

# Food and Farming in Ireland through the Ages

**Subject:** Activities to Support the Food and Farming unit in the History Curriculum

**Grade:** Primary School 3<sup>rd</sup> and 4<sup>th</sup> Classes

**Duration:** 4 x 40 minutes + field trip (80 minutes)

**Number of students:** 20-25

This eLearning Resource has been developed by the Local Government Management Agency within the Europeana Food and Drink Project, demonstrating the value and potential of food and drink-related content sourced through Europeana.

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## PART A

### Introduction

The lessons provide open educational resources supporting four lessons relating to “Food and Farming in Ireland through the Ages”. The lessons and accompanying resources are developed by the Local Government Management Agency in Ireland and in collaboration with a consortium of dairy and tillage open farms. The initiative forms part of the [Europeana Food and Drink](#) project, which is cofunded by the European Commission under the ICT Policy Support Programme, part of the Competitiveness and Innovation Framework Programme. These lessons illustrate the value of the partnership approach of local cultural heritage and the Irish food and drink sector in supporting children’s education.

Libraries Development, Local Government Management Agency collaborates with other national bodies in Ireland in the development of services as part of public library service. The current focus includes RFID technology, eBooks, open and linked data and digital preservation. Libraries Development, LGMA also liaises with teacher training colleges to tailor content and content applications to the requirements of the teacher and offers professional development courses for primary and secondary teachers on library resources for schools at the regional education centres throughout the country.



## Overview

The current lesson plans have been developed to support the primary school curricula for History for 3<sup>rd</sup> and 4<sup>th</sup> class pupils. Content has been prepared by teachers. The content offers a wide variety of content to an inquiry-based learning approach and provides pupils with authentic materials to support class projects. The strong interactive element encourages pupils to learn through exploration and discovery and especially supports the development of critical thinking skills.

The aim of these lessons is to develop children's knowledge of the history of food and farming in Ireland as well as to develop historical research skills. The unit is designed to develop children's knowledge of food and farming at different times in history so that their understanding of time and change is developed as they progress through the four lessons.

## Topic of the lesson

Food and farming in periods in the very distant past from the Stone Age to up modern times.

The staple foods of the early Irish diet will be introduced. Outside cooking methods will be explored with a particular focus on cooking with the 'Fulacht Fia'. The important role of the potato in the Irish diet will also be examined.

The type of farm machinery used through the ages will also be investigated and comparisons made between the older farming methods and machinery used today.



## Prior knowledge

It is assumed that pupils already possess ability to:

- basic understanding of different types of food
- basic understanding of the differences between different rural environments
- ability to read independently
- engage effectively with one another in pair work and group work to achieve learning outcomes

Prior knowledge will be checked by asking the pupils to identify things they already know about food and farming today and in the past. The pupils will then be asked to list several questions to which they would like to find an answer.

This activity will facilitate pupils to set their own learning goals for the lessons. Their questions should be printed out and looked at again once the lesson has been completed.

## Learning target

Children will develop their understanding of the developments in food and farming and also constraints to progress at certain times. The unit will support the development of children's inquiry-based learning skills and critical thinking by posing questions and exploratory activities such as solving questions or puzzles.

The topic of food and farming facilitates an integrated approach to learning as the content also links with the science curriculum and geography curriculum.



## Educational aims, objectives and expected results

The lessons on *Food and Farming* will help children appreciate the basic food needs through the ages and the ways in which these were satisfied. Children will also understand how people in different periods contributed to the development of mechanisms which improved the quality and amount of food produced.

The child will be enabled to

- Examine and become familiar with evidence we have which tells us about food and farming in the past
- Record and place farming practices on appropriate timelines
- Become familiar with the earliest types of farming for food production
- Identify and compare some of the activities which take place on different types of farms today
- Collect information and conduct an inquiry into the activities which take place on a local farm

## Educational methods and approaches

The educational methods used in the lesson include inquiry-based learning, learning through discovery through their work in teams and involvement in the interactive activities which involve visual, acoustic and oral stimuli.

## Approaches in developing activities inside and outside the classroom

Whole class activities involving team work, team games, animation and audio and interactive activities will be used to support children's learning of the new content and concepts presented to them throughout the lesson. The activities will also promote discussion, idea sharing and the development of both communication skills and critical thinking skills related to the topic of food and farming in Ireland through the ages.





## **Supervising and educative tools**

Educative tools required for the lesson include:

Interactive Whiteboard

Power Point presentation

PCs for pupils

Internet access

Work sheets

## **Homework**

Homework is assigned as part of each lesson. See the end of each lesson for the homework task.

## **Students' assessment framework**

The assessment of the pupils' progress will be based on performance in team games, interactive activities, work sheets and the teacher's feedback to pupils at the end of each session.



## PART B

### Teaching timeline, process and implementation framework of the teaching methods and approaches

#### Duration:

Each lesson planned for a 40 minute class with a group of 3<sup>rd</sup> and 4<sup>th</sup> class pupils (approximate age range: 9-10 years)

#### Part 1: Food and Farming Long Ago

##### Preparation:

Prepare questions relating to food and farming long ago

Have the following interactives ready for presentation: 'About Food and Farming', short quiz and 'Shopping List'

Have copies of the 'Hunter-Gatherer and the First Farmers' for pupils

##### Classroom Activities Instruction:

- 1) Ask pupils to think about farming long ago. Pose a number of questions such as:  
What do you already know about food and farming in the past?  
What would you like to learn? **5'**
- 2) Instruct pupils to work in pairs and use the interactive template 'About Food and Farming' to provide their responses on
  - Two things they know about farming long ago



- Two things they would like to know about farming long ago **10'**
- 3) Initiate a discussion on the reasons why food and farming are very important aspects for societies both today and in the past (focus - humans need food to survive). Before people learned how to farm land, they were required to hunt and gather their food. **5'**
  - 4) Present the Hunter-Gatherer and the First Farmers text to pupils and read together. **5'**  
Present the related short quiz on the interactive whiteboard requiring pupils to think about the processes and tools used for gathering food long ago (Stone Age). Questions in interactive:
    - What do you think the man in the front of the picture is doing?
    - What do you think the other man uses his large stick for?**5'**
  - 5) Shopping list from long ago. Can you think of what might have been included? – Oral brainstorm. Teacher then presents the activity on the interactivity board. The pupils' task is to individually write down the shopping list from long ago and to add two additional items they think would have been included at the time. **10'**

Homework: Pupils are asked to look at the different types of food at home and create a list of 5 types of food/drink which people long ago would have also had in their homes and produced on their farms and 5 types of food/drink which did not exist long ago.





## Part 2: Food and Farming using Timelines

### Preparation:

Prepare questions relating to food and farming long ago

Have the two Picture Timeline interactives ready for presentation

Have five sets of printed photos ready for the timeline activity. Each set should include ten photos. An A1 size blank poster should be available for each group. Markers and blue tack should be provided for the pupils to design their timeline and stick their photos to the poster.

### Classroom Activities Instruction:

- 1) Making a picture timeline: Present the activity on the interactive whiteboard. Four pupils are selected in turn to drag and drop the pictures into the correct order on the timeline. Facilitate pupils to make their own individual timeline to show how food and farming have changed over the years. **5'**
- 2) A selection of pictures (examples: *Farm work in the past/Farm machinery/ Milking then and now*) and a blank timeline for each group of students are already prepared. The children are organised into groups of four and use the pictures to construct their own timeline from old to new. Example - a horse drawn machine and a modern harvester. They place the pictures on the timeline with blue tack so that their order can be changed if necessary. Words, captions and dates can be sorted and added to the pictures. **20'**  
The timelines are later displayed in the classroom.
- 3) Children orally complete a 'Think about Our Timeline Pictures' work card. The work card includes questions based on the pictures such as:
  - *What is the oldest (item?) on your timeline?*
  - *How does the modern machinery seem the same or different to the older machinery?*



- Can you see any ways that the older methods of farming might be better than modern types?
  - Which machine does your group think made farming easier?
- 15'**

Homework: To consider a new type of machine to invent which could make farming easier. Children are asked to draw the design for their new invention and write three sentences to describe what it does.

### **Part 3: Field Trip to an Open Farm: preparation lesson, visit and post-visit lesson**

#### Preparation:

The text on farm food sources, the multiple choice activity and the 'what I know' visual should be prepared for display on the interactive whiteboard

#### Classroom Activities Instruction:

##### **3a) Pre- Field Trip Activity - 40'**

1. Text relating to farm food sources is presented and discussed together **10'**
2. Food from Farming multiple choice activity displayed on the interactive whiteboard **5'**
3. Activity – image – what I know about.. what I want to know about.. – brainstorm **5'**
4. Preparation for the interview is to do with food and food production. Pupils are divided into teams of five and each team prepares a simple questionnaire of four questions in class prior to the visit which they will pose to the farmer. Preparation with the support of the teacher is



important as it ensures that children are familiar with what information they are trying to gather. **20'**

Homework: Children rehearse asking their questions at home with their family.

### **3b) During the Field Trip - 80'**

1. At the open farm, pupils meet with the farmer and are given an introduction and tour of the farm. Pupils are encouraged to ask questions during the tour.
2. Each team of pupils is given a 5 minute interview session with the farmer. During this time the other pupils explore the farm museum.

### **3c) Post- Field Trip Activity - 40'**

#### Preparation:

Have two blank A0 size posters and coloured markers ready for the brainstorm activity (the posters should then be hung on display in the classroom)

The Farm Quiz and Mind Mapping activities should be prepared for display on the interactive whiteboard

#### Classroom Activities Instruction:

- 1) The pupils are divided into teams of four and are asked to identify four new pieces of information about food and farming that they now know. **5'**
- 2) Classroom follow-up activity:– brainstorm what I now know about.. Children will make deductions about some common findings. These can be listed on a wall chart called 'What we found out about.. in..'. **10'**





- 3) Present information on other types of farms and compare with the type of farm visited on the field trip **10'**
- 4) Type of Farm Quiz is presented on the interactive whiteboard **5'**
- 5) Mind mapping – different types of farming –presented on the interactive whiteboard. Activity is introduced and pupils are asked to work individually to identify as many items as they can for each type of farming. Activity is then filled in on the interactive board together as a group. **10'**

Homework: Children should use their new knowledge of a farm to design their own farm plan of choice





**PART C**

***Appendices attached in separate files***

**Appendix a**

*PowerPoint presentation*

