

Man with food has many problems – e.g. Food Provenance  
Man without food has only one – ie where to get food!

### ABOUT THE UNIT

This course is designed to help with the teaching of Food Provenance for both **Key Stage 3** and the Food Provenance section of the **GCSE Food Preparation and Nutrition**.

#### How is your knowledge of the Eat Well Harvest?

You will all be familiar with the Eat Well Guide but the new GCSE Food Preparation and Nutrition with its section on food provenance now covers how these food groups are grown, reared and processed – the Eat Well Harvest as it where!

#### “Is 5 A Day killing the planet?”

This Discovering Our Countryside teaching theme *“Is 5 A Day killing the planet?”* covers the Eat Well Harvest with its food stories on

- **Cereals Food Story** - starchy carbohydrates
- **Beef Food Story** - for the beans, pulses, fish, eggs and meat section
- **Fresh Produce Food Story** - for the fruit and veg section
- **Dairy Food Story** - for the dairy products section

*“Man, with food has many problems man without food has only ONE!”*

Equipped with the knowledge of these food stories pupils can then continue through the theme as it investigates the “problems” food miles, food waste, sustainability, food security etc that man with food faces.

The theme provides:

- **Multimedia Interactive Lessons** for pupils which feature
  - An entry point video which asks “Is 5 A Day Killing the planet?”
  - Videos telling the 4 Eat Well Guide Food Stories.
  - Pupil Workbooks linked to each food story, which are self-marking.
    - (Put explanation about use with actual books!)
  - Videos to use after they have done the food stories which develop understanding of today’s food problems and food sustainability.
- **Scheme of Work** downloadable as pdf or Word for you to edit
- **Lesson plans.** Electronic / on screen

## National Curriculum Links - Design & Technology

---

### Cooking and nutrition

#### Key stage 3

- understand the source, seasonality and characteristics of a broad range of ingredients

#### Key Stage 4 GCSE Food Preparation and Nutrition.

#### *Food provenance*

- Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.
- How processing affects the sensory and nutritional properties of ingredients.
  - The impact of food and food security on the environment, local and global markets and communities.
  - Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.
  - The development of culinary traditions in British and two international cuisines<sup>1</sup>, their distinctive features and characteristics, traditional and modern variations of recipes, cooking methods, presentation and eating patterns.



### Entry Point. Is 5 A Day Killing the Planet?

<p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> <li>Understand the source, seasonality and characteristics of a broad range of ingredients.</li> </ul> <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> <li>Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.</li> <li>The impact of food and food security on the environment, local and global markets and communities.</li> </ul>	<p><u>Resources:</u></p> <p><i>VIDEO: Is 5 A Day Killing the Planet?'</i></p> <p><i>This is thought provoking video about how our expectations of food has consequences for the environment and the sustainability of food production. Idea is to play this and have an initial discussion about modern food production. Then pupils do following lessons on food stories before revisiting this.</i></p> <p><u>Lesson Tasks.</u></p> <ul style="list-style-type: none"> <li>Watch video.</li> </ul> <p>Q &amp; A Knowledge Harvest (AfL)</p> <p>Assess how much pupils know about modern food production to give indication of how much will need to learn about sustainability etc</p> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Discuss what currently think about modern food production and idea that 5 A Day is bad for environment, food sustainability and killing planet. Then explain will look at some food stories during which will learn about 'food problems' and then have knowledge to discuss further once completed.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of understanding the source, seasonality and characteristics of different foods.</li> </ul>	
---	--	---	--



## 1. The Eat Well Harvest Food Story 1 - Cereals

### Key Stage 3

- Understand the source, seasonality and characteristics of a broad range of ingredients.

### Key Stage 4

- Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.

### Prior Learning:

*Knowledge of the eat well plate / guide and theme entry point video "Is 5 A Day Killing the Planet?"*

*Suggested order to cover food stories:*

- **Cereals Food Story** - starchy carbohydrates
- **Beef Food Story** - for the beans, pulses, fish, eggs and meat section
- **Fresh Produce Food Story** - for the fruit and veg section
- **Milk Food Story** - for the dairy products section

*However setting these as homework and linking each food story to other work you are doing in classroom will work just as well.*

### Resources:

*Videos + Video Script for teacher to read. Cereals Food Story Worksheet*

*These can be downloaded from website*

*Each pupil will need access to a computer to watch videos and do Cereals Food Story Work Sheet.*

*VIDEO: Intro video is available on [www.Teach.Discovering-Our-Countryside.co.uk](http://www.Teach.Discovering-Our-Countryside.co.uk) moodle course rest are available on Discovering-Our-Countryside.co.uk*

*Here: <http://discovering-our-countryside.co.uk/cerealfoodstory/>*

### Lesson Tasks.

- Watch intro video to set scene then could do rest in class or set as homework. Intro Video for Cereals <http://discovering-our-countryside.co.uk/GCSEFood/cereals/CerealIntro.html>

*Then set rest of videos + Workbook as homework task*

### **Plenary: ...**

- Discuss food story with class

- Describe Cereals Food Story (starchy carbohydrates ) from farm to fork explaining seasonality if any.
- Explain how farmers / food producers are using science, technology, engineering and maths to
  - protect the environment
  - help ensure food security
  - make food production sustainable

### **About Worksheets:**

*(About Food Story Worksheets. These are macro Word documents which allow pupils to choose answers to cloze exercises based on watching videos about food stories. (If computer virus checker warns about downloading Word macro enabled documents just ignore – they are safe! Once pupils have completed worksheet they can click a button to check their answers and then do any corrections. There is a key word paragraph to complete which really needs checking / marking by a teacher.*

**IMPORTANT:** *Pupils must really complete worksheet in one go or at least not close the document with macros enable, if they do this then on opening again the document will clear any of their previous answers! If they do save as and save document as normal word document (rather than docm) then it will preserve the answers they have done but they will not be able to answer any answers not already completed.*

*There is a non-macro version of worksheet which gives them multichoices for each answer – but does not allow pupils to do self-assessment. )*



## 2. The Eat Well Harvest Food Story 2 - Beef

### Key Stage 3

- Understand the source, seasonality and characteristics of a broad range of ingredients.

### Key Stage 4

- Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.

### Prior Learning:

Knowledge of the eat well plate / guide and theme entry point video "Is 5 A Day Killing the Planet?"

Suggested order to cover food stories:

- Cereals Food Story** - starchy carbohydrates
- Beef Food Story** - for the beans, pulses, fish, eggs and meat section
- Fresh Produce Food Story** - for the fruit and veg section
- Milk Food Story** - for the dairy products section

However setting these as homework and linking each food story to other work you are doing in classroom will work just as well.

### Resources:

Videos + Video Script for teacher to read. Beef Food Story Worksheet

These can be downloaded from website

Each pupil will need access to a computer to watch videos and do Beef Food Story Work Sheet.

VIDEO: Intro video is available on [www.Teach.Discovering-Our-Countryside.co.uk](http://www.Teach.Discovering-Our-Countryside.co.uk) moodle course rest are available on Discovering-Our-Countryside.co.uk

Here: <http://discovering-our-countryside.co.uk/beeffoodstory/>

### Lesson Tasks.

- Watch intro video to set scene then could do rest in class or set as homework. Intro Video for Beef

Then set rest of videos + Workbook as homework task

### **Plenary: ...**

- Discuss food story with class

- Describe Beef Food Story (beans, pulses, fish, eggs and meat section) from farm to fork explaining seasonality if any.
- Explain how farmers / food producers are using science, technology, engineering and maths to
  - protect the environment
  - help ensure food security
  - make food production sustainable.

### **About Worksheets:**

(About Food Story Worksheets. These are macro Word documents which allow pupils to choose answers to cloze exercises based on watching videos about food stories. (If computer virus checker warns about downloading Word macro enabled documents just ignore – they are safe! Once pupils have completed worksheet they can click a button to check their answers and then do any corrections. There is a key word paragraph to complete which really needs checking / marking by a teacher.

**IMPORTANT:** Pupils must really complete worksheet in one go or at least not close the document with macros enable, if they do this then on opening again the document will clear any of their previous answers! If they do save as and save document as normal word document (rather than docm) then it will preserve the answers they have done but they will not be able to answer any answers not already completed.

There is a non-macro version of worksheet which gives them multichoices for each answer – but does not allow pupils to do self-assessment. )



### 3. The Eat Well Harvest Food Story 3 – Fruit Veg

#### Key Stage 3

- Understand the source, seasonality and characteristics of a broad range of ingredients.

#### Key Stage 4

- Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.

#### Prior Learning:

*Knowledge of the eat well plate / guide and theme entry point video "Is 5 A Day Killing the Planet?"*

#### Suggested order to cover food stories:

- **Cereals Food Story** - starchy carbohydrates
- **Beef Food Story** - for the beans, pulses, fish, eggs and meat section
- **Fresh Produce Food Story** - for the fruit and veg section
- **Milk Food Story** - for the dairy products section

*However setting these as homework and linking each food story to other work you are doing in classroom will work just as well.*

#### Resources:

*Videos + Video Script for teacher to read. Fruit Veg Food Story Worksheet*

*These can be downloaded from website*

*Each pupil will need access to a computer to watch videos and do Fruit Veg Food Story Work Sheet.*

*VIDEO: Intro video is available on [www.Teach.Discovering-Our-Countryside.co.uk](http://www.Teach.Discovering-Our-Countryside.co.uk) moodle course rest are available on Discovering-Our-Countryside.co.uk*

*Here: <http://discovering-our-countryside.co.uk/fruitvegfoodstory/>*

#### Lesson Tasks.

- Watch intro video to set scene then could do rest in class or set as homework. Intro Video for Fruit Veg

*Then set rest of videos + Workbook as homework task*

#### **Plenary: ...**

- Discuss food story with class

- Describe Fruit Veg Food Story from farm to fork explaining seasonality if any.
- Explain how farmers / food producers are using science, technology, engineering and maths to
  - protect the environment
  - help ensure food security
  - make food production sustainable.

#### **About Worksheets:**

*(About Food Story Worksheets. These are macro Word documents which allow pupils to choose answers to cloze exercises based on watching videos about food stories. (If computer virus checker warns about downloading Word macro enabled documents just ignore – they are safe! Once pupils have completed worksheet they can click a button to check their answers and then do any corrections. There is a key word paragraph to complete which really needs checking / marking by a teacher.*

**IMPORTANT:** *Pupils must really complete worksheet in one go or at least not close the document with macros enable, if they do this then on opening again the document will clear any of their previous answers! If they do save as and save document as normal word document (rather than docm) then it will preserve the answers they have done but they will not be able to answer any answers not already completed.*

*There is a non-macro version of worksheet which gives them multichoices for each answer – but does not allow pupils to do self-assessment. )*



#### 4. The Eat Well Harvest Food Story 4 - Milk

##### Key Stage 3

- Understand the source, seasonality and characteristics of a broad range of ingredients.

##### Key Stage 4

- Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.

##### Prior Learning:

*Knowledge of the eat well plate / guide and theme entry point video "Is 5 A Day Killing the Planet?"*

##### Suggested order to cover food stories:

- **Cereals Food Story** - starchy carbohydrates
- **Beef Food Story** - for the beans, pulses, fish, eggs and meat section
- **Fresh Produce Food Story** - for the fruit and veg section
- **Milk Food Story** - for the dairy products section

*However setting these as homework and linking each food story to other work you are doing in classroom will work just as well.*

##### Resources:

*Videos + Video Script for teacher to read. Milk Food Story Worksheet*

*These can be downloaded from website*

*Each pupil will need access to a computer to watch videos and do Milk Food Story Work Sheet.*

*VIDEO: Intro video is available on [www.Teach.Discovering-Our-Countryside.co.uk](http://www.Teach.Discovering-Our-Countryside.co.uk) moodle course rest are available on Discovering-Our-Countryside.co.uk*

*Here: <http://discovering-our-countryside.co.uk/milkfoodstory/>*

##### Lesson Tasks.

- Watch intro video to set scene then could do rest in class or set as homework. Intro Video for Milk

*Then set rest of videos + Workbook as homework task*

##### **Plenary: ...**

- Discuss food story with class

- Describe Milk Food Story (dairy products section) from farm to fork explaining seasonality if any.
- Explain how farmers / food producers are using science, technology, engineering and maths to
  - protect the environment
  - help ensure food security
  - make food production sustainable..

##### **About Worksheets:**

*(About Food Story Worksheets. These are macro Word documents which allow pupils to choose answers to cloze exercises based on watching videos about food stories. (If computer virus checker warns about downloading Word macro enabled documents just ignore – they are safe! Once pupils have completed worksheet they can click a button to check their answers and then do any corrections. There is a key word paragraph to complete which really needs checking / marking by a teacher.*

**IMPORTANT:** *Pupils must really complete worksheet in one go or at least not close the document with macros enable, if they do this then on opening again the document will clear any of their previous answers! If they do save as and save document as normal word document (rather than docm) then it will preserve the answers they have done but they will not be able to answer any answers not already completed.*

*There is a non-macro version of worksheet which gives them multichoices for each answer – but does not allow pupils to do self-assessment. )*





## 5 Man with food and the “problems” this can bring.

<p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> <li>Understand the source, seasonality and characteristics of a broad range of ingredients.</li> </ul> <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> <li>Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production.</li> <li>The impact of food and food security on the environment, local and global markets and communities.</li> <li>Technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these.</li> </ul>	<p><u>Resources:</u></p> <p><i>VIDEO: “Man with food”</i></p> <p><i>Need to check this but think...</i></p> <p><i>This shows how in UK we are in comfortable position of food security but this situation has given us the luxury of having certain expectations has an effect on the environment.</i></p> <p><u>Lesson Tasks.</u></p> <p><i>This lesson and next are designed to set up class debate / and or collaborative learning session.</i></p> <ol style="list-style-type: none"> <li><i>Show video then do AfL Q&amp;A session to assess how much pupils have learnt about modern food production having covered the 4 food stories.</i></li> <li><b><i>Collaborative Learning:</i></b> <i>Split class into groups to research the “problems” as decided by you! (My choices would be: Food Miles, Packaging, “Ugly” veg, Seasonal Food.) Once done each group feeds back to rest of class.</i></li> <li><i>Watch Video “The Problems” this shows how UK Food producers are trying to solve the “problems” of man with food whilst at the same time making sure we don’t revert to “Man without food” – food security. Depending on how you want to run session / collaborative learning this could be shown as part of setting up collaborative work</i></li> </ol> <p><u>Plenary:</u></p> <ul style="list-style-type: none"> <li>Pupils write short answer / explanation to put into context the theme question “Is 5 A Day Killing the Planet?”</li> </ul>	<ul style="list-style-type: none"> <li>Explain what food security means.</li> <li>Explain the state of food security in: <ul style="list-style-type: none"> <li>UK</li> <li>Rest of World</li> <li>Now and in the future</li> </ul> </li> <li>Describe some of the “problems” associated with modern plentiful food production.</li> <li>Describe how consumer expectation of food can have an impact on the environment.</li> <li>Explain what sustainable food production means.</li> <li>Give examples of how food production can be made more sustainable</li> </ul>	
---	--	--	--



LEARNING OBJECTIVES  
PUPILS SHOULD LEARN  
Today's Learning:-

POSSIBLE TEACHING ACTIVITIES  
Lesson Tasks / Activities.

LEARNING OUTCOMES  
Pupils should be able to:-

POINTS TO NOTE

