm. Arable farms just grow crops, vegetables and plants. Pastoral farms just have animals such as pigs, sheep, goats, cows, hens. There are even farms that have animals and crops.
- Do you think the farmers who work on different types of farms will all do the same things? Discuss that different types of farms will need to be looked after in different ways.

Reflection

A farmer is a person who owns, works on or manages a farm. There are many different types of farm so each farmer will have a slightly different job to do.



KS2 Focus

Question:

How has farming changed over time?

Listen, think, share

- Farming is the business or activity of growing crops or raising animals. Have you ever been to a farm? Do you know anyone who lives on a farm? What do you think being a farmer involves?
- Explain that farming can be very different depending on the type of farm and how it is run. Looking after a farm can involve many different tasks from caring for animals or crops to farm maintenance such as fencing, hedge cutting and drainage. Do you think you would enjoy working on a farm?
- Over time, farming has changed. Look at resource 2, which explores some of these changes. Why do you think farming has changed?
- The population across the world has increased, meaning we rely on more meat and crop produce than ever before. Over time, farmers have utilised all the land and used chemicals and other resources to increase produce so fewer crops or animals are lost to disease. Do you think using chemicals to ensure more food is produced to meet demand is important? How important is it to consider the environment?
- Some farms have diversified to increase their income. Can you think of any examples of this? E.g. petting farms, farm shops and cafes, camping or glamping sites, bed and breakfasts. Do you think all farms should do this? Why?

Reflection

Farming has changed over time. Advances in technology and science and an increase in population have played a role in this. As things change, it is important to consider the impact it has on other things such as the environment.



KS2 Follow-up Ideas

Option 1: Find out more about farming! Ask the children to share questions they might ask a farmer and record on the board. Explain that you are going to write a letter to a farmer to find out more about what they do. This could be a farmer in your locality or one further away so you can make comparisons. Use the following structure:

- Introduction – why you are writing?
- Paragraph 2 – what you know about farming, what interests you about it.
- Paragraph 3 – what else would you like to find out? What is a typical day like?
- Conclusion

Send your letters!

Option 2: Farm science! Explain that there are many examples of science we come across on the farm. Explore one or more of the following:

- Growing crops – what does a seed need to germinate?
- Survey habitats of animals and birds such as hedgerows.
- Look at different grains such as wheat, barely, rice, oats.
- Explore food chains for different animals on the farm.
- Create a list of food from the farm and sort it into different categories e.g. arable/pastoral, dairy/poultry.
- List farm animals and the food they produce.



KS1 Follow-up Ideas

Option 1: If possible, share some pictures of farm animals. Think about:

- What is this animal?
- What noise does it make?
- How would you describe the way it looks?
- How would you describe the way it moves?
- Which is your favourite farm animal and why?

Write the following sentence on the board:

‘The large cow twirls its long tail.’

Pick out the adjectives, nouns and verb in the sentence. Ask the children to use this as a model for their own farm animal sentence e.g. The speckled hen flaps its wings. The woolly sheep twitches its short tail. You could even collect the sentences to create your very own farm animal class poem!

Option 2: Ask the children to create a collage of their favourite farm animal. Explain that a collage is a piece of art that is created by sticking pieces of paper or other fabrics/materials onto a background. Think about:

- What animal will you collage?
- What might you use to create it? E.g. tissue paper for a hen, cotton wool or scrumpled white paper for a sheep.
- How will you stick/attach the pieces?

Display your farm animal collages in class.



This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/science-environment-57149744

This Week's Useful Videos

Meet the family of eco-friendly farmers

www.bbc.co.uk/newsround/49374399

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Agriculture – the science or practise of farming.

Talk through some of the different ways that farmers and **agriculture** impact on our everyday lives.

Diversify – increase the variety of products or things you can do.

...set up other businesses such as campsites, to **diversify** how farmland is utilised.

Generation – all the people born and living at about the same time.

The next **generation** of farmers will be best equipped to make these changes

Sustainable – causing little or no damage to the environment, therefore able to continue for a long time.

Do you think it's important for farms to be **sustainable**?

Techniques – a way of carrying out an activity, particularly one that requires skill.

Talk through some of the **techniques** that are used.

Utilised – to use something in an effective way.

...set up other businesses such as campsites to diversify how farmland is **utilised**.