



Farming Enhancement Programme

Updated September 2026

As a rural school, we are uniquely placed to draw upon the rich knowledge, experiences and expertise found within our local farming community. Our Farming Enhancement Programme recognises that many of our pupils bring a wealth of knowledge about farming and rural life into school, often developed through first-hand experiences at home and within the community. We place great value on this knowledge, using it as a foundation for learning and demonstrating that pupils' lives beyond the classroom matter to us.

The programme is designed to help children make meaningful connections between farming, a significant feature of many of our pupils' present lives and future aspirations, and the subjects they encounter at school. Rather than teaching specific farming content, we provide opportunities for pupils to engage with real-world contexts and to see the relevance of school subjects within the environment that surrounds them.

Working alongside local farmers and agricultural professionals, pupils visit farms throughout their time at school. Hosts are briefed on the areas being explored, enabling them to highlight authentic links between their work and disciplines such as science, geography, history, mathematics, design technology and environmental studies. Pupils are encouraged to approach these experiences with curiosity, asking thoughtful questions and engaging in meaningful discussions that deepen their understanding.

Through this programme, children develop confidence in discussing their own experiences and learn to recognise the value of the knowledge and skills they already possess. They grow in their understanding of how different subject disciplines help us interpret and understand the world around us, while developing curiosity, communication skills and a sense of pride in their local community and heritage.

The impact of the programme is evident in pupils' engagement, the quality of their questioning, their ability to make connections across different areas of learning and their growing appreciation of the knowledge, skills and opportunities that exist within their local community. By valuing pupils' experiences and providing authentic learning opportunities, the Farming Enhancement Programme enriches the curriculum and helps children see themselves, their families and their futures reflected in their education.

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

Below is our four-year rolling Farm Enhancement Programme designed for EYFS to Year 6, so that children can revisit themes at increasing depth. It is aligned to the National Curriculum (Science, Geography, Design & Technology, PSHE, English and Maths links).

The structure of this rolling programme is that Year A-D repeat on a four-year cycle. Each year has an EYFS, KS1 (Y1-2), lower KS2 (Y3-4) and upper KS2 (Y5-6) focus and seasonal learning is embedded where possible.

The Livestock Hotel forms an integral component of the programme, providing pupils with meaningful, hands-on opportunities to develop a deep understanding of animal care and welfare. This provision supports the cultivation of responsibility, empathy, and respect for living things, reinforcing key values that underpin the wider educational experience.

Throughout the academic year, structured opportunities are embedded across the programme to ensure continuity and progression in pupils' learning about animal care. These experiences enable children to apply knowledge in practical contexts, fostering both confidence and competence in managing the needs of animals responsibly.

In addition, specific pupils are appointed to the role of *Animal Ambassador*. These individuals take on designated responsibilities for supporting the care and wellbeing of the animals, acting as role models for their peers and promoting high standards of practice. This role not only enhances pupils' sense of ownership and leadership but also strengthens the collective commitment to maintaining a safe and nurturing environment for all animals within the setting.

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

YEAR A – ANIMALS ON THE FARM

Focus: Cows, Sheep and Pigs (life cycles, care and food production)

Visits:

- ❖ A vet to come into school to talk to the children about how to care for animals and potential problems to look out for.
- ❖ A sheep shearing demonstration (Yorkshire Show).
- ❖ A diary/ beef farm, sheep farm and pig farm- on the visit ask the farmer to explain what a day in their life would look like.

Year group	Key themes:	Objectives:	Activities:
EYFS	❖ Where food comes from ❖ Baby animals and adult animals ❖ Caring for animals	❖ Understanding the World: Talk about farming and animals ❖ Communication & Language: Ask and answer questions ❖ PSED: Caring for living things	❖ Meet animals, collect eggs/milk props ❖ Role play: Farmer, vet ❖ A vet to come to school to speak to the children ❖ Story focus
	Key learning:		
KS1 (Year 1–2)	❖ Cow, sheep and pig life cycles ❖ What they eat and where they live ❖ Wool, milk and meat (sensitively taught)	❖ Science: Identify animals and their offspring ❖ Science: Describe what animals need to survive	❖ Feeding animals ❖ Sorting products (wool jumper, cheese, bacon packet) ❖ Simple food chains

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

		❖ Geography: Use basic vocabulary for farms and countryside	
Lower KS2 (Year 3–4)	❖ Ruminants vs non-ruminants ❖ How animals are cared for all year round ❖ Ethical farming and welfare	❖ Science: Animals including humans – nutrition and digestion ❖ Geography: Land use in the UK ❖ DT: Where food comes from	❖ Compare diets of animals ❖ Mapping fields and grazing ❖ Sheep shearing demonstration
Upper KS2 (Year 5–6)	❖ Breeding, genetics and sustainability ❖ Carbon footprint of livestock ❖ Farming debates (local vs imported food)	❖ Science: Life cycles and reproduction ❖ Geography: Human-environment interaction ❖ PSHE: Food choices and responsibility	❖ Debate: Is British farming important? ❖ Compare intensive vs extensive systems ❖ Write a farmer's diary

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

Year B – Crops: from seed to shop

Focus: Growing, harvesting, processing, selling and consuming food

Visits/ assembly:

- ❖ Invite an agronomist into school to do an assembly about their job role and why it is so essential.
- ❖ An assembly where a video is shown of the whole cycle of the process of growing crops- possible visit to a farm to show the crops in the field. Discussion around the best land for different crops (link to KS2 geography unit).

Year group	Key themes:	Objectives:	Activities:
EYFS	❖ Planting seeds ❖ Growth and change	❖ Understanding the World: Explore plants ❖ Physical Development: Digging and planting	❖ Plant seeds ❖ Watering routine ❖ Harvest vegetables
	Key learning:		
KS1 (Year 1–2)	❖ What plants need to grow ❖ Simple crop examples (wheat, potatoes)	❖ Science: Identify and name plants ❖ Science: Observe growth over time ❖ Geography: Where food comes from	❖ Grow wheat or vegetables ❖ Taste test foods ❖ Visit farm shop
Lower KS2 (Year 3–4)	❖ Sowing, growing and harvesting cycles ❖ Farm to factory to shop ❖ UK vs imported crops	❖ Science: Functions of plants ❖ Geography: Trade and transport of food ❖ DT: Food preparation	❖ Threshing grain ❖ Make bread ❖ Label supply chains

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

			❖ Create a seasonal Farming Calendar (in pairs): Explore what happens on a farm during different seasons (planting, growing, harvesting).
Upper KS2 (Year 5–6)	❖ Crop rotation ❖ Seasonal eating ❖ Consumer choice	❖ Science: Reproduction in plants ❖ Geography: Economic activity and trade ❖ Maths: Weights, measures, profit	❖ Create a seasonal Farming Calendar: Explore what happens on a farm during different seasons (planting, growing, harvesting). ❖ Budget a crop ❖ Design a farm product ❖ Analyse food miles.

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

Year C – Farming through time & technology Focus: History, machines, innovation and change			
Year group	Key themes:	Objectives:	Activities:
EYFS	❖ Old and new ❖ How jobs change ❖ Farm vehicles and tools	❖ Know some similarities and differences between things in the past and now	❖ Then and Now Farm Role Play: Create a split farmyard where children can explore traditional farming (hand tools, baskets) and modern farming (toy tractors, machinery). ❖ Farm Machinery Exploration: Investigate toy tractors and combine harvesters; discuss what they do and how they help farmers. ❖
	Key learning:		
KS1 (Year 1–2)	❖ Farms in the past and present ❖ How machinery helps people ❖ Jobs on the farm	❖ History: Changes within living memory ❖ DT: How machines work	❖ Compare photographs of local farms from different periods. ❖ Draw and label a "farm of the future". ❖ Explore simple mechanisms in farm machinery (wheels, axles, levers).

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

Lower KS2 (Year 3–4)	❖ Farming through history ❖ Innovation and invention ❖ Working life on farms	❖ History: Stone Age to Industrial Revolution ❖ Science: Forces and motion	❖ Create a timeline of farming innovations. ❖ Compare farming in the Stone Age, Victorian era and today.
Upper KS2 (Year 5–6)	❖ Modern technology in agriculture ❖ Automation and precision farming ❖ Future careers	❖ History: Industrial and modern farming ❖ DT: Mechanical systems	❖ Research how farmers use GPS, drone or robotic technology. ❖ Design a machine to solve a farming problem. ❖ Research agricultural careers that did not exist 20 years ago.

Four-Year Rolling Farm Enhancement Programme (EYFS–Year 6)

Year D– Sustainable & environmental farming Focus: Nature, conservation, climate and the future			
Year group	Key themes:	Objectives:	Activities:
EYFS	❖ Compassion for nature ❖ Mini-beasts and habitats	❖ Bugs, soil, ponds ❖ Caring for the environment	❖ Litter picking ❖ Plant flowers for pollinators.
	Key learning:		
KS1 (Year 1–2)	❖ Habitats on farms ❖ Wildlife and farming ❖ Compassion for the environment	❖ Science: Habitats ❖ Geography: Fieldwork skills	❖ Bird and pollinator survey. ❖ Create posters showing how farmers help wildlife.
Lower KS2 (Year 3–4)	❖ Farming and biodiversity ❖ Rivers, soil and habitats ❖ Environmental stewardship	❖ Science: Ecosystems ❖ Geography: Physical features	❖ Investigate hedgerows and their importance. ❖ Create a poster about litter in our local area
Upper KS2 (Year 5–6)	❖ Regenerative farming ❖ Renewable energy on farms ❖ Food security	❖ Science: Evolution and adaptation ❖ Geography: Climate change ❖ Citizenship: Sustainable choices	❖ Write a newspaper article about the problems with litter in our local area. ❖ Food security linked to current global issues.