

Section C

Food provenance know-how

A characteristic of good practice in secondary schools is that learners demonstrate their understanding of food provenance, production and processing. They examine where and how a variety of ingredients are grown, reared, caught and processed, and consider sustainability, food security and the impact on the environment.

Key features



Staff have a secure understanding of food provenance, are aware of the latest debates or challenges around food sustainability, and apply their knowledge in practice. Staff demonstrate their food provenance know-how through their planning and teaching, using up-to-date and relevant sources of information and case studies.



Provenance and sustainability are integrated into Schemes of Work and lessons, demonstrating progression in the development of key concepts and its application over time. Food origins, production and processing are embedded throughout all aspects of food and nutrition education.



Resources should reflect current UK farming and food production processes, and recognise a range of views exist about how food is produced. If other areas of global food production and/or processing are highlighted, the location should be clearly identified. Ingredients used should be seasonal and/or local, where possible.



Learners recognise where and how a variety of ingredients are grown, reared, caught and processed and can describe the basic steps in the production of food.



Assessment procedures reflect stated learning intent, demonstrate progression and provide constructive feedback to learners. Food origins, production and processing are integral when assessing practical activities.



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CASE STUDY

Our food is sourced from links with community based projects, farms, supermarkets, suppliers and grown on site.

The learners, who have a range of Special Educational Needs and Disabilities, are actively involved in all aspects of food storage, food preparation and cooking. This has created a broad range of differentiated learning opportunities and exciting ways to understand where our food comes from, how to prepare, store and preserve ingredients and make the most of the food available to reduce waste. The raw peelings from lessons are even composted for use in our garden!

We have many growing and cooking projects embedded with STEM objectives, work experience and life skills. Examples of these are catching and cooking our own rainbow trout and selling our own organic veg box scheme. These provide learners with

real practical experiences and a breadth of knowledge about where their food comes from and the work involved to get it to their table.

ROSALIE'S TIPS

1. Waste nothing, utilise all parts of plants from seeds to saving lemon and orange skins for mixed peel.
2. Embed composting and growing into every lesson.
3. As the learners become more confident, encourage them to be more independent and make their own decisions. For example, ask them to harvest certain foods or herbs independently so they begin to know what each plant is and they can safely identify it growing in their community or in their garden at home.

Putting the characteristic into practice

Staff and learners explore how food is reared, grown and caught in the UK, Europe and worldwide

- Plan lessons and practical activities to investigate how food is reared, grown and caught and the role it plays in the diet.
 - Research local farmers, growers or producers. Use food/ingredients produced locally to create a range of dishes.
 - Investigate the food that is certified by the EU under the protected food name scheme, designed to recognise traditional and regional food.
- Other examples:
- Investigate a range of food from different cultures, explore their origin and use in the cuisine.



Staff and learners research the 'farm to fork' chains for different foods from the UK

- Other examples:
- Explore the concept of food provenance; select a food that can be followed from farm to fork.
 - Look at the steps a food takes from farm to fork using a variety of resources, such as web searches, videos, blogs, media articles, magazines/books and written tasks.



Staff and learners investigate different quality assurance standards and/or marks for food

- Other examples:
- Research what different quality assurance standards/marks stand for.
 - Collect a variety of example logos that are used in food assurance schemes. Investigate which logos learners are familiar with and the role they play in consumer choice.



Staff and learners consider the seasonality of food

- Other examples:
- Use seasonal ingredients in practical food preparation and cooking, including recipe selection.
 - Incorporate the seasonality of food into lesson planning, including advantages of using food in season.
 - Select recipes that use seasonal/local food.



Putting the characteristic into practice

Staff and learners discuss aspects of food security and sustainability through the context of supply and health

- Prepare a variety of images that will stimulate thinking and prompt discussion about food security and the impact on supply and health.
- Discuss what might be the causes of not getting a regular, sufficient and nutritious food supply, e.g. effect of climate/climate change, environmental damage, extreme weather; land availability, resources (water; energy), fertile soil, economic issues, crop failure.
- Carry out practical activities requiring learners to plan and cook a dish that can be produced more sustainably. This might include cooking methods, careful choice of ingredients, buying locally, use of left-overs, reducing packaging, reducing energy used or growing own fruit/vegetables.

Other examples:



Insights

- Establish links with local food producers and processors. Invite them to present and/or demonstrate their produce/products to learners and show how they can be used in planning and preparing healthy food.
- Compare a range of ingredients and their origins. Consider what can change the cost, quality, availability, sustainability – how do these affect consumer choice? Examples might include: free range/farmed eggs, sustainable/farmed fish, and local/imported meat.
- Set up a display or presentation that encourages learners to investigate foods from different cuisines and how they are used. Use a world map to show where ingredients come from. Plan some practical sessions that use a range of these ingredients.
- Produce a resource bank of farming information/case studies.



Going beyond

Offer growing activities to learners: this could be small scale such as an herb garden, using 'grow bags' for tomatoes or a deep bin for potatoes. If facilities allow, create a school garden or allotment and grow produce for use in the classroom.

Visit a farmer's market or invite a local producer into school to give learners the opportunity to see and use ingredients that they are less familiar with and to learn about their provenance.

Invite a speaker to talk to learners about specific food/produce, e.g. cheese, fish, 'deli foods' and how they are sourced/made.

Run an in-house competition for learners/staff/parents focusing on local, seasonal ingredients. Showcase the entries. Why not get the local press involved?

Work with the school catering team to have a focus on a particular cuisine. Organise tasting events to get learners trying different foods.