

12 November 2012 - Preserving - memories, food and wool

Discovering Our Countryside provides a clear, interesting and informative picture of the important role of agriculture and rural affairs in the lives of pupils from an early age, the films and commentaries have been developed specifically to enhance the work that you are doing in your own classrooms.

These are the scripts and associated teaching links and notes for the program of 12 November 2012.

Teaching links.

Below are this program's specific links to:

- National Curriculum
- The 9 Eco School topics.
- National Government initiatives:
 - Healthy Schools
 - Sustainable Schools
 - Every Child Matters
 - Learning Outside the Classroom
- Thinking Skills.

Note on National Curriculum links

The National Curriculum subjects and the units from the QCA schemes of work. (Rather than list each specific National Curriculum objective we have simply listed the QCA Units as these are already linked to the National Curriculum and are generally what schools reference when planning work.)

These will allow you to easily link each program into your existing work.

The programs can also be used to promote interaction by children in pairs and groups, circle time or class discussion, encouraging learning through discussion and interaction

Discovering Our Countryside is a modular approach to rural affairs - we hope you and your pupils will look forward to each new episode as it paints the picture of the rural environment and it's seasonality.

Specific links for this weeks program sections:

12 November 2012 - Preserving - memories, food and wool

Details of this program

This program looks at how cycles and re-cycling is an important part of farming.

- **Yorkshire Wolds WWII Memories** - See some of the things which happened on the Yorkshire Wolds during World War 2. Features memories from several local people who experienced it first hand, Hull Blitz, Evacuees and POWs
- **How can you enjoy your 5-a-day all year round?** This looks at the different ways we use to preserve food so we can enjoy it out of season. Freeze it! Cool it! Fly it! Cover it! Time it!
- **Wool Processing** - See what happened to the sheep's fleece you saw clipped from the sheep last summer.

These sections can also be found on the relevant topic page, which over the weeks will build up the seasonality picture for each of the main themes: Crops / Arable; Livestock; Wolds Heritage

NATIONAL CURRICULUM SUBJECTS LINKS.

Design and Technology KS 1 + 2

Looks how farmers use modern technology to grow crops and provide fresh 5-a-day produce

Give examples of different vehicles and also how the wheat is grown which is milled to make flour to bake bread and biscuits.

Relevant QCA Schemes of Work

Unit 1c Eat More Fruit and Vegetables

Unit 2A. Vehicles

Unit 5B. Bread

Unit 5D. Biscuits

Geography KS 1+2

Give examples of what the countryside around your schools 'local' area will contain.

Relevant QCA Schemes of Work

Unit 1. Around our school - the local area

Unit 6. Investigating our local area

History KS 1+2

Unit 2. What were homes like a long time ago?

Unit 11. What was it like for children living in Victorian Britain?

Unit 12. How did life change in our locality in Victorian times?

Unit 18. What was it like to live here in the past?

Science KS 1 + 2

The videos have lots of science links to the units listed below for example:

Shows the start of plants life cycles and what parts of a plant we use and harvest.

Looks at how we can help bees so important to many of the plant food crops we rely on

Some of machinery could be used to discuss pushes and pulls.

Relevant QCA Schemes of Work

Unit 1B. Growing plants.

Unit 1E Pushes and Pulls.

Unit 2A Health and Grow.

Unit 2B Plants and Animals.

Unit 3B. Helping plants grow well.

Unit 5B. Life cycles.

These are just the links we thought of – please let us know if you make any more!

Citizenship KS 1 + 2

E.g. Shows how farmers look after animals.

Relevant QCA Schemes of Work

Unit 3 Animals and Us

ECO SCHOOL TOPIC LINKS

With apologies if we are ‘teaching grandma to suck eggs’ here are some of our thoughts on how our videos link to the Eco School Topics

Showing pupils just which of their food products are grown in this country will give them important background knowledge when discussing transport, energy and global perspective of food production and the healthy living choices they make when they go to the shops.

- Energy
 - Growing food and the associated energy costs of buying home grown food or imported food
- Water
 - Use of water to grow plants
- Biodiversity
 - How growing studying local habitats and where pest are found can help local biodiversity
- School grounds
 - How the simple act of hunting for mini-beasts can help build up a picture of the school grounds in preparation for the design and creation of new features in your school grounds
- Healthy living
 - How growing your own produce can promote healthy living by promoting a healthy diet and also promoting exercise in the act of growing that produce. The improvement of school ground can also aid mental well being.
- Transport
 - Reduce transport costs of food by growing your own local produce.

- Litter
 - When carrying out gardening tasks introduce children to tidy habits – pick up all packaging and dispose of ‘thoughtfully’ – see waste
 - When outside be it school, garden or countryside “Take only photos Leave only footprints!”
- Waste
 - Explain that gardening and farming is and always has been synonymous with recycling. Re-use seed trays, compost is made from last years ‘recycled’ plants. Think twice about where to put litter – bin or recycle?
- Global citizenship
 - Explain how even the little things we do – where how food comes from, how much we recycle, our biodiversity, can affect the whole world be it good or bad!

PRESERVING - MEMORIES, FOOD AND WOOL: SCRIPT

INTRO

"It takes twenty years or more of peace to make a man; it takes only twenty seconds of war to destroy him.... " (Baudouin I, King of Belgium).

World War II - Memories, Hull Blitz, Evacuees and POWs

After WWI many farmers including those on the Yorkshire Wolds had a difficult time.

This was partly due to the price of corn being very low so they could not make any money.

They stopped growing corn choosing to grow grass and clover instead, which is cheaper to grow. So by WWII a lot of the land ploughed out to grow wheat and feed the country during WWI was back in grass

By 1939 with war expected Britain was put on a war footing The War Ag Committees and Womens Land Army where in place

The War Agricultural Committees made sure farms were run to produce the maximum amount of food, including again ploughing out much of the grass which struggling farmers had planted.

The Women's Land Army made sure there was the work force to carry out the jobs

As farming was a reserved occupation (a job vital to the war effort) farmers where excused from joining the forces many however still wanted to 'do their bit' and joined the Home Guard.

The Home Guard eventually numbered 1 million men.

Although often joked about and laughed at like on 'Dads Army'

If the Germans had invaded early in the war the Home Guard would have had to stop them and their tanks armed with nothing more than a shotgun, very old rifles, or even just a broom handle with a kitchen knife tied to the end!

Once the threat of invasion went then a new threat arose - the blitz or bombing of cities.

This meant the Wolds villages now had some new inhabitants - Evacuees from local cities like Hull

Mr Stephenson remembers see some Evacuees arrive

Mr Ellerington remembers what a state they where in after 3 days of Hull being bombed - one of the worst bombed cities for it's size during the war.

Hull was subject to 86 raids; the first, June 19th/20th 1940, and the last March 17th 1945.

Later in the war, once Britain started to win some battles and capture prisoners of war, some of the work done on farms was done by prisoners of war.

There where several camps in the Wolds area

High Hall Bishop Burton, Welton Camp Brough, Butterwick, Eden Camp Malton, Sandbeds Camp Brayton Selby, Storwood Camp Melbourne Thorp Hall Rudston

As the war continued not only where factories making equipment for war - tanks planes guns etc but also equipment to help produce food - tractors' and ploughs

Once Britain began to plan for invading Europe then lots on training was needed for the soldiers who would land on the beaches to recapture Europe

A large area of the Wolds was used for Tank Training

In 1943-1944 for 10 months all the sheep were removed and sold from this area.

In 3 days on May 1943 13,613 sheep from 74 different farms were sold at Weaverthorpe

The farmers then had to farm around the tanks!

Here's Chris Welford who was a boy at the time of the tank training - and was nearly a casualty!

Winston Churchill actually came to inspect the tanks just before they went into battle!

VE Day - Victory in Europe celebrations Hull 1945. Everyone was so happy once the war was over.....

Teachers Notes

Location of POW Camps

<http://islandfarm.fsnet.co.uk/LIST%20OF%20UK%20POW%20CAMPS1.htm>

HOW CAN YOU ENJOY YOUR 5-A-DAY ALL YEAR ROUND

Ever since us humans started farming, we have been learning how to store products to protect them from the weather, pests or decay. Here's how farmers used to store potatoes.

This is called a 'potato pie' the potatoes are tipped on the floor and then covered with straw and soil to store them until the farmer sells them later in the year.

Some foods can stand cold weather and provided the weather allows

they can be harvested and enjoyed fresh over the winter – such as these cauliflowers and cabbages.

Other crops can be harvested over the winter if we protect them from the worst of the weather – like these carrots being covered with straw to protect them from the frost.

Other crops, like these potatoes, must be harvested and then stored in insulated sheds.

This protects them from the weather and frosts.

Crops like peas have only a very short harvest window – these can be preserved by freezing them.

Fresh peas are a good source of Vitamins. 1 serving provides as much Vitamin C as 2 oranges!

If harvested peas are frozen quickly this goodness is locked up until you cook and eat them

The aim is to freeze peas within 150 minutes of being harvested

The Race is on - 0 Minutes

Lorry arrives at factory - 60 minutes since harvest

Peas tipped, washed and any pods, stones etc removed

Peas cooked or blanched 96°C for 2.5 mins

85 mins since harvest

Peas out of cooker and cooled to 15°C 87.5 mins since harvest

Final check for foreign objects which involves a light a laser and compressed air

95 mins since harvest

Into freezer at -450C for 6 mins

100 mins since harvest

Out of freezer

106 mins since harvest

Packed into bags..

All within 150 minutes of harvest

Some foods like these raspberries, strawberries and tomatoes cannot be stored or frozen very well.

We can preserve them in tins but they are not the same as fresh ones.

With today's transport we can enjoy fresh ones out of season by importing them from countries which can grow them all year round.

Enjoying food out of season uses lots of food miles and has an environmental cost.

You need to realise this when you are making your choices in the shop.

Teachers notes:

While we are all aware of the seasons – just how do they affect the farming of crops and livestock? In addition, how can we work with the seasons to help wildlife?

Ever since we became farmers we have had to store some of the harvest to last us the rest of the year.

Thanks to modern technology we have come to expect to eat any fruit and vegetable at any time of the year - modern transport now makes it very easy to transport food around the world quick enough to ensure it is fresh.

We have coined a new phrase for this 'food miles' a quick internet search lists lots of website to refer to - to many to list here.

A recent TV program by Jimmy Doherty showing Potatoes being grown in the Egyptian desert and then being imported into the UK serves to me to highlight how the food super-highway has got out of control.

If you would like to watch the program - here's the link: <http://www.discovering-our-countryside.co.uk/inotes/food-miles/>

It is probably not necessary to watch this with your pupils - it's more for your own background knowledge

The message I think your pupils need to take from this is that man must store and preserve food from harvest so we can enjoy it for a longer period. We can also import and enjoy food which we cannot grow in the UK such as Bananas. But they need to understand the consequences of recent trends and tastes of expecting to eat fruit and veg year round regardless of seasons and also utilise what we can grow in this country. Potatoes can be stored for over 6 months in store so do we really need to import them from Egypt.

PROCESSING SHEEPS WOOL

We saw sheep being sheared last summer

The bales of wool are now being delivered to the Wool Marketing Board

Here the wool will be graded and sold

The bales of wool are first unloaded - look out!

The bales are then weighed so the farmer can be paid for the weight he has delivered

The wool at this stage is called 'greasy wool' it is full of the natural grease sheep produce to make the fleece water proof plus lots of 'contamination' such as dirt, dead skin, sweat residue, pesticide, and vegetable matter.

The fleeces are first sorted and graded

The wool graders are experts at this having trained for 5 years.

We could give them a fleece and they would be able to tell us what breed of sheep it was from and what the wool would be best used for.

This is important as different breeds of sheep produce different types and quality of wool which is suitable for different uses.

Once sorted the wool is then packed into bales of graded wool

Each bale weighs 400 kg's It is then tested for fineness and colour.

This graded wool is then sold at auction

Here's is the modern high tech auction - you must be very quite so the buyers don't loose their concentration, get distracted and miss their bid!!!

After being sold the 'greasy' wool is taken to Haworth Scouring where it under goes it first treatments.

Different grades of wool are mixed to give the right blend for the end product - knitting, cloth or carpet

The first treatment is SCOURING which involves washing, rinsing and then drying the wool.

It goes through 8 washes and 1000 tonnes a day can be washed

This removes most of the grease and other impurities, such as mud, seeds and thorns picked up by sheep in field etc , from the wool

The 'grease' which comes out of the wool is called Lanolin is cleaned and purified and used in face and hand cream

The scoured wool is dried, it is now clean and white but very tangled

This clean wool is sucked up by the giant vacuum cleaner and packed into bales ready for the next process

The tangled wool is then passed through a carding machine which is a series of rotating rollers covered with pointed wire or teeth

The separates the tufts of wool into individual fibres and removes odd pieces of hay and straw which may remain

If the wool is going to be used for making woollen items such as jumpers and other clothes or for carpet then it will be spun now.

If the wool is going to be used for cloth (the worsted process) then it is combed

The clean untangled wool is combed by running it through a series of teeth removing short fibres and drawing out long ones to align them in one direction

With the longer fibres lying in parallel a continuous rope or 'sliver' of wool is produced called a top.

The 'top' is wound into a 'ball' or 'bump', ready for spinning Each bump weighs 22 Kg

20 bumps are packed into a bale so how much does one of these bales weigh?

The combed wool is now ready for spinning into worsted yarn which is used to make cloth

It is very noisy in these factories - have you noticed what the workers are wearing in their ears - why is that do you think?

Here's some things made from wool

Teachers Notes

<http://www.haworthscouring.co.uk/>