

Why learn about food?

- Children and young people know where their food comes from
- Children and young people have a better understanding of food groups and nutrition
- Children and young people have the skills to plan and prepare nutritionally balanced meals
- Children and young people know how to store food safely
- Children and young people make better informed food choices
- Children and young people have a positive relationship with food

What you need:

- *A variety of food from local producers and worldwide producers*
- *Maps/Apps of the locality showing land use*
- *Organise a visit to a supermarket*
- *Examples of food from the different parts of the food pyramid*
- *Examples of food packaging showing the RI (Reference Intake)*
- *A mile/km route and timer*
- *Different types of soil*
- *Compost bin/shop bought compost*

Useful websites

<https://www.farminguk.com>
<https://www.soilassociation.org>
<https://thedailymile.co.uk>

LEARNING ABOUT FOOD



Key Concepts

Growth, Change, Nutrition, Sustainability, Interdependence, Health, Energy, Cause and Effect

Key Questions

- How are we connected to the land?
- How are we connected to other living things in a food web?
- How does land near our school/locality support food production?
- How do the seasons affect food production and the range of food in our supermarkets?
- How do food and exercise affect our health?
- What can you do to stay healthy?
- Why is soil important?
- How do we condition the soil so that it is primed for things to grow?

Things to find out about

- Food chains and webs
- Locality
- Food pyramid
- Soil types
- Food production

Possible learning experiences

**** Always Risk Assess for food allergies**

- Explore food chains and discuss the terms: producer, consumer, herbivore, carnivore, omnivore.
- Make connections between animals in a food web - where do humans fit in?
- Find out about the food grown in their locality, on farms, orchards, dairies and breweries etc.
- Find out about how the land is used near their school for food production.
- Find out about the produce that is available in the shops that is grown/produced locally. Talk to shoppers about their preferences and reasons - should they buy local or international?
- Talk to a farmer from their locality/region and find out about the farm at different times of the year.
- Develop an understanding of seasonal produce and consider how and why this has changed over time.
- Explore how the amount of food we eat and the amount of exercise we take affects our health.
- Run the daily mile and track the calories you use.
- Explore the foods in the different sections of the food pyramid.
- Undertake research to compare their daily diet with the recommended allowances. (R.I. 'Reference Intakes' - the amount of nutrients and energy needed for a healthy balanced diet.)
- Explore different types of soil and the advantages and disadvantages of each for food production e.g. sandy, clay, silty, gravelly, chalk, loam.
- Experiment with growing food in different types of soil.
- Find ways to improve soil quality using natural methods e.g. composting, crop rotation and compare these methods with adding commercial fertilisers. Form an opinion from the perspective of a farmer and that of a conservationist.
- Take key staple food ingredients and find out about the stages of food production e.g. flour, sugar, milk.



Four Purposes

Ambitious, capable learners

They are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts

Healthy, confident individuals

They apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives

Enterprising, creative contributors

They express ideas and emotions through different media

Ethical, informed citizens

They engage with contemporary issues based upon their knowledge and values

Integral Skills

Creativity and innovation

Ability to turn ideas into action

Critical thinking and problem-solving

Question

Personal effectiveness

Confidence and self-esteem

Planning and organising

Set goals

What Matters

Sci-Tech

Being curious and searching for answers is essential to understanding and predicting phenomena.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives

H&WB

Developing physical health and well-being has lifelong benefits.

Our decision-making impacts on the quality of our lives and the lives of others.

M&N

Measurement focuses on quantifying phenomena in the physical world.

Descriptions of learning

I can investigate different forms of energy and how it can be transferred.

I can explore relationships between living things, their habitats and their life cycles. I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.

I can observe and describe ways in which materials change when they are mixed together.

I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.

I can recognise that my decisions can impact on me and others, both now and in the future.

I have explored measuring, using counting, measuring equipment and calculating, and I can choose the most appropriate method to measure.