

Fields That Changed

How agricultural change increased food production and reshaped Britain

10.3a "Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two farming changes. Circle an effect of each and label the pairs 1 and 2.

Britain's Agricultural Revolution

- ① British farming changed gradually before and during industrialization. Seed drills, including Jethro Tull's design, placed seeds in rows at controlled depths. This reduced waste and helped farmers weed between rows. Enclosure consolidated scattered strips and reorganized rights to common land into separately managed holdings. Hedges and fences changed the landscape. Larger holdings could be managed more efficiently, but some villagers lost valuable grazing and other common rights.
- ② Crop rotation and livestock breeding also raised output. Norfolk four-course rotation combined crops such as wheat, turnips, barley, and clover, reducing the need for fallow fields. Clover helped replenish soil nitrogen; turnips and clover fed animals through winter. More livestock manure could then fertilize crops. Selective breeding paired animals with desirable traits, such as size or wool quality. These methods connected soil care, crop production, and animal husbandry. Adoption varied across places and over time.
- ③ Rising output helped feed a growing population, including people in industrial towns. Large landowners and successful tenants often benefited from new methods. Some poorer families, however, lost access to common resources or faced changing employment. Farm wages and town opportunities also influenced migration; enclosure was not its only cause. Agricultural changes supported industrial growth while producing unequal gains and losses. They altered both the physical environment and rural social relationships.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did the seed drill help farmers use land and seed more efficiently? Give two details from the passage.

2 Trace one cause-and-effect chain showing how crop rotation could increase food output.

3 How could enclosure harm poorer villagers, and why might they seek work elsewhere?

4 How did rising farm output help support expanding industrial towns?

3 YOUR TURN _____ Your own words

A farmer digs channels to drain a waterlogged field. In three sentences, explain an environmental change, a possible production benefit, and a possible cost to people or nature.

PART 1 • READ AND MARK

Underline two farming changes. Circle an effect of each and label the pairs 1 and 2. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did the seed drill help farmers use land and seed more efficiently? Give two details from the passage.	It planted seeds in planned rows at a set depth, which made weeding easier and reduced wasted seed.
2	Trace one cause-and-effect chain showing how crop rotation could increase food output.	Clover replenished soil nitrogen, supporting later crops. Alternatively, winter fodder supported livestock, whose manure fertilized fields and helped raise yields. Turnips should not be identified as nitrogen-fixing plants.
3	How could enclosure harm poorer villagers, and why might they seek work elsewhere?	Some lost common grazing or other resources and faced changing employment. Farm wages and opportunities in towns also influenced decisions to move.
4	How did rising farm output help support expanding industrial towns?	It supplied food to the growing number of people living and working in towns, including workers in mines, workshops, and factories.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Drainage channels carry excess water away, making wet soil suitable for planting. More usable land could increase food production. However, draining wet ground could reduce habitat for wetland plants and animals.

Accept accurate causal chains grounded in the passage. For the drainage scenario, accept plausible benefits and costs; students need not know a named invention beyond the information supplied.