

Farmer activity 1 **Farm zoom**

**Age
range:**
7-11

Duration:
Approx 60 minutes
to include worksheet
activity

Aim

For pupils to find out what real farms look like and how they shape the landscape.

Learning objectives

Pupils should learn:

- How to use aerial photographs to describe what places are like
- To compare/contrast different types of farm, identifying them and the various elements that make up farms
- Why different types of farming take place in different parts of the country



Curriculum links

England

- National Curriculum Geography: 2d, 2f, 3a, 3d, 3f, 4a, 4b
- English En1 3a group discussion

Wales

- National Curriculum Geography: Skills – Locating places 1, 3, 4, Understanding places 1, Investigating 1, 2, 3, Communicating 3
- English: Oracy Skills – 3, Reading Skills – 6a, b
- Welsh: Oracy Skills – 3

Materials and equipment

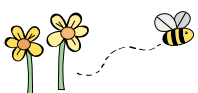
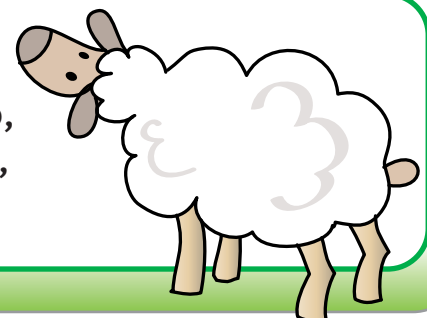
- Digital projector and whiteboard connected to the Internet
- Rough books and pens/pencils
- Copies of Worksheet Fa1 (one per pupil)

Preparation

- 1 Go to www.google.co.uk (not google.com) and click Maps (alternatively, Google Earth can be used for this activity).
- 2 The web page will need to be projected so that the whole class can see.

Key vocabulary

farm, agriculture, arable, livestock, mixed, aerial photo, landscape, outbuildings, barn, shed, tractor, machinery, crops, silage, silo.



Running the activity

a) Introduction:

Go to Farm > Farmer and show pupils the Farmer video to familiarise them with the work of a farmer. Explain to the class that they are going to find some real farms like the one in the video using Google Maps (or Google Earth). They will need to act as detectives, identifying what is and isn't a farm and then find clues to discover what kind of farm it is. Begin by asking what farms are for and ensure that everyone knows that they produce food.



Explain that there are lots of different types of farm, and that the two main groups are arable – which grow crops, and livestock – which raise animals. Farms that do both are known as mixed farms. Write the words 'arable' and 'livestock' on the board.

b) Google Maps:

Project the Google Maps page onto the board and type one of the following rural towns or villages into the search box:

- Nantwich
- Bicknor
- Hawes
- Wedmore
- Outwell

Google will show a Map of that place. Click the Satellite view button to see an aerial view. Ask the class how they can find out where in the country this location is. The answer is to zoom out until the whole of the UK is shown and pupils can see the location marked by an arrow (to zoom out use the slider on the screen or mouse scroll button). Ask which part of the country it is in. Close the address 'speech bubble'.

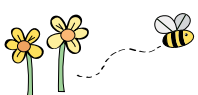
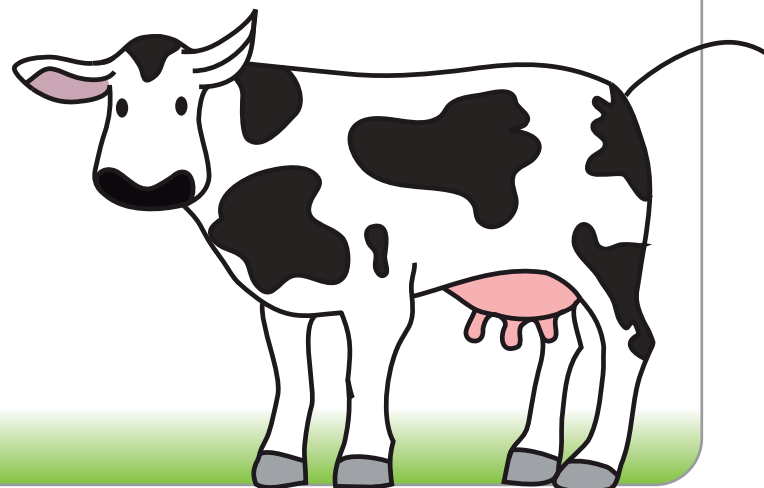
c) Find a farm:

Zoom right in to the town or village and then drag the map around so that the view moves into the surrounding countryside. You should be able to make out individual buildings and roads (if not, zoom further in, but do not go to maximum zoom at this stage). Explain that this view shows aerial photographs. Ask the class to look out for a farm.

d) Discussion:

When someone locates a possible farm, zoom in further and discuss the following questions with the class:

- How can you tell this is a farm?
- What can you see? What is in the fields?
- What type of farm is it: arable, livestock or mixed?
What clues are there?
- What is grown there? What animals might there be?
What food is produced?



e) Comparison:

Ask each pupil to write in their rough books the name of the location (e.g. 'Nantwich Farm') and write five facts that we know about it from the photo, e.g.

- 1 It is a livestock farm 2 There are cattle 3 The fields are mainly grass

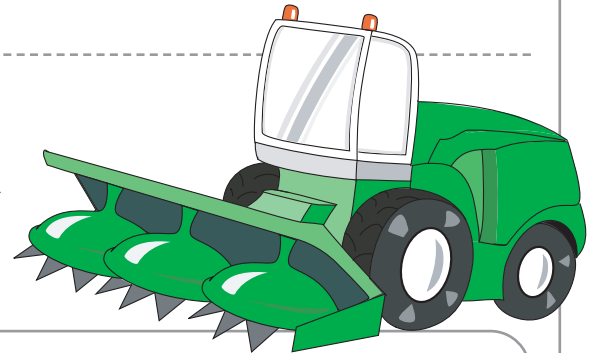
When this has been done, go to a different part of the country by typing in one of the other locations above and repeating the activity, searching for a farm, discussing it and writing five facts.

Compare and contrast the two farms: how are they different?

How does each one affect the landscape/environment?

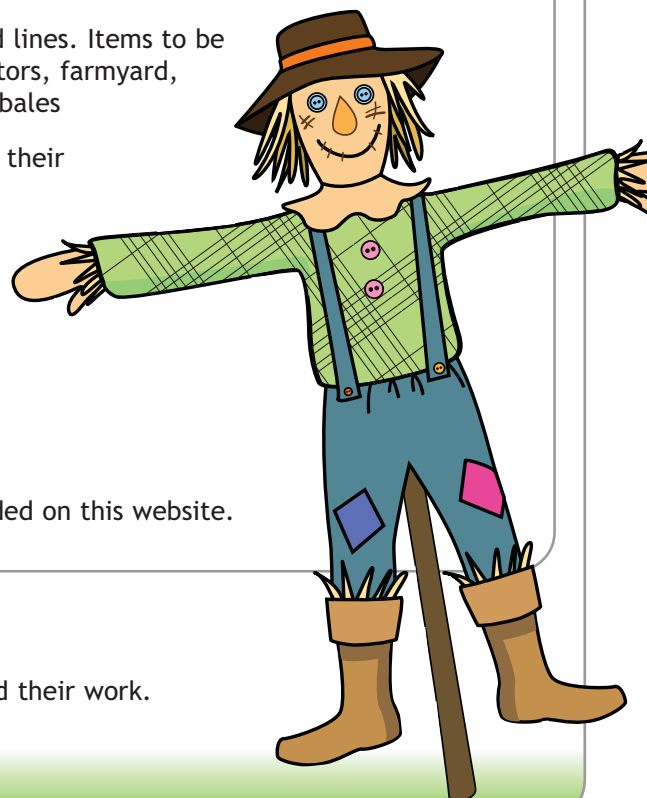
f) Worksheet:

Find a third farm, zooming in as before. Do not discuss this one. Give out the Worksheets Fa1 and explain what to do. Pupils need to tick the items that they can see on the screen and explain what they think each one is for. There is room to add items that are not on the list. Finally, discuss the items and explain what each one is for.



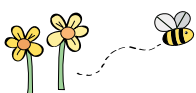
Extension activities

- 1 If a computer suite is available, pupils can find farms themselves using Google Maps, and create a labelled diagram of a real farm as follows:
 - Zoom in to the farm so that the buildings and some fields can be seen
 - Take a screen shot (use the **Print Screen** button) and paste it into a word document
 - Crop the image to show just the farm photo. (Click the picture then the crop icon, then crop each side of the image in turn by dragging. Finally, enlarge the image.)
 - Add labels to the photo by using callouts or text boxes and lines. Items to be labelled might include houses, outbuildings, vehicles, tractors, farmyard, silage, crops, hedges, trees, grain stores, livestock, straw bales
 - Give the diagram a title, add the pupil's name and save in their personal folder
- 2 Discuss further how farming affects the environment: are large or small fields better for wildlife? Are there plenty of trees on the farm? Are there hedges? Does this look like an attractive place to live or visit? How could it be improved?
- 3 Carry out **Farmer activity 2** on this site.
- 4 Organise a farm visit: full details of how to do this are included on this website.

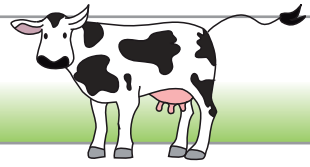


Background information for teachers

Go to **Teachers > Useful links** for more information about farmers and their work.



Fal: Farm zoom



Using Google Maps satellite view, zoom in to look at a real UK farm. You should be able to see an aerial photo of the farm buildings and some of the surrounding farmland.

Complete the table below to identify what you can see. Try to add three items that are not on the list.

| Item | Can you see it? <input type="checkbox"/> | What is it for? |
|---|--|-----------------|
| Farmhouse | | |
| Outbuildings: barns and sheds | | |
| Farmyard | | |
| Livestock (animals) | | |
| Tractor | | |
| Other farm vehicles (e.g. combine harvester, baler) | | |
| Crops | | |
| Bales of straw or hay | | |
| Silage | | |
| Grain store or silo | | |
| Hedges | | |
| Pond | | |
| | | |
| | | |
| | | |

- What type of farm is this? (arable or livestock) _____
- What food do you think this farm produces? _____

When you have finished, draw a sketch map of the farm on the back and label some of the items above.

