



LIVING

STREETS



LET'S
WALK TO
SCHOOL

WOW LEARNING RESOURCES KS1/P1-4

RURAL
LIVING



JUNE 2017

AIM

To learn about the importance of the countryside and farming in British heritage and culture.

OBJECTIVES

- To learn about farming and some of the crops grown on arable farms
- To consider the different uses of one of those crops (wheat) and how it is farmed
- To make and eat a chapati using wheat flour.

RESOURCES

- White and wholemeal flour
- Bowls
- Olive oil
- Wooden spoons
- Clean surfaces or boards for kneading
- Hob and frying pan
- Mango chutney and riata for tasting

CURRICULUM LINKS

England	SCIENCE	DESIGN & TECHNOLOGY
Wales	SCIENCE	DESIGN & TECHNOLOGY
Scotland	SCIENCE	EXPRESSIVE ARTS

Did
you
know?



Highland cows have long haired coats to help them cope with the Scottish weather - they are also known as the hairy cow.¹

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, our year-round walk to school challenge.

For further information on WOW and the full set of learning resources, visit

www.livingstreets.org.uk/walktoschool

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

RURAL LIVING

LESSON PLAN



MAIN LESSON (30 MINUTES – PLUS COOKING TIME)

INTRODUCTION

Talk about farming in the UK countryside. Farms might be arable (crops) or livestock (animals) or sometimes both. Farms are important as they give us food and are often found in the rural areas of the country. Is your school in a town, city or village? Is your area rural, semi-rural or urban? How do we know?

DEVELOPMENT

Grains such as wheat are a popular crop grown on British farms. The farmer sows the grain in fields in the springtime, it grows over the spring and summer and when it is ripe it is harvested. The grain is separated from the stalk and is sent to be milled into flour. The flour can be white (refined) or wholemeal. Show the children both types and ask them to feel the texture, smell it and note the differences in colour. The flour can be made into bread, cakes, and biscuits or added to many foods. Perhaps they have seen their families baking using flour at home and perhaps they have helped.

The children will be making chapatis to eat in class using flour that was once growing in a field. In a large bowl mix wholemeal flour (or half wholemeal and half white) with enough water to make a firm dough. Add in a tablespoon of olive oil at the mixing stage. Ask each child to wash their hands thoroughly and give each a piece of dough. Sprinkle some extra flour on clean boards and ask the children to knead the dough. They can knead it in any way these like but the end result should be a smooth, elastic dough which will take 5-10 minutes of kneading. They can then roll the dough out in a thin, round shapes using a rolling pin or their hands. Place each chapati in a hot, dry frying pan and cook over a high heat for a few seconds each side until cooked. An adult might need to do this away from the children. The chapatis will develop the characteristic spotted appearance. Cook in batches and keep them warm in a basket under a clean tea towel.

PLENARY

Eat the chapatis together by tearing off small bits. The children could dip their chapatis in mango chutney or riata (low fat yoghurt mixed with grated cucumber and chopped mint). As you eat, talk about how important our farms and farmers are and see how many items made from flour you can think of together.

EXTENSION (30 MINUTES)

Do a bread taste test. Bring in different types of breads. You could include sliced, bagels, flour tortillas, crumpets, baguettes, pitta and gluten-free breads. Ask the children to describe the textures, smell and taste. What is their favourite way to eat wheat?

NB check for food allergies before tasting bread and make sure that all the children wash their hands before and afterwards.