History Planning: Farming Through Time

Core Text:	**EYFS:**
How did that get in my lunchbox – all about farming Subscription to the Farmers Weekly	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
Big Ideas: Society Economy Achievements and Legacy	**Vocabulary:** Past, present, future, chronology, farming, agriculture, changes, society, economy, legacy, achievements

Rationale – As nearly all of our children at Lealholm are farmers and with the National Curriculum wanting children to explore a change within living memory of 'change in National Life', we have decided to teach our children about 'Farming Through Time' to ensure meaningful, rich learning experiences are delivered that fascinate and excite our children.

Overview

The children will be following our strong sequence for teaching History:

1) Pre-assessment— establish/recap what is already known e.g. about the period or civilisation and how this fits with other periods
2) Origins—lead up to the period studied, timelines, geography, links to other periods, civilisations, societies etc.
3) Key events, famous individuals—build up knowledge and understanding of the period studied
4) Sources of evidence—build up knowledge and understanding by using and evaluating sources of evidence e.g. to learn about everyday lives
5) Enquiries—use knowledge and skills to answer big questions about the period studied
6) End of unit recap and assessment—What is now known? Which skills have been developed? What would pupils still like to know more about?

This will ensure children can confidently articulate their learning, whilst also placing their learning in the much larger, abstract concept of History in a winder sense. The use of 'Mr T Does History' timelines will be used as a vehicle for comparing and contrasting and to model children's use of historical vocabulary, so that children are equipped with the necessary skills and knowledge to think and act like historians, to become future changemakers.

PRE-ASSESSMENT	***Lesson 1: I can collect my current knowledge of farming.***
I do	Signpost **Big Ideas** focus for the lesson – society and achievements (stick on whiteboard and discuss their meaning). *Prior to lesson – ask for photos of family farms in class. Children to stick in Mr T Timeline. Ask the broad question 'What do we know about farming today?' Capitalise on the children's own farming experience – dairy farming, sheep farming, crop growing etc. Collect children's responses on whiteboard spider diagram and make a PicCollage for books.
We do	Pair children who have brought in a photo of their farm with children that have not/do not live on a farm. Children to discuss the similarities/differences of their farm pictures and the purposes their farms serve. Feedback to class, add to spider diagram as appropriate.
You do	Children to stick in photos of their farm into their books. Children who don't have photo have a photocopied version of a photo of their friends farm.

	Children to write a summary of their farm, the purpose it serves, what they do. Stick in Pic Collage underneath of class discussion.

ORIGINS	***Lesson 2: I can explore changes to farming within the last 100 years.***
I do	**Big Ideas:** Society and achievements. Remind children of prior learning – looking at their farms or farms local to them. Play this video to introduce the idea of change through time: Explainer: How has farming changed over time? [KS2] - Videos for teachers - Classroom resources - The Regenerators - BBC Bitesize Share UK farming photos in 1920's. Children to first reflect on photos independently. Children to also explore artefacts, pictures and letters from the time about society through looking at pictures of typical housing, modes of transport etc.
We do	With partner talk in MPA pairs, children to label the picture with what they can see and make comments on the speed and ease of farming in the pictures.
You do	Children to complete the enquiry question 'Farming in the 1920's did not work'. Lots of explicit teacher modelling and a two-sided debate set up – share rules for debate with the class. 'Now we have seen primary/secondary sources from farming in the 1920's and the video of Plenty's robotic farm, let's discuss whether farming worked or not in the 1920's. Y1 – Have three thought bubbles with different opinions, children pick which number thought bubble they agree with most and explain why. Discussion followed by a write up. Y2 – Children to write a balanced argument following a WAGOLL structure – 'In some ways farming did work in 1920 because… However, farming did not work as well as it could because…'

KEY EVENTS	***Lesson 3: I can consider reasons for change to farming.***
I do	**Big Ideas:** Society and Economy Use Trio Time to recap prior knowledge: 1) What are the Big Ideas? 2) List three ways farming has changed over time. 3) Predict a problem for farming in the future. Explain today we are exploring why farming has changed.

We do	Have 6 pictures on the board of farm machinery, from horse and plough, early tractors, modern tractors, robots, AI etc. Ask children to write the chronology by the number of the pictures from longest time ago to most current.
You do	Children to cut and stick the correct chronology of the evolution of farm machinery. Children to choose two pictures to compare the visible changes. Last 30 minutes of lesson: Using Digimaps, look at historical land change of Lealholm contrasted to Lincolnshire. Children will find that land use in Lealholm has barely changed but in Lincolnshire farms have shrunk or disappeared for houses. Children to write a prediction paragraph about the impact of less farm space on society.

SOURCES	***Lesson 4: I can understand the impact of changing society on farming***
I do	**Big Ideas:** Society and Economy Children to re-read their prediction paragraph about the impact of less farm space on society. **Trio Time:** Children to sort the artefacts and images into then and now. Discussion, using video, about how an increased population puts pressure on food production and farming in a twofold way – more crops need producing at a speedier rate and they have less space to produce more crops as land use becomes more precious and in demand. Print out the Agriculture Act 2020 and summarise for the children. What problem are the government trying to prevent here? Incentivising? Inside a New Vertical Farm Full of Robots - YouTube
We do	Visit a robotic milking farm, armed with questions to ask the farm owner.
You do	Using screenshot Digi Maps print, children to answer the question 'Why has farming needed to change?' Children to re-watch robotic tower farm video and reflect on robotic farm knowledge. Images to compare: – horse and plough vs tower farm - society - Hand planting crops with rotational robot spreader – achievements. - Tower farm vs vast expanses of field – society and economy.

ENQUIRY LESSON 1	***Lesson 5: I can answer our enquiry question***
I do	**Big Ideas:** Society, Legacy, Economy, Achievements. Recap prior learning through questioning about learning so far. Signpost big ideas and ask children to define in the context of farming.
We do	Children to create their own chronology using pictures from the robotic milking farm, source evidence from previous lessons and printed pictures/Digi Maps land use screenshots as a class on sugar paper.

You do	Year 1: 'How and why has farming changed across time?' – children to have a word bank/sentence starters as appropriate/draw pictures to showcase their knowledge. Word bank to include Big Idea vocabulary – society, land use, increased population. Year 2: 'Farming needs to constantly evolve to match society'. Do you agree or disagree? Why? Word bank to support.

ENQUIRY 2	***Lesson 6: I can visit a local farm to explore how our families have adapted between generations.***
I do	**Big Ideas:** Economy Discussion and questioning to summarise children's written responses to enquiry question last week. Trio time to explicitly define vocabulary summary – agriculture, society, economy.
We do	Children to pre-empt the problems faced by current farms by writing on a post it challenges farms are facing nowadays.
You do	Visit the Smith or Foster farm to gain insight into their lives. Where do they sell their goods to? Fosters to Tesco for example. What challenges happen between farms and big companies? Have food packaging to explore when back at school- is fair to farmers really fair to farmers? Pic Collage for books with snapshot speech bubbles linked to our big ideas from children's comments or parents explanations. *sensitivity around financial implications of questioning farming families to be aware of…

END OF TOPIC ASSESSMENT	***Lesson 7: I can summarise my knowledge. I can be a changemaker about a problem important to me.***
I do	Explain children will be completing the Knowledge Organiser in books as a written evidence of their understanding of our topic, adapted for Y1/2 children.
We do	As a class, write a letter or film a video to the government about our three recommendations based on our exploratory learning to the farming industry about how the government can support.