



Teacher Resource Sheet Carrs Farm Walk

This walk around Carrs Farm has been developed to give a background to the farm and the opportunity to create a farm case study. The farm walk starts at Rushylea Lane and ends at the farm buildings at Carrs Farm. The table below provides the information required for each stop on the walk. At the farm buildings the farmer will be available for interview and to help with completing the 'The Farm System' section of the Student Resource Sheet.

Resources required

Teacher Resource Sheet
Student Resource Sheet

Location 1 - end of Rushylea Lane

Background Information

This location provides a good view of the farm.

Introduce the farm visit. The morning session will provide a case study of the farm and there will be a separate activity in the afternoon.

Carrs Farm. Use the inset map on the Student Resource Sheet to show the boundary to the farm, the location of the farm buildings, the range in height of the farm and to discuss the route taken on this farm walk. Introduce the farm using the information provided on the Student Resource Sheet.

Location 2 - allotment (higher land used for grazing animals)

Background Information

This is the first location that looks at land use at Carrs Farm.

Introduce this location. This field is some of the higher land on the farm used for grazing and is sometimes called an 'allotment'.

Land use. Complete the land use map on the Student Resource Sheet by colouring in the 'allotment' and adding the colour to the key (marked A on the map).

Farming and environmental management. Between September and January 100 mule sheep (Swaledale/Leicester crosses) graze this area along with the other areas of pasture on the farm. This area is managed to maintain rough grazing for birds (particularly breeding waders). These sheep come from a neighbouring farm. The management of the 'allotment' must ensure there is no topping (cutting of plants) or harrowing (pulling a chain across the pasture to spread out dung) between November and June to prevent disturbance to ground nesting birds. Stocking densities must be low to prevent poaching (churning up) of the ground, drains have been blocked to encourage wet, marshy grassland and only well-rotted farmyard manure is used as fertiliser. Target birds are lapwing, snipe, redshank and curlew. If your visit is between February and August you may see these birds. Add notes to the Student Resource Sheet.

Location 3 - pasture (lower land for grazing animals)

Background Information

Introduce this location. The fields marked B on the land use map are used for grazing and are pastures. These fields are lower and generally smaller than the allotment.

Land use. Complete the land use map on the Student Resource Sheet by colouring in the pastures and adding the colour to the key (marked B on the map). Field B1 and B2 are being enhanced and will become hay meadows.

Farming and environmental management. The pastures are managed in the same way as the 'allotment'. Between September and January 100 mule sheep (Swaledale/Leicester crosses) graze this area along with the other areas of pasture on the farm.

This area is managed to maintain rough grazing for birds (particularly breeding waders). The management must ensure there is no topping (cutting of plants) or harrowing (pulling a chain across the pasture to spread out dung) between November and June to prevent disturbance to ground nesting birds. Stocking densities must be low to prevent poaching (churning up) of the ground, drains have been blocked to encourage wet, marshy grassland and only well-rotted farmyard manure is used as fertiliser. Target birds are lapwing, snipe, redshank and curlew. If your visit is between February and August you may see these birds. Add notes to the Student Resource Sheet.

Location 4 - woodland

Background Information

Introduce the location. The main area of woodland is along Ashes Beck but a smaller area exists along a beck to the east. These areas are semi-natural woodland and comprise oak, ash, rowan, hawthorn and alder. There is also a small block of coniferous woodland to the west of the main farm buildings.

Land use. Complete the land use map on the Student Resource Sheet by colouring in the areas of woodland.

Farming and environmental management. The woodland area is not farmed. The main aim of managing the woodland is to maintain the existing woodland in good condition to benefit biodiversity and the historic and landscape characteristics of the area. The woodland structure is maintained

Location 5 - hay meadow

Background Information

Introduce this location. The fields marked C on the land use map are hay meadows. These fields are used to grow hay for winter animal feed. Fields B1 and B2 are being enhanced and will become hay meadows.

Land use. Complete the land use map on the Student Resource Sheet by colouring in the hay meadows and adding the colour to the key (marked C on the map).

Farming and environmental management. The hay meadows are farmed to produce a hay crop to feed animals during the winter. Cattle graze the meadows after the hay has been cut.

The aim of managing the hay meadows is to protect this species-rich grassland. The specific management required to maintain the upland hay meadows includes excluding livestock from the meadows for at least 7 weeks before the hay is cut, not cutting the hay until after 15 July each year to allow the plants to seed and grazing the hay meadows after they have been cut with cattle to 'plodge' the seed into the ground. Pastures marked B1 and B2 on the land use map are to be spread with seed from the hay meadows to make these fields more species-rich and convert them to hay meadows. Add notes to the Student Resource Sheet.

Location 6 - farm buildings

Background Information

Diversification at Carrs Farm. The farm consists of two groups of farm buildings – the old farmstead with the farm house, byres, hay shed, feed shed and stone barn and new sheds for housing livestock in the winter. The stone barn has been converted into a camping barn for walkers, cyclists and groups using the farm for outdoor activities and field studies. This gives the farm another source of income and is an example of farm diversification. Add notes to Student Resource Sheet.

The farm as a system. The farm can be thought of as a system with inputs, processes and outputs. Use all the information gathered on the farm walk and interview time here with the farmer to look at Carrs Farm as a system. Complete the Student Resource Sheet. A completed farm system sheet is attached.

