

What am I – arable farm, hill farm or dairy farm?

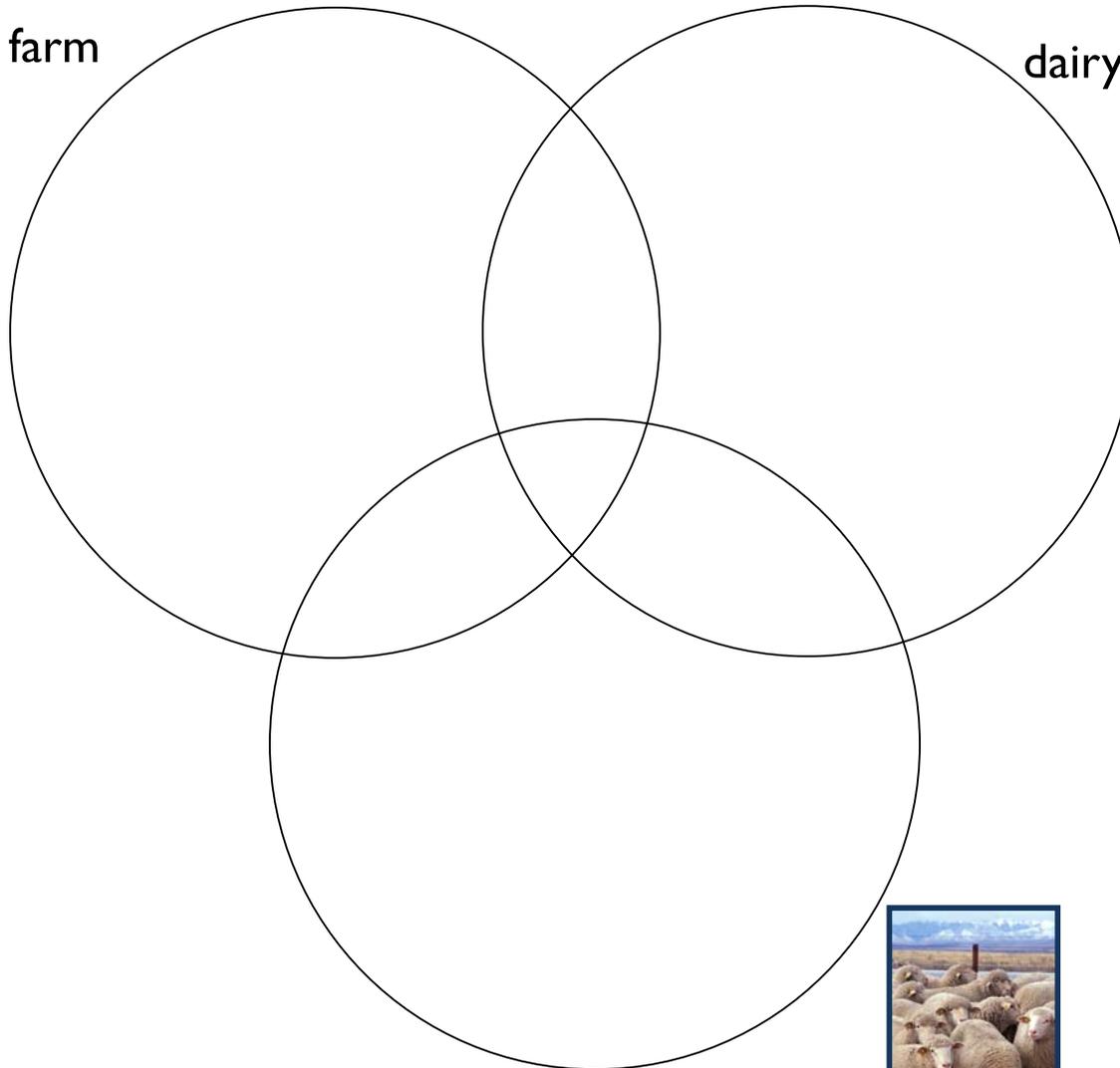
1. Grows crops like carrots, wheat, barley, and potatoes.	19. Has a farmhouse and several out-buildings.
2. A milk tanker visits every day.	20. Experiences problems with foxes.
3. Owns a tractor.	21. Employs seasonal workers.
4. Sells wool and lamb at local markets.	22. Takes its own products to market.
5. Has very fertile soil.	23. Has a fixed sales contract with Birdseye.
6. Relies on government subsidies to make a living.	24. Has high rainfall.
7. Needs a warm climate with plenty of sunshine hours.	25. Has a large silage pit.
8. Keeps a herd of Friesian cows.	26. Has to work through the night in late summer.
9. Soils are thin with little fertility (goodness).	27. Is near a market where farm products are sold.
10. Uses a muck spreader to fertilise fields.	28. Uses a computer system to control animal feed.
11. Welcomes research into genetic modification.	29. Keeps animals which feed mainly on grass and heather.
12. A lot of the farmland is heather moorland.	30. Brings livestock into large sheds in winter.
13. Suffers interrupted nights' sleep in spring.	31. Uses modern machinery and high technology.
14. Suffers problems with badgers.	32. Has huge modern sheds for machinery.
15. Has few farm workers.	33. Uses electric fences to control where animals graze.
16. Has land which is too steep for growing crops.	34. Uses refrigerated transportation.
17. Pays vet's fees.	35. Enjoys huge profits in some years.
18. Earns extra money from tourists.	36. Uses crow scarers.

What am I – arable farm, hill farm or dairy farm?

arable farm



dairy farm



hill farm



Teaching notes

Age: KS3

Suggested timing: 20 minutes

Learning objectives

This resource forms part of a sequence of lessons investigating different types of agriculture in the United Kingdom. It examines the similarities and differences for three of the major farming activities in the United Kingdom.

It can be used as a lesson starter or to recap knowledge at the end of a section.

Classroom management

- 1) Initially, it may be necessary to explain how Venn diagrams operate. Hopefully, a link can be made here to previous maths lessons.
- 2) Explain to the students how they need to make decisions about where to record the different farm statements. Some may be specific to one type of farming, some to two, and some to all three types.
- 3) Students can record the full statements (best on A3 paper), or just the numbers and use a key.
- 4) Students may have different opinions on the answers but must be prepared to justify their choices if challenged.
- 5) Students can work independently or in pairs. Paired work often brings out some interesting discussions and disagreements!
- 6) To get the students started, choose one of the numbers and discuss in class where it should be recorded on the chart.

Extension tasks / Further development

- 1) Students can invent another five statements about farming to add to the exercise.
- 2) Students can design a second exercise based on a different type of farming, e.g. market gardening, pig farming, alpaca farming, etc.

Image credits

Arable farming: [http://en.wikipedia.org/wiki/File:Ueberladewagen_\(jha\).jpg](http://en.wikipedia.org/wiki/File:Ueberladewagen_(jha).jpg)

Hill farming: http://en.wikipedia.org/wiki/File:Flock_of_sheep.jpg

Dairy farming: http://en.wikipedia.org/wiki/Holstein_cattle