



Food for Life Curriculum Pack

Topic 1: Where does our food come from?

In this topic children have the opportunity to consider that there are complex natural and man-made processes involved in bringing their food to the dinner table. They will also realise that these processes involve many people all over the world, and they will reflect on the fact that there are consequences of buying cheap food from abroad or transporting food long distances.

Activities for key stage one

Activity 1: What are the ingredients?

Activity 2: Fruit or root?

Activity 3: Plough to plate – the story of food

Activity 4: Miles and miles and miles (or kilometres)...

Activity 1: What are the ingredients?

Curriculum links

Science Sc2 5a

PSHE 3a, 5d

Objectives

- To help pupils to understand the link between animals and plants and the food on our plates
- To think about the stages involved in producing food.

Resources

1. Teaching resource 1 *What are the ingredients?* These pictures need to be cut up to produce one A5 picture of a dish of spaghetti Bolognese and 12 smaller pictures.
2. If possible, pictures of pizza boxes showing a range of pizzas.

What to do

Have a class discussion about the ingredients in spaghetti Bolognese. Write up any ideas on the board. Use the ingredient cards to illustrate what goes into spaghetti Bolognese by sticking up the finished dish in the middle of the board and then showing the steps by working back through each stage for each ingredient using arrows between each stage.

Pupils could then draw a pizza and draw the ingredients around the edge of the page, for example sausage, cheese, tomato sauce.

Teachers' notes

As a further resource, the British Nutrition Foundation sell an A2 sized poster called 'Where does food come from?' costing £2. It depicts where the ingredients for a pizza come from, and could be used as the basis of a classroom display or to reinforce this activity. To order go to www.nutrition.org.uk

Activity 2: Fruit or root?

Curriculum links

Science Sc2 1b, 3b

PSHE 3a, 5d

Objectives

- To think about the link between the plants grown by farmers and the food on our plates by identifying the parts of plants we eat.

Resources

1. A selection of unwashed fruit and vegetables with roots and leaves intact if possible. These can be obtained from a nearby organic farm, an organic box scheme or from a keen gardener amongst the staff/parents. Go to www.soilassociation.org and click on 'Organic Directory' in the top right corner to find a list of organic box schemes in your area. Good items would be carrots with their leaves, tomatoes on the vine, onions or garlic with stalks, lettuces with roots or celery stalks with their leaves. For fruits you could use rhubarb, strawberries, and pineapples.
2. Activity sheet 1 *Fruit or root?*

What to do

Look at the fruit and vegetables one by one and identify the roots, leaves, stems, fruits and seeds.

Ask the children to group them depending on which part we eat. For example:

- **Seeds:** peas, broad beans, sunflower seeds
- **Bulbs:** onions, leeks
- **Fruits:** apples, peppers, tomatoes
- **Leaves:** cabbage, lettuce, spinach
- **Stems:** rhubarb, celery, asparagus
- **Roots:** carrots, parsnips, beetroot
- **Tubers:** potatoes, yams
- **Flowers:** cauliflower, broccoli.

The pupils then fill in activity sheet 1 *Fruit or root?* In each box, they need to choose a fruit or vegetable that we eat that part of and draw it. For example, in the root section, they could draw a carrot.

You will probably need to discuss with children that vegetables such as peppers and tomatoes are actually fruits although we call them 'vegetables'!

Activity 2: Fruit or root? continued

Further activities

The Soil Association's farm trail at Meanwood Valley Urban Farm has an activity that could be used in an ICT lesson to reinforce the 'Fruit or root' activity. Go to www.soilassociation.org/farmtrails and click on Meanwood Farm.

Teachers' notes

If you are doing this activity during the summer term, how about challenging the children to grow their own fruit or vegetables. You could either give them some seeds to plant at home if they have a garden or allotment, or could grow some plants such as tomatoes in a pot on the windowsill in the classroom. You could even consider setting up a gardening club in the school grounds. You can find out more at: www.hdra.org.uk/schools_organic_network/

Activity 3: Plough to plate – the story of food

Curriculum links

Science Sc2 1b, 1c

PSHE 5c

Objectives

- To understand the story of food production, from planting seeds to harvesting, processing, cooking and eating.

Resources

1. Teaching resource 2 *Food stories*. Choose two of the food stories and cut up a set of the pictures to use as a demonstration. You also need to photocopy and cut up a set of the second story for each child.
2. An example of the foods you have chosen to use.

What to do

Explain that you are going to think about the story of an everyday food. Ask for ideas from children of where some foods come from, for example, eggs, or milk. What about apples or potatoes?

Demonstrate to the class how they can think about the story of a food, from where it is grown/grows to the moment we eat it. Use one of the stories to show this, by reading each section and sticking the cards on the board in the right order.

The children could then carry out a sequencing activity in small groups using the cards for another one of the food stories, and after hearing the teacher read the relevant food story. Children could glue copies of the pictures in order and label them with key words from the board, for example for potatoes: tubers, potato plants, harvest, shop, cooking and composting.

Teachers' notes

The idea for this activity came from the series of 'food life cycles' developed by East Anglia Food Links (EAFL). They are part of an activity pack called *Healthy Food, Healthy World* available at www.eafl.org.uk/HealthyFood. There is also information on food production at [www.ukagriculture.com/Field to Fridge](http://www.ukagriculture.com/Field_to_Fridge).

Activity 4: Miles and miles and miles (or kilometres)...

Curriculum links

Geography 2c, 3e, 5b

PSHE 5g

Objectives

- To raise awareness of the global trade in food
- To appreciate that many foods have been transported a great distance before we eat them
- To understand that there are environmental costs associated with the transportation of food.

Resources

1. A carrier bag containing a range of foods from around the world, which includes processed foods and labelled fresh produce. Try to provide items from every continent, and some fresh produce, for example apples and lettuce that could have been grown in the UK, but which have been imported from other continents.
2. A large world map displayed on the board.

What to do

Ask pupils if they know which country most of the food they eat comes from. Is it British? Have they ever looked at the packets to see? Explain that you have been shopping and need their help to find out where the foods in your shopping bag come from.

Ask for a volunteer to come to the front and take something out of the bag. Help them to find and read the country of origin label. Using the world map, find that country. Write the name of the product on a post-it or sticker and stick it on the map.

Alternatively you could put a pin in the country, and have a thread that leads from the pin to the edge of the map. Here you could show a picture of the food or its packaging.

When you have looked at all the foods and located them on the map, discuss the fact that many of the foods have travelled thousands of miles. Can the pupils think of any reasons? For example, some foods can't grow in our climate but supermarkets think people want to eat strawberries all year round. What environmental problems might there be as a result of transporting foods across the world? What methods of transport might be used and are they polluting?

Further activities

This idea could be developed in the form of a giant whole school display where a world map could show pictures of foods, or actual labels, and where they come from. Children could be asked to bring in examples from home.