



# Farming

## Introduction

The aim of this web site is to provide teachers with a means of

- delivering up to date material.
- using local examples.
- covering a wide range of geographical themes.
- integrating ICT with good classroom practice.
- examining the themes with a sustainable focus.
- applying the differentiated tasks according to ability.

## What is Education for Sustainable Development?

*“Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.”*

**(Panel for Education for Sustainable Development, 14 September 1998)**

## How to use site

The site is designed to allow teachers to integrate the material on the web site into their classroom practice. The material is available in a variety of formats to allow as wide a range of flexibility as possible. The material is available on CD-ROM, and on the Internet. The material can be accessed ‘live’ or downloaded to a single or cached computer.

The material covered within each section is sequential. However the individual topics of each theme may be examined separately. Initially each section is placed in a spatial context and then the relevant geographical themes are explored through a wide range of resources, with tasks and activities throughout. Within each section there is direct reference to the sustainable nature of the area in question. Each section has a terminal task in which the overriding themes are explored. Each section of the site has a Scheme of Work. This outlines the main Teacher activities, as well as pupil activities and links to other sites.

Therefore a wide range of approaches may be adopted when using the site.

- The material may be followed through from beginning to end in a linear fashion, using the tasks within the site and worksheets provided on the teacher’s site.
- Separate areas may be examined as part of a wider unit of work, as exemplar, or applicable tasks.
- Individual pieces of information may be lifted for use with KS3 students or older, or even to address different themes, or different subjects.
- Tasks may be set based on research from the material presented.



## The aims of this section are that students will

- have an appreciation of the wide range of factors that affects farming in a given area.
- realise that farmers have to make balanced decisions in order to ensure that farming is sustainably managed.

## Learning Outcomes

By the end of this section the students will be able to

- Recognise that the nature of farming varies through time and space.
- Understand sustainability in the context of farming.
- Recognise some major landmarks and appreciate that in the Mourne area there are a range of economic activities carried out.
- Locate the Mournes and surrounding settlements within County Down and Northern Ireland.
- Understand the basic principles behind rain forming processes.
- Use and interpret temperature/rainfall graphs.
- Understand that acidic soils are a consequence of a range of factors.
- Realise that a farmer must make decisions regarding the type of farming practised based on physical and human considerations.
- Appreciate that attitudes to farming change through time.
- Demonstrate an understanding of the different points of view of interested bodies and agencies.
- Show an appreciation of the decisions that have to be made from a sustainable point of view in order to meet current needs, and protect the needs of future generations.



# Scheme of Work - Farming

**Activity** - exercise within the site. Individual / Group-work.  
**Worksheet** - PDF printable downloadable file.  
**Differentiated** - depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
<ul style="list-style-type: none"> <li>Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that the nature of farming varies through time and space.</li> </ul>	<ul style="list-style-type: none"> <li>Farming placed in context of food production, subsistence, commercial, increased mechanisation &amp; decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate text material. Discuss images of subsistence/commercial farming.</li> <li><b>Individual</b> click and drag factors.</li> </ul>	<ul style="list-style-type: none"> <li>[U][D] Explain to others why factors were put in order of importance.</li> </ul>
<ul style="list-style-type: none"> <li>Introduction - Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Understand sustainability in the context of farming.</li> </ul>	<ul style="list-style-type: none"> <li>Definition "meeting the needs of future generations without compromising the ability of future generations to meet their own needs."</li> </ul>	<ul style="list-style-type: none"> <li><b>Group-work Discussion</b> Initial thoughts on what is meant by sustainability. Comparison with pop up fact.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet A[D]</b></li> <li>Range of words/phrases - which would be most appropriate in defining sustainability.</li> <li>Link the words together to create a complete paragraph.</li> </ul>
<ul style="list-style-type: none"> <li>Mournes - Overview</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some major landmarks and appreciate that in the Mourne area there are a range of economic activities carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Students directed to images, click on photographs to reveal information.</li> </ul>	<ul style="list-style-type: none"> <li><b>Individual/group work</b></li> <li>Based on text/photo information, complete drag and drop activity.</li> </ul>	<ul style="list-style-type: none"> <li>[U][D] Students ask each other about region based on available information.</li> </ul>
<ul style="list-style-type: none"> <li>Towns and Villages</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Mournes and surrounding settlements within County Down and Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>Locate region in Co. Down. Pop/area of settlements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Individual</b></li> <li>Based on settlement size/area relationship, drag and drop names to settlements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet B [D]</b></li> <li>Reinforcement exercise area/size relationships.</li> <li><b>Worksheet C[U][D]</b></li> <li>Based on the Mourne 1:50 000 map</li> </ul>
<ul style="list-style-type: none"> <li>Climate and Soil</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic principles behind rain forming processes.</li> </ul>	<ul style="list-style-type: none"> <li>Explanation of rain forming processes. Basic outline of either Relief or Frontal rain or both - warmed moist air rises, cools, condenses etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Group-work</b></li> <li>Students discuss processes illustrated.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheets D[U][D]</b></li> <li>Students produce Why rain occurs diagrams and complete explanations in notebook.</li> </ul>
<ul style="list-style-type: none"> <li>Temperature/ rainfall graphs</li> </ul>	<ul style="list-style-type: none"> <li>Use and interpret temperature/ rainfall graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Outline of the information needed and the purpose of temperature/rainfall graphs as geographical tools.</li> </ul>	<ul style="list-style-type: none"> <li><b>Group-work/ individual</b></li> <li>Complete graphs through answering activity.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheets E[U][D]</b></li> <li>Draw and label temperature/rainfall graph.</li> <li>Label and colour code using the techniques outlined.</li> <li>Describe as appropriate.</li> </ul>



## Scheme of Work - Farming Continued

**Activity** - exercise within the site. Individual / Group-work.  
**Worksheet** - PDF printable downloadable file.  
**Differentiated** - depending on ability, age range, differentiation can be upward or downward.

Topic titles	Learning outcomes	Teaching activities	Pupil activities	Further activities [Differentiation U - upwards D - downwards]
<ul style="list-style-type: none"> <li>Soils</li> </ul>	<ul style="list-style-type: none"> <li>Understand that acidic soils are a consequence of a range of factors.</li> </ul>	<ul style="list-style-type: none"> <li>Outline how heavy rainfall, impermeable rock and vegetation contribute to acidic soils.</li> </ul>	<ul style="list-style-type: none"> <li><b>Group-work</b></li> <li>Discuss interaction of factors illustrated.</li> </ul>	<ul style="list-style-type: none"> <li>[U] Complete a paragraph to answer the question "Why does the Mourne region have acidic soils?"</li> </ul>
<ul style="list-style-type: none"> <li>Land-use</li> </ul>	<ul style="list-style-type: none"> <li>Realise that a farmer must make decisions regarding the type of farming practised based on physical and human considerations.</li> </ul>	<ul style="list-style-type: none"> <li>General background relating to physical and human influences on farming.</li> </ul>	<ul style="list-style-type: none"> <li><b>Group-work</b></li> <li>Discussion of crops.</li> <li>Drag correct crops to the farmer's fields!</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet F[D][U]</b></li> <li>Match the crop/land use to the specific requirement.</li> </ul>
<ul style="list-style-type: none"> <li>Meet the Farmer and his family</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate that attitudes to farming change through time.</li> </ul>	<ul style="list-style-type: none"> <li>General outline of the changing attitudes to farming over time and the decreasing levels of profitability.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity individual</b></li> <li>Listen to/read each point of view.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet G[D]</b></li> <li>Put the correct phrases under the different members of the family.</li> </ul>
<ul style="list-style-type: none"> <li>The future</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the different points of view of interested bodies and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Outline of the different groups/factors who or that have an influence over the farmers decisions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity Group-work</b></li> <li>Each group allocated a problem/possibility and outline main points to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Worksheet H[D][U]</b></li> <li>Fit the attitudes to the group.</li> </ul>
<ul style="list-style-type: none"> <li>Decision time</li> </ul>	<ul style="list-style-type: none"> <li>Show an appreciation of the decisions that have to be made from a sustainable point of view, in order to meet current needs and protect the needs of future generations.</li> </ul>	<ul style="list-style-type: none"> <li>Options and idea of consequences (see saw).</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity Individual</b> Decision time</li> <li><b>Activity Individual</b> The way ahead.</li> </ul>	<ul style="list-style-type: none"> <li>Printable version Differentiated within activity.</li> </ul>