



# MARKET GARDENING SCHOOL RESOURCE PACK

## CURRICULUM LINKS



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## Curriculum Links

This document sets out how the Vale of Evesham's market gardening past can be used to teach sections of the Key Stage 2-3 National Curriculum across a broad range of subjects. It is divided first by subject, then topic and Key Stage. These curriculum links accompany the online Market Gardening School Resource Pack, which contains a mixture of written, audio and visual material to support teaching. A separate *Teachers' Notes* document provides background information for educators about market gardening.

### Using this pack

Activity suggestions and relevant resources are included for those seeking inspiration, but there are no prescriptive activity sheets or lesson plans within the pack. Instead, a pool of resources and supporting information can be found on the website under *Records from the Past* and *Teachers' section*. This flexibility enables the pack to be used in various ways and adapted to suit different teaching styles, age groups and subjects.

**School Resource Pack:** [www.explorethepast.co.uk/school-resource-mgh](http://www.explorethepast.co.uk/school-resource-mgh)

### Subject links

As a key period of local history within living memory, market gardening has clear links to the teaching of both local and British history. However, it can also be used to teach a wide range of other topics and skills – from design to map skills, and habitats to creative writing. Beyond the curriculum, market gardening can be drawn upon to discuss topical issues such as climate change, healthy eating and technological changes.

### External resources

Where relevant, links to additional, external resources are included in the content below for easy. This does not represent an endorsement of those resources and the Market Gardening Heritage project does not accept responsibility for their content.

### Acknowledgements

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# HISTORY

Market gardening forms an ideal local history study but can also be used to weave local connections into the teaching of national events, such as World War I and World War II. The online resource contains a range of primary and secondary sources, which can be used to explore historical concepts and develop skills.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Local history study	KS1	Changes within living memory  Significant events, people and places in own locality	Discover what it was like to be a child in a market gardening family.  For example, write a letter about your life today, then use clues to complete a letter from a child in the past.	<ul style="list-style-type: none"> <li>• <b>People</b> page of <i>Records from the Past</i> contains:               <ul style="list-style-type: none"> <li>– Historic photos</li> <li>– Oral history clips</li> <li>– Letters written by school children in 1933</li> </ul> </li> <li>• Templates for 'Letters To and From the Past' (see <b>Overview &amp; History resources</b> tab in the <i>Teachers' section</i>)</li> </ul>
	KS2	Local history study (can be from any time period)	Explore market gardening as: <ul style="list-style-type: none"> <li>• A self-contained local history study – the topic can be further refined, e.g. to focus on investigating an area close to school, continuity and change over time (from broadly 1870 – 1970) or the role of particular groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Records from the Past</i> resource pages</li> <li>• Worcestershire Archives</li> </ul>
	KS3	Local history study (can be from any time period)	<ul style="list-style-type: none"> <li>• Part of exploring a theme over time e.g. landscape or agricultural changes since prehistory.</li> </ul>	<ul style="list-style-type: none"> <li>• Historic maps – available through the National Library of Scotland website: <a href="https://maps.nls.uk/">https://maps.nls.uk/</a></li> <li>• Memories of the local community, which may include pupil's relatives</li> </ul>
Challenges for Britain, Europe and the wider world 1901 to the present day	KS3	Can include World War I and World War II	<p>Compare and contrast wartime changes in the Vale of Evesham with an urban area</p> <p>Investigate local attitudes to prisoners of war, life in the Women's Land Army or rationing.</p>	<p><b>World Wars</b> page of <i>Records from the Past</i> is divided into WWI and WWII. Sources include:</p> <ul style="list-style-type: none"> <li>• Historic photos and records</li> <li>• Oral history clips</li> <li>• Written memories</li> <li>• Newspaper articles</li> </ul>

Skill	Key stage	Activity suggestions	Resources
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	KS2	Explore reasons for the start or decline of market gardening.  Explore views on a particular issue, discussing the difference between fact and opinion when drawing conclusions e.g. How did the local community respond to prisoners of war working on market gardens during WWI and WWII?	Selection of primary sources available on each <i>Records from the past</i> topic. For example, <b>Change &amp; decline</b> page includes: <ul style="list-style-type: none"> <li>• Historic photos</li> <li>• Oral history clips</li> <li>• Newspaper articles</li> </ul> For a list of secondary sources, see the <b>Explore further</b> page.
They should understand how our knowledge of the past is constructed from a range of sources		Investigate a range of different primary sources on the same topic – what information do they provide or miss out? Can they be trusted?  Compare how our knowledge of the past is affected by the sources available. For example, there are few records (limited to wage notes and brief local memories) of the Gypsy and Traveller communities who worked on market gardens. Contrast this with our knowledge of children in market gardening families, where a greater number of more detailed records exist.	The <b>Off to market</b> page of <i>Records from the Past</i> provides a wide range of primary sources, as do other sections.  Sources about both children and Gypsy and Traveller communities can be found on the <b>People</b> page of <i>Records from the Past</i> .
Understand historical concepts such as continuity and change, cause and consequence	General	Explore how market gardening changed over time from take-off to decline (broadly 1870 to 1970). This could cover the transport of goods (change from railway to lorries), communication (telegrams and postcards to telephones) and equipment (hand tools to tractors and polytunnels).	Information and sources throughout <i>Records from the Past</i> , particularly the following sections: <ul style="list-style-type: none"> <li>• <b>What is market gardening?</b></li> <li>• <b>Off to market</b></li> <li>• <b>Change &amp; decline</b></li> </ul>

# GEOGRAPHY

The growth of market gardening in the Vale was influenced by fertile soils and a favourable local climate, yet in turn the local landscape was heavily shaped by the industry. Market gardening can be used as a hook for teaching map-based skills and locational knowledge, as produce travelled widely across the country.

Please note that maps are not included within the resource pack for copyright reasons – if your school does not already have access to modern mapping, the current Ordnance Survey can be viewed online through Bing Maps. Links to additional, external resources are given in the table below for easy.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Geographical skills	KS2	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Create a trail or quiz using grid references and map symbols as clues to the locations a market gardener might visit in a day. Swap and complete trails, either on paper or out in the field.	<ul style="list-style-type: none"> <li>• Modern or historic maps</li> <li>• Places a market gardener may visit: <ul style="list-style-type: none"> <li>– Home</li> <li>– Their land (they often had 2-3 strips spread across the parish)</li> <li>– Railway station</li> <li>– Blacksmith in the nearest village</li> <li>– Shop in the nearest town, for supplies</li> <li>– Post Office</li> <li>– Church</li> <li>– Pub</li> </ul> </li> </ul>
	KS3	Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs		
		Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	Pick a small area in the Vale of Evesham to investigate, including its topography, soil fertility, natural and human features, and changes over time.	<ul style="list-style-type: none"> <li>• Soils and Geology of Britain websites: <a href="http://www.landis.org.uk/soils">www.landis.org.uk/soils</a> <a href="http://www.bgs.ac.uk/geological-data/map-viewers">www.bgs.ac.uk/geological-data/map-viewers</a></li> <li>• Current Ordnance Survey</li> <li>• Historic Ordnance Surveys – available through the National Library of Scotland website: <a href="https://maps.nls.uk/">https://maps.nls.uk/</a></li> </ul>

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Fieldwork	KS2	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Visit an area of former market gardens, either near to school or the project's restored hovel sites and create a map or sketch plan. How has the landscape been shaped by humans? Are there any physical features that could have affected human activities?	<ul style="list-style-type: none"> <li>Hands on outdoor activities at Field Barn in Cleeve Prior, which contains orchards, ponds and a restored market gardener's hovel (see <b>Site visits</b> tab in the <i>Teachers' section</i> for details)</li> </ul>
Locational knowledge	KS2	Name and locate counties and cities of the UK	Locate cities across the UK where market gardening crops were sent	<ul style="list-style-type: none"> <li>List and map of locations reached by one large market garden – see <b>Off to market</b> page within <i>Records from the Past</i></li> </ul>
Place knowledge	KS3	Understand how geographical processes interact to create distinctive human and physical landscapes that change over time.	Compare how the Vale of Evesham landscape has changed between 1880, 1945 and today. Investigate the physical and human factors behind these changes.	<ul style="list-style-type: none"> <li>Modern maps</li> <li>Historic maps and images e.g. Google Earth historic aerial images (1945) and 1<sup>st</sup> edition Ordnance Survey (published 1880s) – available through the National Library of Scotland website: <a href="https://maps.nls.uk/">https://maps.nls.uk/</a></li> <li><b>When &amp; why did it start?</b> and <b>Off to market</b> pages of <i>Records from the Past</i></li> </ul>

# SCIENCE

Given the nature of market gardening and industry's impact on the local landscape, the topic lends itself to exploring plant anatomy, reproduction and growing requirements, habitats, ecosystems and food security. For older learners, market gardening can also be used as route into the impacts of organic and non-organic food production and climate change.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Plants	Lower KS2	<p>Identify and describe functions of different parts of flowering plants</p> <p>Requirements of plants to grow and how these vary between plants</p>	<p>Use market gardening crops to examine different types of flowering plants (e.g. plum trees, strawberries, wallflowers) and identify their parts.</p> <p>Take a selection of market gardening crops and sort into groups by season. Consider how amounts of water, light and warmth a plant receives may vary between seasons.</p>	<ul style="list-style-type: none"> <li>List of market garden crops (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> </ul>
Living things & habitats	Lower KS2	How to group living things in a variety of ways	Create a guide on how to identify a few living things commonly found in an orchard (e.g. fruit trees, birds, insects).	<ul style="list-style-type: none"> <li>Info on orchard animals, minibeast guide and more available from the <i>Apples &amp; Orchards Project</i> website: <a href="http://www.applesandorchards.org.uk/learn-more/school-resources">www.applesandorchards.org.uk/learn-more/school-resources</a></li> <li>Hands on outdoor activities at Field Barn in Cleeve Prior, which contains orchards, ponds and a restored market gardener's hovel (see <b>Site visits</b> tab in the <i>Teachers' section</i> for details of hands on activities)</li> </ul>
	Upper KS2	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>		



Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Reproduction	KS3	Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal	Find out how different market garden crops reproduce and group them by reproduction method.	<ul style="list-style-type: none"> <li>List of market garden crops (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> </ul>
Relationships in the ecosystem		<p>The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p> <p>The importance of plant reproduction through insect pollination in human food security</p> <p>How organisms affect, and are affected by, their environment, including the accumulation of toxic materials</p>	<p>Look up insects commonly found among fruit and vegetable crops. Build up a food web of the plants and animals in a market garden. Consider how this ecosystem might change if the market garden became a pasture field.</p> <p>Take a list of locally grown fruit and vegetables and find out how many rely on insect pollination.</p> <p>Investigate the effects on the ecosystem of using artificial pesticides and fertilisers. What are the differences to organic farming?</p>	<ul style="list-style-type: none"> <li>Orchard minibeast guide, food chain images and more available from the <i>Apples &amp; Orchards Project</i> website: <a href="http://www.applesandorchards.org.uk/learn-more/school-resources">www.applesandorchards.org.uk/learn-more/school-resources</a></li> <li>Information sheet on the use of artificial fertilisers and pesticides in market gardening (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> <li>Hands on outdoor activities at Field Barn in Cleeve Prior, which contains orchards, ponds and a restored market gardener's hovel (see <b>Site visits</b> tab in the <i>Teachers' section</i> for details of hands on activities)</li> <li>List of market garden crops (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> </ul>

# ENGLISH

There is ample inspiration within market gardening for creative and factual writing – photographs in need of a story, information to be shared and differing views to explore. From a reading perspective, the National Curriculum states that by upper Key Stage 2, the “*skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information*”. As a chapter of local history within living memory, potentially in pupil’s own families, market gardening can provide this motivation.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Reading	Lower KS2	Retrieve and record information from non-fiction	Read the letters written by local children in 1933 and note down differences between then and now.	<ul style="list-style-type: none"> <li>Extracts and links to full letters written by children in 1933 available on the <b>People</b> page of <i>Records from the Past</i></li> <li>Written sources on various topics are available throughout <i>Records from the Past</i></li> <li>Written sources are available throughout <i>Records from the Past</i>. For example, see pages on <b>Change &amp; decline</b> or <b>World Wars</b></li> </ul>
	Upper KS2	Retrieve, record and present information from non-fiction		
		Distinguish between statements of fact and opinion	<p>Take an historic written source, such as an extract from the 1933 children’s letters, and highlight whether sentences are fact or opinion.</p> <p>Alternatively, consider a group of short sources and divide them into fact and opinion.</p>	
		<p>Explain and discuss their understanding of what they have read, including through debate and presentations</p> <p>Provide reasoned justification for their views</p>	<p>Explore views on a particular issue in groups, then each group explains what they have found or discusses alternative views via a debate.</p> <p>For example, the issue may be the cause of market gardening’s decline or how the local community felt about prisoners of war working on market gardens.</p>	

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
	KS3	Read a wide range of fiction and non-fiction, in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors	Discover the local dialect, Asum Grammar, by reading the works of a local poet.  Read sections of non-fiction books to find out more about market gardening.	<ul style="list-style-type: none"> <li>Both written and recorded versions of poetry in Asum Grammar, by local poet Bob Woodroffe, can be found on the <b>Explore further</b> page of <i>Records from the Past</i></li> <li>For additional non-fiction reading, see the <b>Explore further</b> page of <i>Records from the Past</i></li> </ul>
Writing	KS2	Plan, draft, write, evaluate, edit, proof-read and read aloud own piece of writing.	Write a piece of non-fiction, such as a newspaper article, report or information leaflet, on a topic within market gardening (e.g. the help provided by the Women's land Army during WWII).	<ul style="list-style-type: none"> <li>Information and a mixture of sources on various topics are available throughout <i>Records from the Past</i></li> </ul>
	KS3	Write accurately, fluently, effectively and at length for pleasure and information  Plan, draft, edit and proof-read	Draw inspiration for a piece of creative writing – a short story, poem or imaginary letter from the past – from historic photos and sources.	

# MATHS

Weights, measures and cost were integral to market gardening, as produce tended to be sold in standard weight baskets rather than by number of pieces. As pounds, inches and shillings were the units of the day, older learners can use their mathematical skills to gain an understanding of market gardening quantities.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Measurement	Upper KS2	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	<p>Convert into kilograms the weight of a traditional pot hamper when filled with different fruit and vegetables.</p> <p>Calculate the size of a pot hamper in centimetres.</p> <p>Explain how many pennies went into an old shilling and shillings into a pound. Using historic records, work out how many pennies workers were paid per week.</p>	<ul style="list-style-type: none"> <li>Imperial units information sheet with details of traditional basket weights, measurements and pre-decimalisation currency (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> </ul>
General	KS3	Pupils should also apply their mathematical knowledge in science, geography, computing and other subjects	<p>Apply maths skills to market gardening scenarios, for example:</p> <p>Calculate the average weight of a fruit or vegetable, such as plums, by weighing a number of pieces. Use this average to work out how many pieces it took to fill a traditional pot hamper (either the hamper or crop weight will need converting between metric and imperial units).</p>	

# DESIGN & TECHNOLOGY

Food and structures both have strong ties to market gardening. The local history topic can be used to explore the seasonal nature of fruit and vegetables, how produce was historically grown and how this compares with today. On the design front, many market gardeners built their own shed (locally known as 'hovels') with whatever resources were to hand. Whilst these small buildings shared similarities, each was as unique as the grower who designed and used it.

Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Design	KS3	<p>Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</p>	Design a market gardener's hovel (shed), drawing on research into the use and location of hovels.	<ul style="list-style-type: none"> <li>• <b>What is market gardening?</b> page of <i>Records from the Past</i> contains: <ul style="list-style-type: none"> <li>– Virtual hovel tour</li> <li>– Oral history recording of hovel uses and memories</li> </ul> </li> <li>• Sketch plans and photos of historic hovels (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> <li>• Site visit to the restored hovels in Cleeve Prior and North Littleton (see <b>Site visits</b> tab in the <i>Teachers' section</i> for details)</li> </ul>
Evaluation	KS2	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Build a model of a market gardener's hovels (shed) and test different materials and designs for strength.	
	KS3	Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Expand on the design activity (above) by evaluating and revising plans for a market gardener's hovel.	



Topic	Key Stage	Curriculum areas	Activity suggestions	Resources
Cooking and nutrition	KS2	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	Sort market gardening produce into the four seasons. Explore why these plants grow in different seasons.	<ul style="list-style-type: none"> <li>List of market garden crops and their seasons (see <b>STEM resources</b> tab in the <i>Teachers' section</i>)</li> <li>'How was it grown?' information on the <b>What is market gardening?</b> page of <i>Records from the Past</i></li> <li>Details of tastes and tools over time on the <b>Change &amp; decline</b> page of <i>Records from the Past</i></li> </ul>
	KS3	Understand the source, seasonality and characteristics of a broad range of ingredients	<p>Identify common fruit and vegetables that aren't grown in the UK and discuss how they reach our tables.</p> <p>Investigate how fruit, vegetables and herbs were historically grown in the Vale. Compare to how these foods are grown today, including the range of varieties available and methods of preservation.</p>	

# ART & DESIGN

Market gardening offers plenty of creative inspiration, from growers' characteristic sheds (known locally as 'hovels') to the unsung stories of children, women and workers from beyond the Vale who helped to plant, harvest and pack crops. A wealth of historic photos, oral history clips and written sources are included in the digital resource pack. However, traces of market gardening can also be found in community memories and dotted across the Vale's landscape.

Key Stage	Curriculum areas	Activity suggestions	Resources
All	<p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Use historic photos, surviving hovels (market gardeners' sheds), recorded memories and other sources of information as inspiration for artistic pieces of work.</p>	<ul style="list-style-type: none"><li>• <i>Records from the Past</i> resource pages, which include historic photos, oral history clips and written records</li><li>• Site visit to the restored hovel in Cleeve Prior (see <b>Site visits</b> tab in the <i>Teachers' section</i> for details)</li></ul>