



## **Citizenship - Teacher's Notes**

### **Theme- The Changing Landscape**

#### **Introduction**

In 1800, 90 % of the population worked in the countryside and 10 % in the towns. By the end of the century, only 25% lived in the countryside with 75% living in towns and cities.

During this period, most towns and cities had witnessed great change. More homes were built to house the great numbers moving from the countryside to the town. However, the appearance of rural areas remained unchanged. Rural labourers lived mostly in cottages of mud, plaster and thatch with one room downstairs and one up, sometimes housing families of 10 or 12 children. These buildings might have looked picturesque, but they were damp and draughty to live in.

Life was often hard and work was monotonous for the men, women and children who laboured in the fields, particularly during harvest time.

Towards the end of the century, wages had risen and life was more comfortable for farm workers. Agricultural labourers, however, remained amongst the poorest paid of all workers.

Although people continued to move to the cities as the changing work patterns of industry over agriculture drove them to search for a better life, many continued to prefer life on the land.

Artists tried to capture this rural way of life, which they could see was fast disappearing as more and more people moved away from the land. Some of these artists romanticised the passing way of life as a rural idyll.

## **Lesson activities - Protecting the countryside**

### **Citizenship national curriculum - KS3**

#### **Key concepts**

1.2 Rights and responsibilities, 1, 2, 3

#### **Key processes**

- 2.1 Critical thinking and enquiry, 1, 3
- 2.2 Advocacy and representation, 1, 2, 3
- 3 Range and content, 1, 5, 7
- 4 Curriculum opportunities, 1, 2, 7, 10

**Key question - What responsibilities do we have in protecting the landscape?**

*In this activity, pupils discuss and analyse the Countryside Code. This activity links with those in the other subject areas in this theme.*

*The following activity has been adapted by kind permission of Natural England, from one of a series of activities from their education resources.*

## Podcast

There is a podcast, which includes a discussion of a recent visit to some of the locations that Brian Hatton used in his paintings-go to [The Changing Landscape Podcasts](#).

## Resources

- Bulleted points from the Countryside Code leaflet - found at the end of this document
- Countryside Code leaflet PDF- go to [http://www.countrysideaccess.gov.uk/things\\_to\\_know/countryside\\_code/educational\\_resources/educational\\_resources](http://www.countrysideaccess.gov.uk/things_to_know/countryside_code/educational_resources/educational_resources) The leaflet is the last item on the page.
- [http://www.countrysideaccess.gov.uk/things\\_to\\_know/countryside\\_code/creature\\_comforts\\_video](http://www.countrysideaccess.gov.uk/things_to_know/countryside_code/creature_comforts_video)  
The Creature Comforts Countryside Code video.
- Scissors

## Useful web links

[http://www.countrysideaccess.gov.uk/things\\_to\\_know/countryside\\_code/educational\\_resources/educational\\_resources](http://www.countrysideaccess.gov.uk/things_to_know/countryside_code/educational_resources/educational_resources)

Here you will find an education activity booklet for secondary schools.

<http://www.naturalengland.org.uk/>

The Natural England web site.

*The PDF bulleted list of the Countryside Code will need to be cut into bullet point strips, prior to Activity 2.*

## Background

Brian Hatton had a great love of the natural environment as can be seen though his many paintings of both the landscape and rural life. The natural environment needs more protection in today's world as many people are

drawn to it for a variety of leisure pursuits. Natural England has been set up to conserve and enhance the natural environment, for its intrinsic value, the wellbeing and enjoyment of people and the economic prosperity that it brings.

### **Activity 1 - Creature comforts video**

Your teacher will show you the Creature Comforts countryside code video.

### **Activity 2 - The Countryside Code**

The aim of this activity is to sort the bullet points in the countryside code in order of importance.

- Form a line with your class
- Collect one of the bulleted points from the document 'Sort it Out' from your teacher. There are 26 points so you may need to share with another person
- Silently read the bullet point
- Talk to the person on your right and together decide which of your bullet points is the most important
- The person with the most important point must move to the right one place in the line
- Repeat this activity until everyone has agreed their place in the line
- When the places in the line have been finally decided ask one person to record the final positions

### **Activity 3 - Making decisions**

Discuss why some cards were seen as more important than others.

Which ones were the most difficult to decide on?

Why are some rules easy to agree with and others controversial?

Would you now change the order in which you placed them?

### **Activity 4 - The Countryside Code 2**

Read the Countryside Code leaflet to discover the order in which they have placed the points.



ACTIVITY SUPPORT SHEET

**Sort it Out**

Bullet points from inside the Countryside Code leaflet

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- Refer to up-to-date maps or guidebooks.
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- You're responsible for your own safety and for others in your care, so be prepared for changes in weather and other events.
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- Check weather forecasts before you leave and don't be afraid to turn back.
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- Part of the appeal of the countryside is that you can get away from it all. You may not see anyone for hours and there are many places without clear mobile phone signals, so let someone else know where you're going and when you expect to return.
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- Get to know the signs and symbols used in the countryside to show paths and open countryside.
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- A farmer will normally leave a gate closed to keep livestock in, but may sometimes leave it open so they can reach food and water. Leave gates as you find them or follow instructions on signs; if walking in a group, make sure the last person knows how to leave the gates.
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ACTIVITY SUPPORT SHEET

- If you think a sign is illegal or misleading such as a ‘Private – No Entry’ sign on a public footpath, contact the local authority.

- In fields where crops are growing, follow the paths wherever possible.

- Use gates, stiles or gaps in field boundaries when provided – climbing over walls, hedges and fences can damage them and increase the risk of farm animals escaping.

- Our heritage belongs to all of us – be careful not to disturb ruins and historic sites.

- Leave machinery and livestock alone – don’t interfere with animals even if you think they’re in distress. Try to alert the farmer instead.

- Litter and leftover food doesn’t just spoil the beauty of the countryside, it can be dangerous to wildlife and farm animals and can spread disease – so take your litter home with you. Dropping litter and dumping rubbish are criminal offences.

- Discover the beauty of the natural environment and take special care not to damage, destroy or remove features such as rocks, plants and trees. They provide homes and food for wildlife, and add to everybody’s enjoyment of the countryside.



## ACTIVITY SUPPORT SHEET

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- Wild animals and farm animals can behave unpredictably if you get too close, especially if they're with their young – so give them plenty of space.

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- Fires can be as devastating to wildlife and habitats as they are to people and property, so be careful not to drop a match or smouldering cigarette at any time of the year. Sometimes controlled fires are used to manage vegetation, particularly on heaths and moors between October and early April, so please check that a fire is not supervised before calling 999.

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- By law, you must control your dog so that it does not scare or disturb farm animals or wildlife. On most areas of open country and common land, known as 'access land', you must keep your dog on a short lead between 1 March and 31 July - and all year round near farm animals.

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- You do not have to put your dog on a lead on public paths, as long as it is under close control. However, as a general rule, keep your dog on a lead if you cannot rely on its obedience. By law, farmers are entitled to destroy a dog that injures or worries their animals.

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- If a farm animal chases you and your dog, it is safer to let your dog off the lead – don't risk getting hurt by trying to protect it.

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- Take particular care that your dog doesn't scare sheep and lambs or wander where it might disturb birds that nest on the ground and other wildlife – eggs and young will soon die without protection from their parents.

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**ACTIVITY SUPPORT SHEET**

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- Everyone knows how unpleasant dog mess is and it can cause infections, so always clean up after your dog and get rid of the mess responsibly. Also, make sure your dog is wormed regularly to protect it, other animals and people.
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- At certain times, dogs may not be allowed on some areas of access land or may need to be kept on a lead. Please follow any signs. You can also find out more about these rules from [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk), by emailing [openaccess@countryside.gov.uk](mailto:openaccess@countryside.gov.uk) or calling 0845 100 3298.
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- Busy traffic on small country roads can be unpleasant and dangerous to local people, visitors and wildlife, so slow down. Where possible leave your vehicle at home and consider sharing lifts and using alternatives such as public transport or cycling.
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- Respect the needs of local people – for example, don't block gateways, driveways or other entry points with your vehicle.
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- Keep out of the way when farm animals are being gathered or moved and follow directions from the farmer.
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- When riding a bike or driving a vehicle, slow down for horses, walkers and livestock and give them plenty of room. By law, cyclists must give way to walkers and horse-riders on bridleways.
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- Support the rural economy – for example, buy your supplies from local shops.
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