

Alston, Cumbria



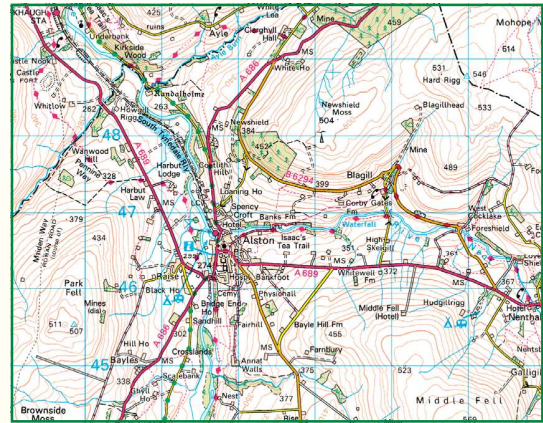
Contrasting locality: Farming



INTRODUCTION

The fieldwork element of this day involves a circular walk around Coatlith Farm in Alston. It will look at the farming year of a hill livestock farm and to see how the land is used from the valley floor to the fell top. The work can also involve a 'farmer in the spotlight' session.

All the resources required for pupils to carry out a day of fieldwork are included, as well as all the resources required for the introductory and follow-up activities. The table below summarises the activities.



Alston, Cumbria

Contrasting locality: Farming

SUMMARY OF ACTIVITIES

Activity name	Details of activity
Introductory Activity 1	Detective map work
Introductory Activity 2	An introduction to Coatlith Farm
Introductory Activity 3	Group study
Fieldwork Outline	A farm walk 'Farmer in the spotlight'
Follow-up activity 1	Group study presentations
Follow-up activity 2	Grow your own!
Follow-up activity 3	Make a 'Grasshead'





DETECTIVE MAP WORK

It is suggested that this map work should be done before the visit and then comparisons can be made during the visit. Some introduction to O.S. maps will be needed to get the most from this work. This could be done using the map extract used here but it would be more exciting for the children to prepare with a different map and then present this as a challenge!

Key idea – ‘Detective Work’

- Look at the map and discuss together
- Collect as many clues from the map as possible about what the area is like
- Encourage the children to imagine what the place they are going to visit is like?
- In small groups describe what they would expect to find on their visit. Make a note of this description
- Compare their description with what they actually see when they get there




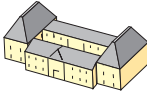
Introduction to map work

Before starting the map work the children will need to know a little about contours, scale, direction, map symbols and grid references. Below is a reminder about grid references.

- O.S. maps have a grid system.
- Each vertical and horizontal line has a number.
- To place ‘My house’ using a 4-figure grid reference take the numbers from the bottom left hand corner of the square with ‘My house’ in it, giving the vertical line number first and then the horizontal line number. In this example it is 2131. The most common way to remember which figure comes first is by the saying “Along the corridor and up the stairs”.
- 6-figure grid references pinpoint features within the squares. This requires the map reader to imagine the grid square is divided in tenths along the horizontal and vertical scale. So ‘My house’ becomes 215315.

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Introductory Activity 1 - Teacher Resource Sheet

	20	21	22	23
33	<p>Wilde's Woods</p> 			<p>Mt. Fire</p> 
32		<p>My house</p> 		
31	<p>Our school</p> 			
30				



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Introductory Activity 1 - Pupil Resource Sheet 1

DETECTIVE MAP WORK

Use the O.S. map extract and the symbols for this site and in small groups complete the tasks below. It will also be useful to have a road atlas available.

1. As a group discuss and attempt the following and be prepared to feed back to the class.

- Look at the roads, the rivers and the land around Alston. Why did Alston become a small town? Why was it built here?
- How many main roads lead in and out of Alston? (Only count the A and B roads).
- Is Alston in a valley between hills or is it on the top of a hill?

2. Alston map detectives' work:

- Which of these features do you think you will find in Alston? Use the map to help, but you can also make a guess from the type of town you imagine Alston to be based on looking at the map.

Feature	Yes / No
Church	
Public House	
Tourist Information Centre	
Primary School	
Secondary School	
Tourist shops	
Café	
Industry	

3. Road atlas work

If you leave Alston by road, there are roads that lead north-west, north-east, south-west, south-east and east. Find the names of the nearest towns that each road goes to. For example the road that goes south-west goes to Penrith.

Road leading from Alston	Nearest town that it goes to
North west, A689	
North east, A686	
South west, A686	Penrith
South east, B6277	
East, A689	





O.S. Map of Alston



Ordnance Survey Map Symbols

Pupil Resource Sheet

ROADS AND PATHS

	Motorway
	Dual carriageway
	Main road
	Secondary road
	Narrow road with passing places
	Road under construction
	Road generally more than 4m wide
	Road generally less than 4m wide
	Other road, drive or track, fenced and unfenced
	Path

RAILWAYS

	Multiple track
	Single track

PUBLIC RIGHTS OF WAY

	Footpath
	Bridleway

BOUNDARIES

	National
	County (England)
	Civil Parish (CP)
	National Park boundary

SELECTED TOURIST AND LEISURE INFORMATION

	Parking
	Information centre
	Public convenience
	Telephone
	Campsite / caravan site
	Golf course or links
	Public house
	Walks
	Viewpoint
	Picnic site
	Country park

GENERAL FEATURES

	Place of worship
	Building
	Bus or coach station
	Triangulation pillar
	Windmill
	Boundary post / stone
	Clubhouse
	Footbridge
	Monument
	Post Office
	Police station
	School
	Town hall



PURPOSE AND AIMS OF THE VISIT

The main aims of the fieldwork are:

- To look at the farming year of a hill livestock farm.
- To look at land use from valley floor to fell top.
- To gather information for group project work on hill livestock farming.

Background Information:

As villages and towns grow they develop specific functions. The function or functions of a village or town relates to its main activities, for example a market town or a mining town. A town's function can change over time.

Alston is a market town serving a rural farming community. Over the years the town has also been the centre of lead mining and coal mining for the area. It is its function as a market town for the area's farming community that forms the basis of this visit.

The farmers' year starts in November, when the tups go out and is based around the movement of sheep on the farm to provide them with grazing or to allow grass to grow to produce hay or silage for

winter feed. The study of the farming year presents the opportunity to introduce new vocabulary. New words to introduce include:

In-bye	The fields around the farm
Pasture	In-bye fields that are used for grazing
Meadow	In-bye fields that are used for grazing and for growing grass for hay or silage
Allotment	A field use for grazing that is higher and further from the farm
Fell	High open moorland that is not divided into fields
Tup	Male sheep
Ewe	Female sheep
Wether	Male lamb
Gimmer	Female lamb
Hogs	Young female sheep kept for breeding and not sold as stores
Cow	Female cattle
Bull	Male cattle
Hectare	A unit for measuring the area of land. A hectare is 100 metres by 100 metres
Hay	Dried grass used for animal feed
Silage	Green grass that is cut and fermented for animal feed
Shearing	Cutting the fleece from sheep
Stores	Lambs/calves sold to be fattened on lowland farms

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Introductory Activity 2 - Teacher Resource Sheet

INTRODUCING THE FIELDWORK

a) Introduce the idea that villages and towns have a function or functions. Discuss the function of your village or town. Use the Ordnance Survey map to look at the location of Alston and discuss why it makes a good market town.

b) Introduce the farming year on a hill livestock farm. Discuss events that the pupils may know about. Use Pupil Resource Sheet 2 to produce a timeline of events on a hill livestock farm.

c) Make the dial provided on Pupil Information Sheet 1 by cutting out the parts of the dial, laminating them and then joining them with a paper fastener. Use the dial to check whether you have got your timeline in the right order.

d) Discuss the farmer's year using the timeline or the dial and introduce some of the new words. Complete the activity on Pupil Resource Sheet 3.



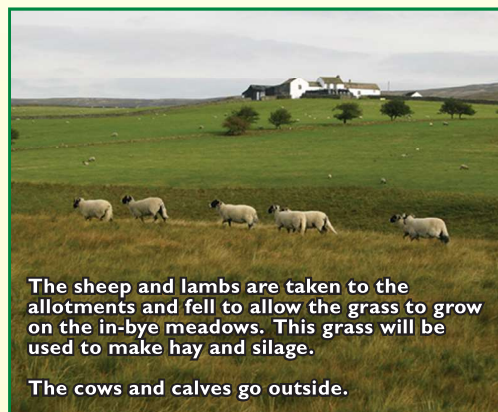
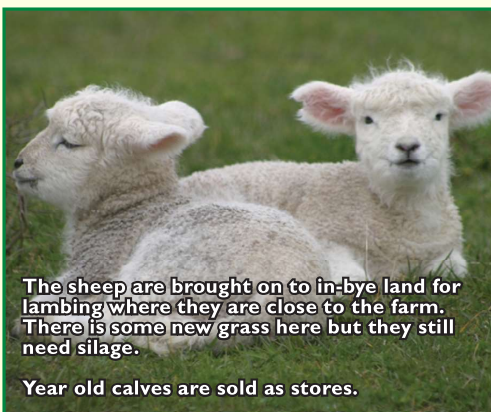
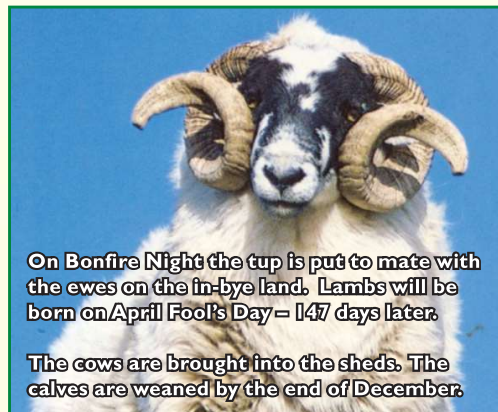
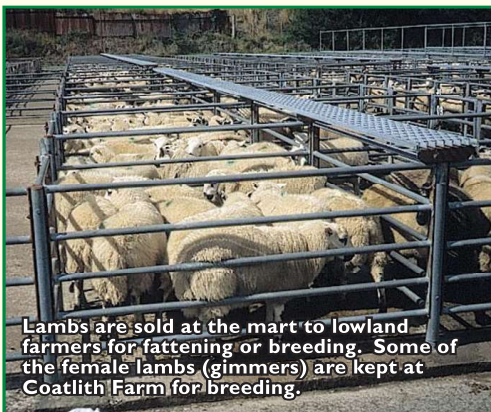


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Introductory Activity 2 - Pupil Resource Sheet 2

THE FARMING YEAR

Work on the farm changes with each season. Cut out the cards below and see if you can put them in the right order. You can check them with 'The Farming Year' dial later.



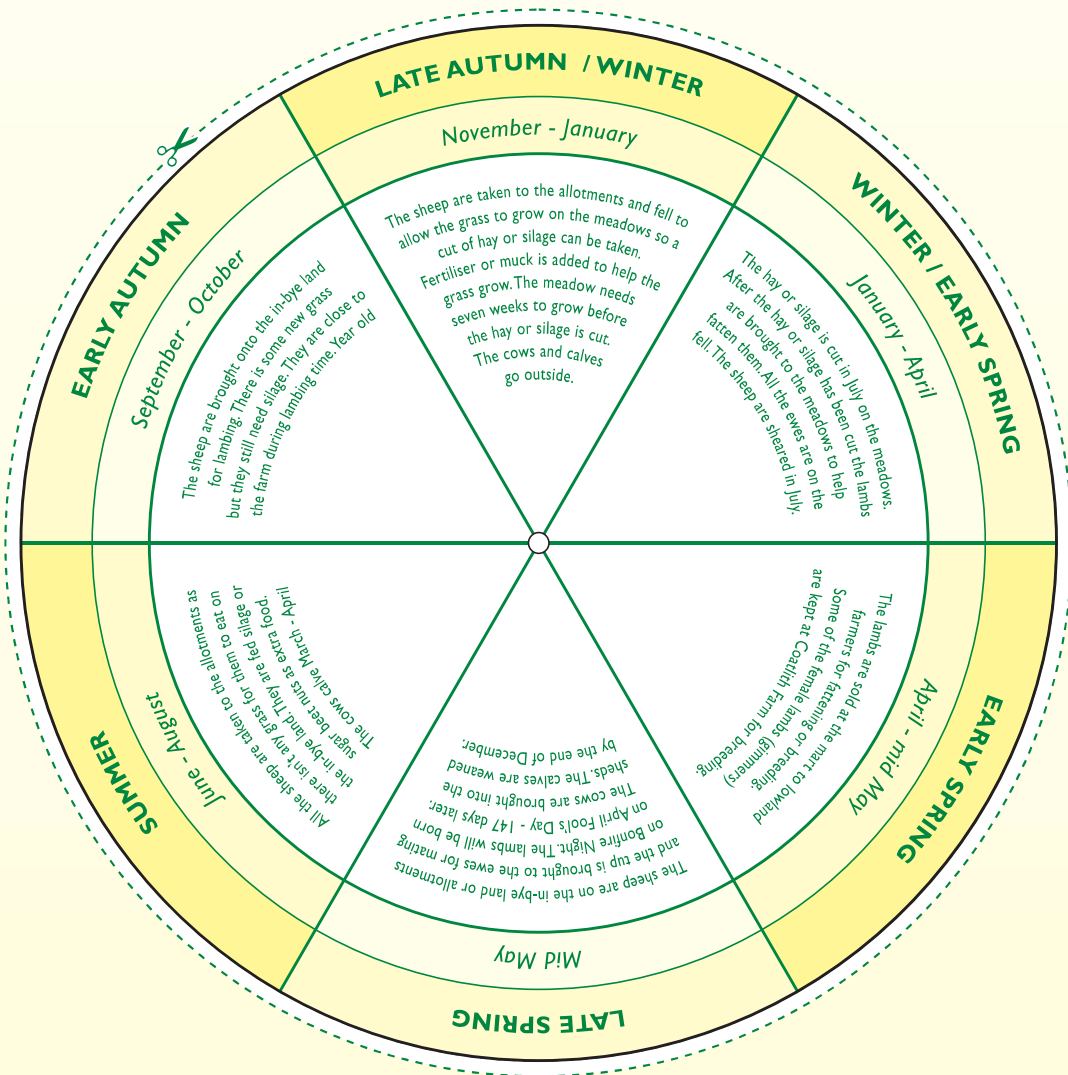


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Introductory Activity 2 - Pupil Information Sheet 1

HILL FARMING CALENDAR

Cut out the dials below and laminate them. Fasten them together with a paper fastener. Use the dial to check your farming year timeline. You will also use these dials on your visit to Coatlieth Farm.







Just point the top of the dial at
the fact you want to check!





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Introductory Activity 2 - Pupil Resource Sheet 3

THE HILL FARMING LANGUAGE!

Draw a line to join each of the words below with their correct definition.

Word	Definition
In-bye	High open moorland that is not divided into fields
Pasture	A field used for grazing that is higher and further from the farm
Allotment	Female sheep
Meadow	A unit for measuring the area of land. A hectare is 100 metres by 100 metres
Fell	Female lamb
Tup	The fields around the farm
Ewe	Male lamb
Hectare	Male cattle
Hay	In-bye fields that are used for grazing
Silage	Lambs or cows sold to be fattened on lowland farms
Shearing	Female cattle
Stores	Cutting the fleece from sheep
Cows	In-bye fields that are used for grazing and for growing grass for hay or silage.
Bull	Male sheep
Hogs	Young female sheep kept for breeding and not sold as stores.
Weather	Green grass that is cut and fermented for animal feed.
Gimmer	Dried grass used for animal feed.





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Introductory Activity 3 - Teacher Resource Sheet

JIGSAW ACTIVITY

Background

Before and during the visit the pupils will research aspects of the farming year in more detail. The class will work in groups and research the subject areas below:

- Sheep – lambing, sheep breeds and sheep shearing.
- Hay and silage making – how they used to do it and how it is done now?
- How the farm earns its money – what do they sell, what happens at the mart?
- Encouraging wildlife and special features on the farm – what is special and how is it helped on the farm?
- Living on a farm – the farmer and his family, a day in the life of a farmer, and the history of the farm and the family.
- Cattle – what breeds of cattle are there, how many are there and how are they kept?

Talk Jigsaw technique

1. Divide the class into 'Home Groups' of 6. For example this may be their table group. The 'Home Group' is the team in which they will produce their end product of work.
2. Ask and discuss how and in what form they would like to produce their work. For example a book, a poster, a Powerpoint presentation, a brochure etc.
3. Assign members of the 'Home Group' to one of six 'Specialist Groups', for example the 'Sheep Specialist Group', the 'Hay and Silage-making Specialist Group' etc.
4. The children then split from their 'Home Groups' to prepare questions in their 'Specialist Groups'. Encourage the children to work co-operatively to brainstorm ideas and generate questions. Encourage pupils to use the internet and other school resources to research their specialist area and then use Pupil Resource Sheet 4 to note down questions to ask the farmer during the visit. Think about what they already know, what they would like to know and what they need to check.
5. On the farm visit the children work in their 'Specialist Groups' to jointly get the information, discuss ideas and share out questions.
6. Once back at school the children will share and consolidate what they now know.
7. The 'Home Groups' re-form to produce a farm study that covers the subject areas above and to produce what they decided would be their end product. All members of the group will need to be listened to.





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Introductory Activity 3 - Pupil Resource Sheet 4

JIGSAW ACTIVITY

Specialist Group study area _____

What we think we might know (before we go):

What do I want to know?



Things we are still puzzled about:

Blank space for notes.

More space for notes if needed:

Blank space for notes.



ORGANISATIONAL DETAILS

Aim

To look at Alston as contrasting locality with a focus on farming.

Target Group

Key Stage 2

Location

The fieldwork day is based at Coalith Farm in Alston (GR: NY 719476). The day is based around a circular farm walk taking in the valley floor to the fell top. The second part of the day will involve a 'farmer in the spotlight' session at Coalith Farm.

Practical Details

- Please contact the farmer in advance. Chris Harrison – 01434 381337.
- Parking - the coach can drop pupils off at the bottom of the track to High Mounthooly (GR: NY 728474) and can then park at South

Tynedale Railway station or Henderson's Garage if space is available.

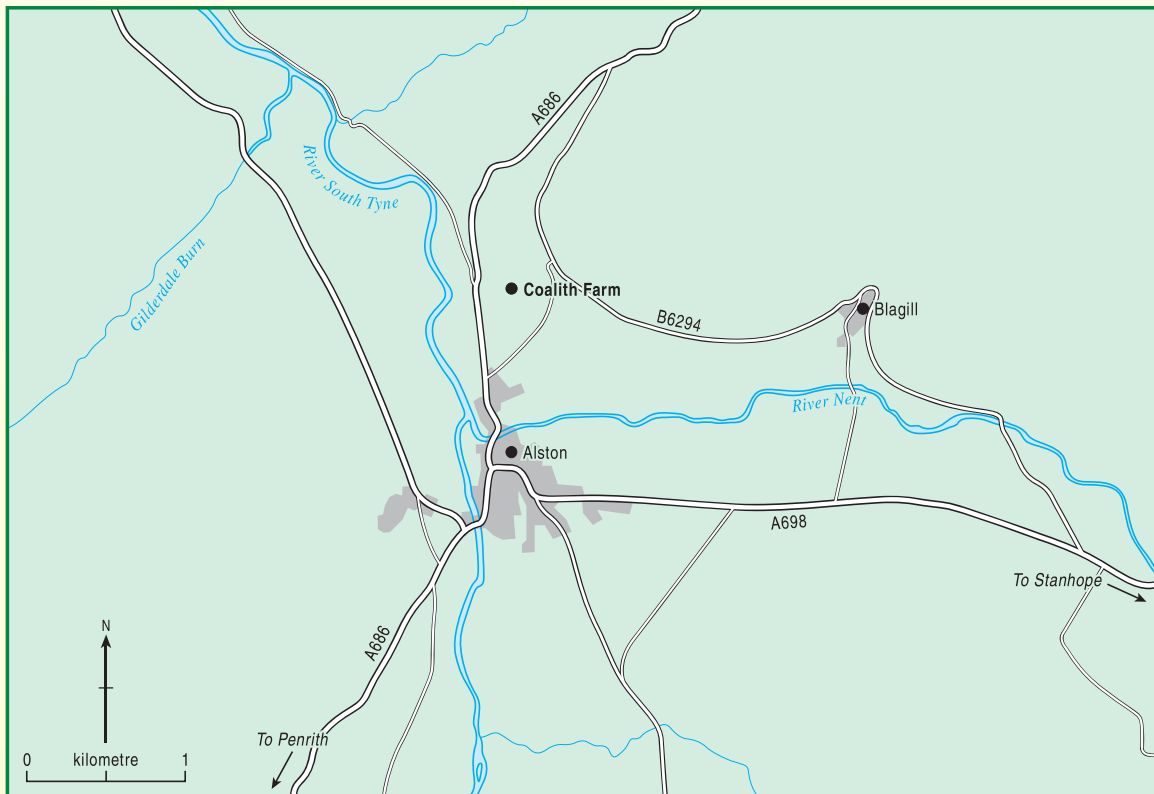
- Toilet facilities – the nearest public toilet is in Alston. A toilet and hand washing facilities are available at the farm.
- Useful maps – Ordnance Survey 1:25 000 Explorer OL31, North Pennines Teesdale and Weardale.

Safety Issues:

- The area can be very exposed and the weather conditions changeable so sensible clothing and footwear should be worn.
- There are 2 sections of the walk that are along quiet roads for a short distances and care should be taken.
- Refer to Hazard Identification Sheet

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Fieldwork Outline - Teacher Resource Sheet



HAZARDS IDENTIFICATION SHEET

The following notes will help teachers conduct their own risk assessments. This is not a risk assessment and teachers should follow guidelines from the Department of Children, Schools and Families.

Hazard Identified	Risk and to whom	Control measures
Getting on and off the coach	Caution needed when getting off the coach as this will be directly onto a quiet road. All students and staff.	Supervise students getting off the coach or minibus and gather in a safe place.
Extreme weather conditions	Weather conditions when walking on the road. Risk of injury. All students and staff.	Ensure students have warm waterproof clothing and suitable footwear. Recommend a sun hat and water for trips in the summer.
Vehicles on the road	Caution needed when walking on the road. Risk of injury. All students and staff.	Supervise students along the road.
Unven and steep paths	Paths are uneven and steep and may be slippery in wet conditions. Students may slip and fall. All students and staff.	Warn about conditions.
Stiles	Risk of falling when climbing stiles. All students and staff.	Warn about conditions.
Wet boggy ground	The area above Mounthooly can be very wet and boggy and there is a risk of hypothermia if students get wet. All students and staff.	Warn about conditions and supervise students on the fell tops. Children to wear appropriate clothing. Check weather forecasts.
Low branches	There are low branches in High Mounthooly Plantation. Risk of injury to eyes. All students and staff.	Warn about conditions.
Machinery on the farm	Coalith Farm is a working farm and machinery may be in use. All students and staff.	Warn about conditions and supervise especially in the farmyard. Farmer is part of visit and so operations will be controlled.
Disturbance to animals	The animals may be disturbed in the farmyard. All students and staff.	Groups need to be calm and quiet around the animal sheds.

UNDERTAKING THE FIELDWORK

1. The farm walk

The farm walk will take you up to High Mounthooly, through the allotments and onto the open fell. The walk then returns via the in-bye fields to Coatlith Farm with the farm house and farm buildings. The table below provides information about each stop on the circular walk and pupils can record the information on Pupil Resource Sheet 5. Pupil Information Sheet 2 provides a map of the farm, and a farm profile and Pupil Information Sheet 1 provides the dial to be used to look at the farming year.

Location and grid reference	Background information
1. The Allotments (GR: NY 728475)	<p>From the point where the coach stops at the start of the track up to High Mounthooly (GR: NY 728474), walk up the track to the second right hand bend. This location gives a good view across the River Nent and South Tyne valleys.</p> <p>Use the farm map to describe the walk. Use the Ordnance Survey extract to help describe the view to the south/south west. Alston is to the south-west and the roads show how it is a focal point providing services for a large rural area. Roads lead from it north-east to Hexham, following the valley of the South Tyne beyond Mounthooly, north west to Carlisle, east to Weardale, south-east to Teesdale and the valley of the River Nent runs east to west towards Alston where it joins the South Tyne. Looking south-west across Alston the changes in field sizes can be seen from lower land in the valleys to the high fell. The greener small fields in the valley forming the pastures and meadows of the in-bye land around the farms, the larger fields of the allotments on the valley sides such as along Brownside Moss and the high open fells such as Gilderdale Forest to the south-west or Alston Moor to the south-east. The road where the coach dropped you is the divide between the in-bye land and allotments on this side of the valley.</p> <p><i>Complete activity 1 on Pupil Resource Sheet 5.</i></p>
2. The Allotments (GR: NY 728478)	<p>Continue up the track to the third right hand bend.</p> <p>Introduce Coatlith Farm using the farm profile on Pupil Information Sheet 2. Use the farm map to show the land farmed by Mr. Harrison the farmer and locate where the farm house and farm buildings are below High Mounthooly Plantation. At this and the next 2 sites the work will look at the farming year and will compare the farming conditions on the allotments, fell and in-bye land.</p> <p>The farming year</p> <p>Use the farming years dial to discuss what is happening on the farm during your visit. What is happening on the allotments at the time of year you are visiting? Can you tell this from looking around you? Move the dial back. What has just happened on the allotments? Move the dial on. What will happen over the coming months on the allotments?</p> <p><i>Complete activity 2 on Pupil Resource Sheet 5 for the allotments.</i></p> <p>Detective work – Farming conditions on the farm</p> <p>Animals are farmed where the land is not good enough to grow crops (i.e. colder, wetter, steeper and higher land). The pupils will be detectives trying to find out which of the 3 areas of the farm is best for growing grass to graze the sheep and cows on or for growing hay or silage. The following results will be recorded:</p> <ul style="list-style-type: none"> • Describe the land – Is the vegetation lush green grass, poor grassland or heather and bracken, is the land steep or more level, is it cold and exposed or sheltered, is it high up or lower down the valley and is the ground wet or dry? • Temperature - Use a thermometer to take the temperature. Leave the thermometer in the open whilst the other measurements are made and then record the temperature in degrees Celsius. The warmer the temperature the better it is for growing. • Height – Record the height in metres from the contours on the O.S. map. Generally the lower the land the warmer it is and the better it is for growing. • Slope – Measure the slope angle in degrees using a gun clinometer. Measure out 10m down slope using a tape measure or pace out 10 strides. Get 2 people of the same height to stand at the top and bottom of the measured slope. The person at the top of the slope looks along the top of the gun clinometer and holds it level with the person's eyes at the bottom of the slope. Allow the dial to swing and once it has stopped swinging release the trigger. The angle of slope can be measured from the arrow. The gentler the slope the better it is for growing as steep slopes have thin soils. However, also think about the description of the land as in some cases flatter land may become waterlogged and this is not good for growing grass. • Soil texture – Use a trowel to take a sample of soil (this is probably easiest from a molehill). Find the texture of the soil using the 'Feel Test' described on Pupil Resource Sheet 5. Grass for grazing animals or growing hay or silage needs a soil with some sand, some silt and some clay in. The best soil for grazing on this farm will have some sand, some silt and the highest percentage of clay. Is the soil gritty, smooth or sticky? How much clay is in it? <p><i>Complete activity 3 on Pupil Resource Sheet 5 for the allotments.</i></p>

Location and grid reference	Background information
<p>3. The Fell (GR: NY 728479)</p>	<p>Leave the track at this point and go to the stile in the wall. Once over the stile walk straight on until you meet a defined path or track. Follow the path up to a gate in the fell wall. You are now on the fell and if you look across the fell you will see the vegetation changes to heather in the distance.</p> <p>The farming year Use the farming year dial to discuss what is happening on the farm during your visit. What is happening on the fell at the time of year you are visiting? Can you tell this from looking around you? Move the dial back. What has just happened on the fell? Move the dial on. What will happen over the coming months on the fell? <i>Complete activity 2 on Pupil Resource Sheet 5 for the fell.</i></p> <p>Detective work – Farming conditions on the farm Repeat the detective work started at the previous site for the fell. <i>Complete activity 3 on Pupil Resource Sheet 5 for the fell.</i></p>
<p>4. High Mounthooly Plantation (GR: NY 724477)</p>	<p>Retrace your steps back down the path until you meet a gate into the plantation. The plantation is very quiet and if the group walks quietly through there is a chance of seeing red squirrels. Look out for pine cones that have been eaten.</p>
<p>5. In-bye land on Coalith Farm (GR: NY 718481)</p>	<p>Continue through the plantation to the road (B6294). Turn right and follow the road for about 200m. Go through the first gate on the left hand side into a field. Cross the field following the right hand field fence to the lower field boundary. Turn left along the lower field boundary until you reach the gate into the field below.</p> <p>The farming year Use the farming year dial to discuss what is happening on the farm during your visit. What is happening on the in-bye land at the time of year you are visiting? Can you tell this from looking around you? Move the dial back. What has just happened on the in-bye land? Move the dial on. What will happen over the coming months on the in-bye land? <i>Complete activity 2 on Pupil Resource Sheet 5 for the in-bye land.</i></p> <p>Detective work – Farming conditions on the farm Complete the detective work started at the previous 2 sites for the in-bye land. <i>Complete activity 3 on Pupil Resource Sheet 5 for the in-bye land.</i></p>
<p>6. Hay meadows land at Coalith Farm (GR: NY 718482)</p>	<p>Walk through the gate into the field to the north. This is a good example of a hay meadow. Hay meadows are internationally important habitats and they are created by careful farm management. Here at Coalith Farm the grass is not cut for hay or silage until the hay meadow flowers and grasses have seeded so that they remain rich in wild flowers. The best time to visit hay meadows is from May to June. If your visit is during this period see how many different flowers and grasses you can find in 5 minutes. Use the North Pennines 'Hay Time Identification Guide' available in the 'Rock Boxes' to complete activity 4 on Pupil Resource Sheet 5 for the hay meadow.</p>
<p>7. Pasture land at Coalith Farm (GR: NY 718481)</p>	<p>Retrace your steps into the field that you first entered from the road. This field is a pasture – it is used for grazing animals but is not cut for hay or silage. Repeat the flower and grass count you did in the meadow and see how the number of different flower and grass species compare. Use the North Pennines 'Hay Time Identification Guide' available in the 'Rock Boxes' to complete activity 4 on Pupil Resource Sheet 5 for the pasture.</p>
<p>8. Farmyard (GR: NY 719476)</p>	<p>Continue to follow the wall boundary of the pasture to the farm. At the gate turn right into the farmyard.</p> <p>The farming year Use the farming year dial to discuss what is happening on the farm during your visit. What is happening in the farmyard at the time of year you are visiting? Can you tell this from looking around you? Move the dial back. What has just happened in the farmyard? Move the dial on. What will happen over the coming months in the farmyard? <i>Complete activity 2 on Pupil Resource Sheet 5 for the farmyard.</i></p>



2. 'Farmer in the spotlight'

The farmer will be available to take groups around the farm buildings, to give an overview of hill sheep farming at Coatlith Farm and for the pupils to 'interview' as part of their group study. Information can be recorded on Pupil Resource Sheet 4. This needs to be arranged in advance with the farmer.

To return to the coach follow the farm track out of Coatlith Farm to the road (Coatley Hill or North Loaning). Turn right and walk down the hill to the main road (A686). At the road cross over and turn right. After a short distance you will see a footpath on your right hand side. This footpath takes you to the South Tyne Trail. Where you join the trail turn left and follow the trail to the South Tynedale Railway station.

Fieldwork equipment

- Ordnance Survey map
- Pupil Information Sheet 1 – Farming year dial
- Pupil Information Sheet 2 – Farm profile and map
- Pupil Resource Sheet 5 – A study of Coatlith Farm
- Clipboard
- Pencil
- Colouring pencils
- Tape
- Gun clinometers
- Thermometers
- Trowel
- Water bottle
- North Pennines 'Hay Time Identification Guide'





Alston, Cumbria

Introductory Activity 2 - Pupil Information Sheet 2

PROFILE OF COALITH FARM

Farmer: Mr Harrison

Farm type: Hill sheep farm

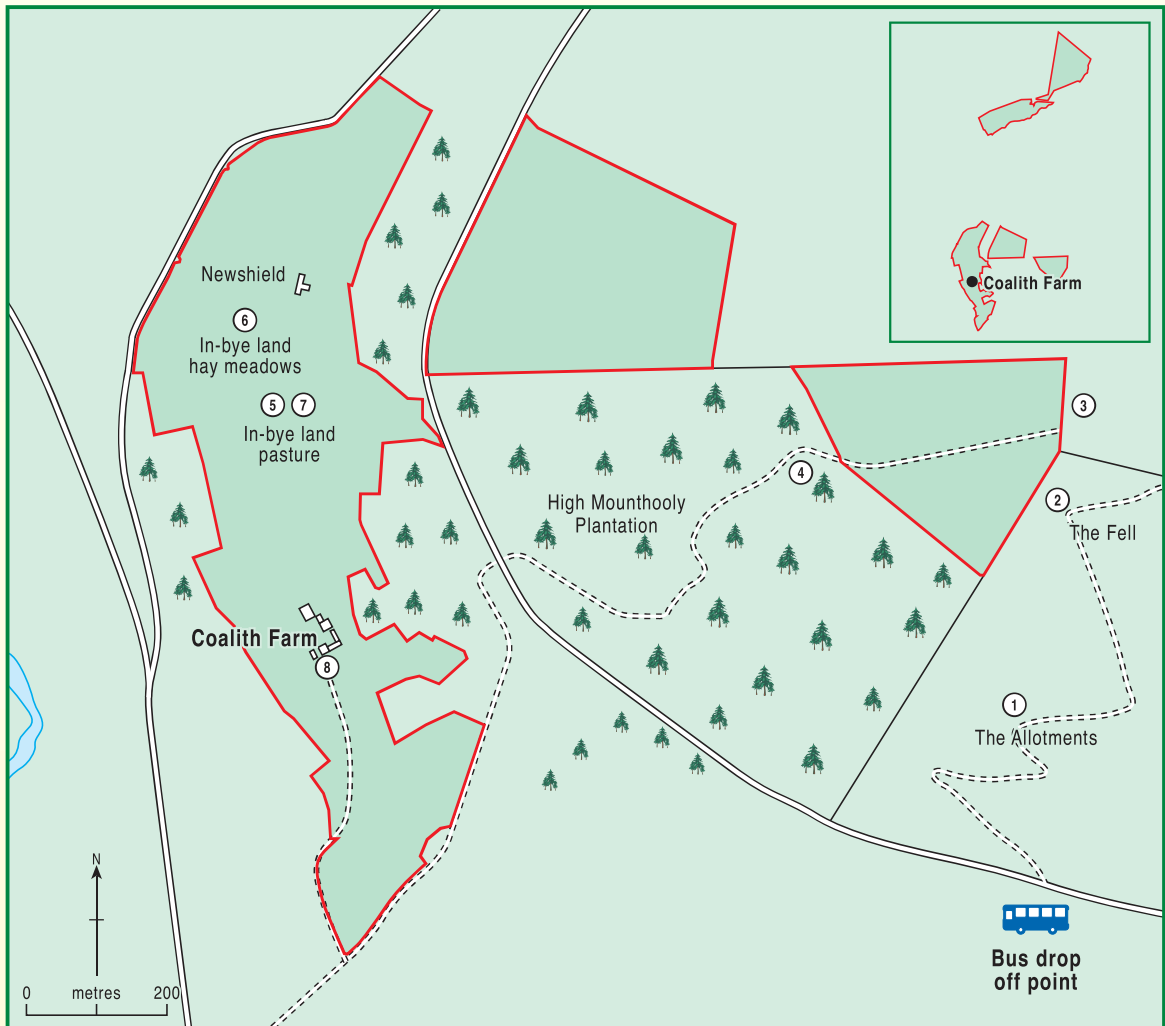
Livestock: 650 ewes (produce 800 lambs a year. 100 hogs, 10 tups, 20 cows and 1 bull)

Crops: Hay and silage

Size: 500 hectares (100 in-bye land, 400 fell and allotments)

Height: 300 - 546m, above sea level

Wildlife interest: Hay meadows, pasture, red squirrels, dry stone walls, tree planting





Alston, Cumbria

Pupil Resource Sheet 5

A STUDY OF COALITH FARM

1a) Looking south west across to Alston and using the map of the area draw a sketch of the landscape and label the following on your sketch:

Alston

River Nent

River South Tyne

A686 to Hexham

A689 to Carlisle

A686 to Penrith

B6277 to Teesdale

A689 to Weardale

Sketch looking south-west across Alston

1b) Add the following colours to your sketch:

The roads - Red

The allotments - Yellow

The rivers - Blue

The fell - Brown

The in-bye land - Green

1c) Describe how the fields change from the valley bottom to the fell top.



2. The farming year

Use your 'farming year' dial at the allotments, fell, in-bye land and farm yard to see what is happening at each place during your visit. Complete the table below:

Area of farm	Season of visit	Month of visit	What is happening?
Allotment			
Fell			
In-bye land			
Farmyard			



3. Detective work - Farming conditions on the farm

You are going to be a detective and find out which area of the land at Coatlith Farm is best for growing grass to graze the sheep and cows on, or for growing grass for hay or silage. For the allotments, fell and in-bye you are going to carry out a series of measurements. The soil texture test below will help you with one of the measurements. Use all your results to complete the table below.

Soil texture test

The field test to find the texture of soil is done by using the 'feel' technique. Feel the soil between your fingers – does it feel gritty or smooth? How much clay is in the soil? The best soil for grazing animals on will contain some sand, some silt and the highest percentage of clay.

Mineral in soil	'Feel' of soil
Sand	A gritty feel. When rubbed does not form a ball or leave a film on the fingers.
Silt	Smooth, silky or soapy feel.
Clay	<p>Plastic or sticky when wet. Gives a polished surface when rubbed. Rolls into a ball.</p> <p>(You can add water if the soil is dry).</p> <p>The % of clay can be worked out by:</p> <p>25% clay – Soil forms ring with no breaks.</p> <p>20% clay – Soil leaves a smooth polished skin on fingers.</p> <p>10 – 15% clay – Soil can be rolled into rods or sausages.</p> <p>5% clay – Soil can be made into a cube.</p>

Detective work - table of results

Farming conditions	Allotments	Fell	In-bye
Grid reference	NY 728478	NY 728479	NY 718481
Description of land			
Temperature (°C)			
Height (m)			
Slope angle (degrees)			
Soil texture and % clay			



4. Hay meadows

Use the North Pennines 'Hay Time Identification Guide' to name as many flowers and grasses in 5 minutes as you can. List the plants below:

Flowers and grasses I identified in the hay meadow:

Flowers and grasses I identified in the pasture:



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Follow-up Activity 1

JIGSAW ACTIVITY

This activity continues on from the Introductory Activity 3.

1. Each 'Specialist Group' should gather their information together on their farming subject area, including the information from the farm visit, and prepare to give the members of their 'Home Group' this information orally.
2. Each 'Home Group' then prepares their presentation having listened to all the information provided by the representatives of each of the 'specialist Groups'.
3. Each 'Home Group' should be prepared to share their presentation with the class.





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Follow-up Activity 2 - Pupil Resource Sheet 6

GROW YOUR OWN!

The activity: Grow your own grass seed experiment

Aim: To find out in what conditions grass seed grows best. You will be investigating the importance of water, light and soil.

What to do:

1. Plan your experiment and ask your teacher to check your plan. Plan it so that:
 - Some pots have water, light and soil.
 - Some pots have water and soil but no light. (Put them in a dark place).
 - Some pots have soil and light but no water. (Don't water these pots).
 - Some pots have water and light but no soil. (Don't put soil in these pots).
2. Which pots are the 'control' pots? Why is it important to make your test fair?
3. When your teacher has approved your plan, carry out your experiment. Over the next 4 weeks record your observations of the growing plants, including the date the seeds begin to sprout, how tall the plants are and the colour of the plants.
4. Write up how you carried out your experiment and explain your results. What conclusions can you draw about the importance of water, light and soil?

My plan:





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Follow-up Activity 3

MAKE A GRASSHEAD!

The activity: Make a 'Grasshead'!

Aim: To make, grow and then groom your own 'Grasshead'.

You will need:

Nylon tights
Grass seed
Sawdust
Elastic band
Foil tray
Bobbly eyes
Pipe cleaner

What you need to do:

1. Cut a 30cm strip from some nylon tights.
2. Tie a knot in one end and then turn it inside out.
3. Place a handful of grass seed inside.
4. Fill the rest of it up with sawdust and then tie a knot in the top.
5. Pinch out a nose and then tie it with an elastic band.
6. Put eyes on your grass person and possibly some glasses made from a pipe cleaner.
7. When you want to grow the 'hair' for your grass person soak it completely in a bowl of water.
8. Place your grass person on a foil tray and water it daily and when the 'hair' has grown give it a hair cut!



