

# Sow, Grow and Farm

**Name**





These activities are for you to do at home. You can do all of them or choose the ones that you find most interesting.

## Activities

1. Learn about agriculture and farming in the UK and worldwide using a range of sources. Create a mind map to organise and record your findings under headings of your choice, then use your mind map to write a non-chronological report. Include a title, an opening paragraph, subheadings, detailed and interesting facts, precise topic vocabulary and images with captions.

**Agriculture and farming**



2. Research the following terms and write a definition for each to create a project glossary. Add other topic-related words to your glossary as you complete the other home learning activities.

allotment \_\_\_\_\_

\_\_\_\_\_

arable farming \_\_\_\_\_

\_\_\_\_\_

commercial farming \_\_\_\_\_

\_\_\_\_\_

floriculture \_\_\_\_\_

\_\_\_\_\_

market garden \_\_\_\_\_

\_\_\_\_\_

mixed farming \_\_\_\_\_

\_\_\_\_\_

organic farming \_\_\_\_\_

\_\_\_\_\_

pastoral farming \_\_\_\_\_

\_\_\_\_\_



3. Use the BBC Food and Good Food websites to find out which foods are in season in the UK throughout the year. Complete the table, listing seasonal foods by month. Afterwards, use the BBC Good Food website to find a recipe for a seasonal meal. Write a shopping list, then prepare the meal with an adult.

<b>January</b>	<b>February</b>	<b>March</b>
<b>April</b>	<b>May</b>	<b>June</b>
<b>July</b>	<b>August</b> apple, apricot, aubergine, beetroot, blackberry, crab, French beans, pepper, radish, sea bass, sweetcorn, tomato and venison	<b>September</b>
<b>October</b>	<b>November</b>	<b>December</b>

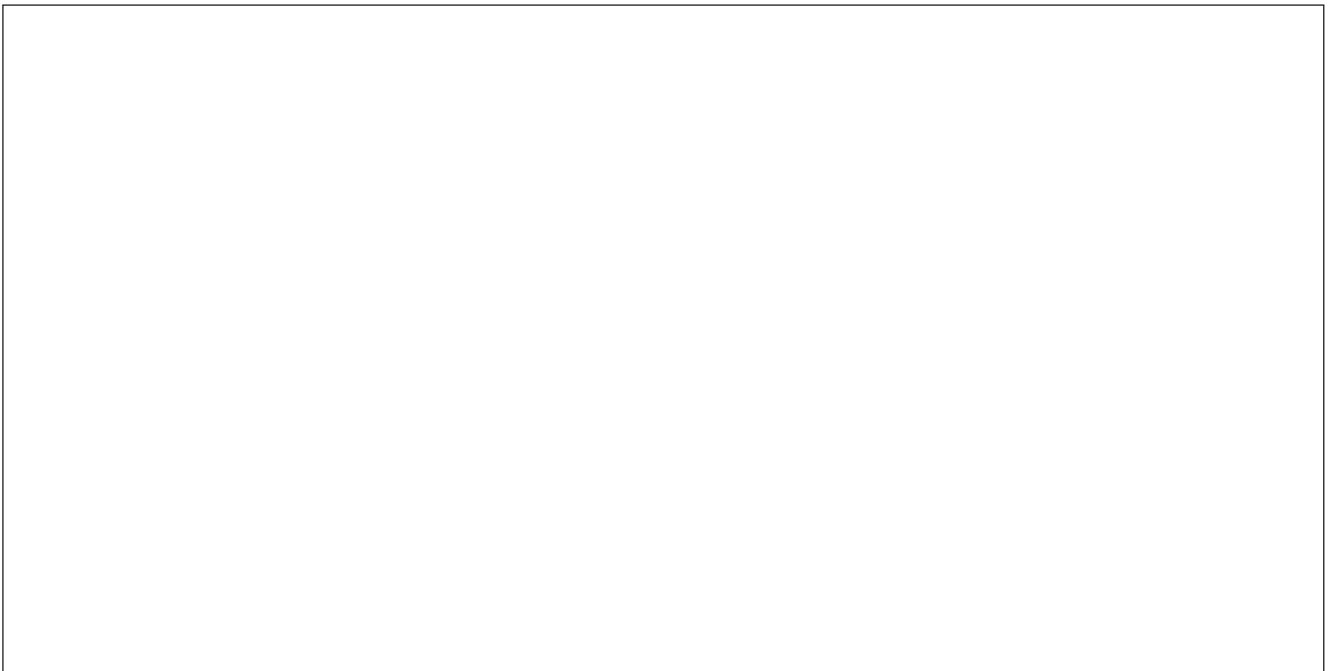


4. This still life painting, called *Basket of Fruit*, is by the artist Michelangelo Merisi da Caravaggio. A still life is a painting or drawing of an arrangement of objects, such as flowers, fruits and vegetables. Collect and arrange a selection of seasonal produce, then create a still life drawing or painting of your arrangement. Think about including tints and shades of colour in your piece. Remember to give your completed artwork a title.

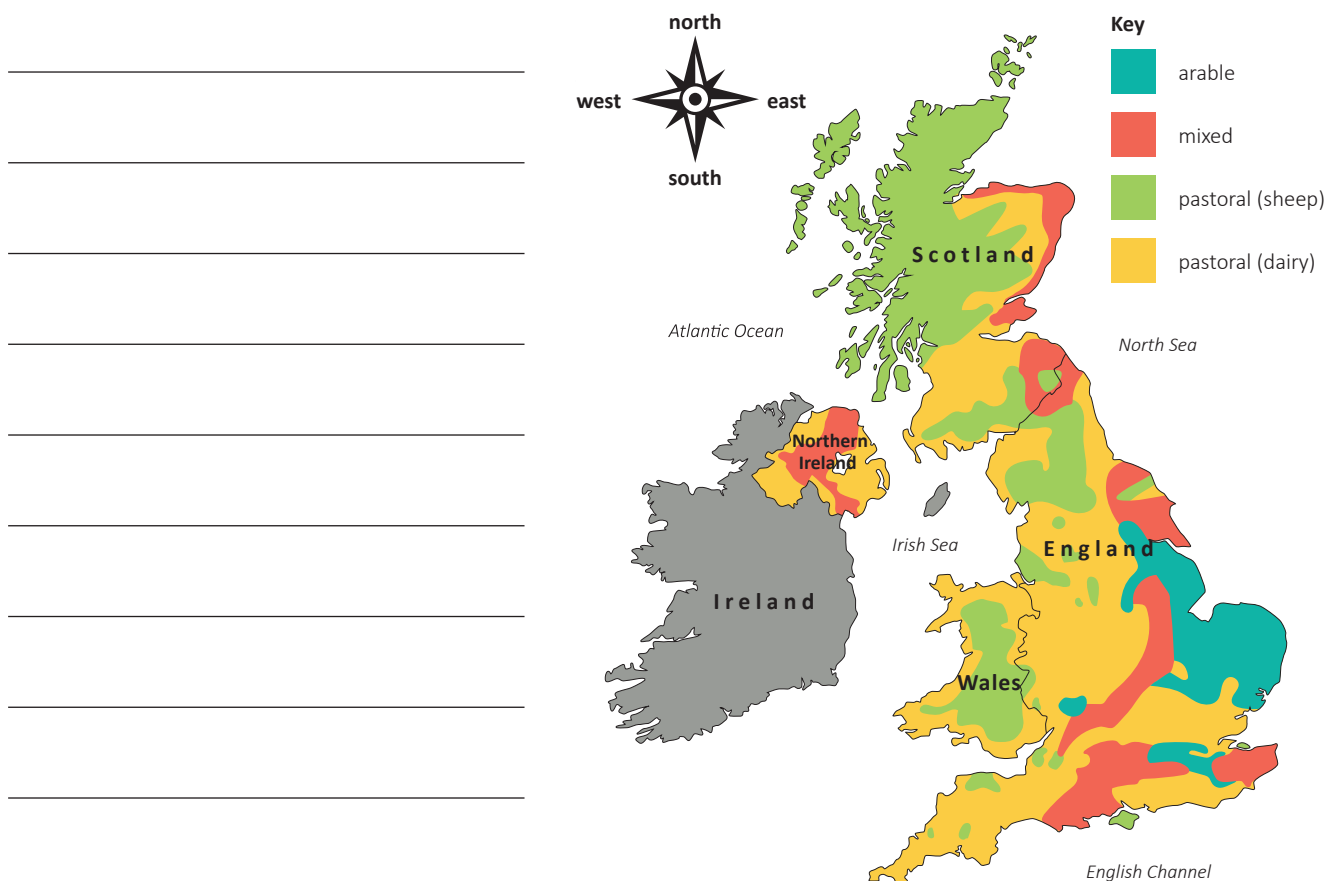


Image from: Wikimedia Commons/Public domain

5. Gardens and allotments are habitats for many living things. These living things rely on each other as a food source. Recap on food chains and webs using various sources, then draw a food chain or web for a garden or allotment habitat.



6. Learn about a flowering plant's life cycle and how they reproduce, including which plant parts are involved in reproduction, using information books and the internet. Record your findings as a scientific report using labelled diagrams and specific examples. Share your report with a family member.
7. Look at the map and key. Write a paragraph to explain what the map tells you about farming in the United Kingdom, then answer the questions.



Where does arable farming take place in the UK? In which country and what areas?

\_\_\_\_\_

The map shows which types of pastoral farming?

\_\_\_\_\_



Use Google Earth to look at the areas where pastoral, arable and mixed farming occur. What do you notice about the geographical features in the areas where each type of farming takes place?

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Use your research skills to answer these questions.

What products do some of the areas of arable and pastoral farming produce?

arable \_\_\_\_\_

pastoral \_\_\_\_\_

What tasks do UK pastoral and arable farmers carry out to take care of their animals and crops and produce products to sell? In what conditions do they work? How does this compare with a different type of farming elsewhere in the world?

Pastoral farming	Arable farming

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8. Choose a type of farming, such as floriculture, arable farming or dairy farming. Imagine that you are a farmer for this farming type. Research, then write a series of diary entries about your work. Include dates, events in chronological order, interesting factual details, and feelings, reactions and opinions. Use personal pronouns, such as I and we.
9. Use your research skills to find out about the Dig for Victory campaign from the Second World War. Find out why the government encouraged people to grow fruit and vegetables and record your findings. Find examples of posters made for the campaign, then create your own to promote the growing of produce, giving reasons and benefits.

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10. Finish your home learning by writing a summary of the topic, explaining what you have learned about farming in the UK and worldwide, seasonality, food chains and webs, plant life cycles and plant reproduction.

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## Useful websites

Britannica Kids – Agriculture

The School Run – Food and farmland for KS1 and KS2 children

Cambridge Learner’s Dictionary – Definitions and meanings

BBC Good Food – Seasonal calendar

DKfindout! – All About Plants for Kids – Plant Facts

DKfindout! – Food Chains For Kids – Facts About Food

BBC Two – This Farming Life

New Scientist Jobs – A day in the life of a farmer

BBC News – Digging for Victory: Stories from wartime gardens

The British Library – Dig for Victory

## Good reads

Title	Author	ISBN
Source to resource: From Field to Plate	Michael Bright	9780750292030
Agriculture and Land Use – Environmental Issues	Emilie Dufresne	9781786375995
The Wonderful World of Food	Wiley Blevins	9781474746571
Plant Parts: Flowers	Melanie Waldron	9781406274776
Earth by Numbers: Plant Structures	Nancy Dickmann	9781474765428
Food Chains: Who Eats What?	Sam Hutchinson	9781911509929

