

## 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:

- *Access to research - books, internet, people*
- *Maps and globes*
- *Images of crops and worldwide locations*
- *Food made with microbes*
- *Ingredients for making food using microbes*
- *Access to NHS BMI information*
- *Access to a kitchen for menu planning and cooking*
- *Visit to a farm museum or working farm*

### Useful websites

<https://www.farminguk.com>  
<https://www.jamieoliver.com/recipes/category/world/>  
<https://ourworldindata.org/agricultural-production>

# LEARNING ABOUT FOOD



## Key Concepts

Responsibility, Sustainability, Interdependence, Lifestyle, Equity, Climate, Technology

## Key Questions

- Is food a finite resource? Why? Why not?
- How is food production affected by climate, culture and/or technology?
- How can we ensure food equity in the future?
- How does traditional farming compare with 21st century farming?
- What are some of the processes in food production and why are they helpful?
- How can microbes be helpful/harmful in relation to food?
- As humans, how and why does our food intake change over time?
- How will lifestyle choices impact on food production now and in the future?

## Things to find out about

- Food
- Farming
- Soil
- Microbes
- Import
- Export
- Culture and religion
- Climate

## Possible learning experiences

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

- Find out about major crops that the world depends on and which countries produce and consume these crops.
- Explore food associated with different regions of the world and how this is part of cultural identity.
- Find reasons to explain how climate affects production in different regions of the world.
- Consider the impact technology and automation on food production and compare this with a lack of access to technology and automation for some countries.
- Research food production and consumption in terms of one or some of the following:
  - the least to the most amount of food consumed per person in different countries.
  - the healthiest to least healthy diet.
  - the widest range of food options to most limited offer of food options.
  - most/least imported types and quantities of food.
  - the environmental impact of food miles in a plate of food from different countries around the globe.
- Find out about different types of farming, now and in the past.
- Explore the advantages and disadvantages of mass, global food production.
- Find out about the impact of different types of farming on soil quality, water quality and the environment.
- Find out about different types of food processing and why and how these contribute to extending the range of food on offer and its shelf life e.g. bottling, canning, pickling, fermenting, freezing, vacuuming packing etc.
- Research the use of microbes in food production and try making some types of food that rely on them e.g. bread, pickles, cheese etc.
- Research the major food groups in terms of dietary needs.
- Find out what a healthy weight range means and how this is expressed as BMI - Body Mass Index. Take account of variables within the range.
- Develop a balanced meal for four people. Make and serve the meal paying attention to food hygiene and safe storage.
- Consider the dietary food needs of people at different stages of life and explain how these change over time and how this is reflected in varying calorie intake.
- Consider how information of food labels helps us to make food choices that contribute to a healthy diet.
- Explore life-style choices based on omitting food particular groups such as vegetarianism (meat), veganism (all animal products), or other choices based on culture/religion (Kosher, Halal, beef, pork etc.) and the considerations for ensuring a healthy, balanced diet for each group.
- Research the work-related roles in food production by taking a supermarket product e.g. cornflakes and considering all the stages of production and the roles involved in getting it from its raw source to the table.



### 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

## Descriptions of learning

### Sci-Tech

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

Forces and energy provide a foundation for understanding our universe.

### 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.

### Humanities

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

### M&N

Statistics represent data, probability models chance, and both support informed inferences and decisions.

I can describe how living things compete for specific resources and depend on each other for survival.

I can explain that energy can be transferred from one place to another and how this can be used to provide the energy we need in our modern lives.

I can explain the importance of a balanced diet and nutrition and the impact of my choices.

I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.

I can understand the difference between facts, opinions and beliefs, and consider how this may affect the importance and usefulness of evidence

I have an understanding that injustice and inequality exist in societies  
I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.

I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons

I can collect different types of data to answer a variety of questions that have been posed, demonstrating an understanding of the importance of collecting relevant data