

KS5 Grow it - Food production.

Subject curriculum intent:	We want our pupils to develop an increased awareness of the environment, sustainability and global issues related to food production. Through this knowledge pupils will develop a sense of responsibility and understanding around personal contributions to the global community. We want pupils to be able to access a range of outdoor activities, areas and growing spaces that promote confidence and self-esteem thus promoting positive physical, emotional and healthy food choices in adulthood. Grow it will also act as a vehicle to support embedding science, literacy and numeracy skills. We want our pupils to develop the confidence to engage with community groups involved in local gardens and to have the ability to grow foods to prepare and eat at home.			
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome		
Pupils engage with their outdoor community environments. Pupils understand that food is grown from plants. Pupils have developed basic skills around plant care such as sowing, caring for and harvesting foods. Pupils begin to recognise food waste and understand the positive effects of composting in the local environment. Pupils engage with their learning through cross curricular activities such as art, English, maths & science.	Pupils broaden their knowledge of their environment both locally and globally. Pupils understand the positive impact that growing food has on sustainability, health and the environment, locally and globally. Pupils develop an appreciation for the importance of food and farming across history and culture. Pupils can further develop, and transfer skills related to gardening and growing their own foods through an onsite allotment. Pupils know how to use harvested foods within cookery.	Pupils have a good knowledge of the environmental impact of food growth across the globe. Pupils can apply practical skills and knowledge of food growth to a 'vocational environment' in the form of an offsite community allotment 'The Plot'. Pupils understand how to harvest, prepare and cook a wide range of grown foods through collaborations with school enterprise project 'From Plot to Plate'. Pupils are aware of local gardening groups and community areas available to them. Pupils understand the importance of fresh food for a healthy diet and have the confidence to grow food at home.		
Intent for this topic:	Pupils will understand the impact of food production on the global environment. Pupils will understand changes in food production regarding movements towards veganism/ vegetarianism, make comparisons between animal and plant farming and become more aware of their diet and the impact their own choices have on the environment. Pupils will understand the processes by which different types of food are produced and the impact home grown food can have on the environment.			
Core vocabulary needed for this subject/topic:	food production, farming, veganism, vegetarianism, impact, footprint, grow, diet, choice,			
Vocabulary pupils will have accessed in other topics or subject areas:	Food, plant, meat, dairy, grown, farm, field, allotment, plot, animals, shop, harvest, healthy, unhealthy, prepare, cook.			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?

KS3	Science	Living things and their environments Food and digestion	2023-2024 2022-2023	Students will know the difference between plants and animals and the environments these need to grow/live. Students will know plants and animals are used as food. Students will identify healthy and unhealthy foods. Students will understand the term 'balanced diet' and will understand that you need different foods from different food groups to stay healthy. Students will explore how an unbalanced diet can cause health problems.
KS3	Grow it	Food	Yearly topic	Students will know the stages of plant growth from seed to harvest. Students will know the types of plants that can be grown for the purpose of eating. Students will recognise a range of fruit and vegetables and be able to identify these in a meal. Students will gain knowledge of the importance of fresh food in a diet and learn how to harvest & prepare these.
KS4	Science	Plants	2023-2024	Students will identify, name and classify different plants. Students will know the parts of a plant and explain their function. Students will investigate what a plant needs to grow and can grow their own plants to observe and understand how they germinate.
KS4	Grow it	Food History	2022-2023	Students will develop an understanding of plant-based food consumption through history up to present date. Students will know the importance of food across global cultures. Students will know that food differs between countries and cultures depending on environmental conditions

Links to other subjects:

English- reading

Maths- numeracy, measurements, time

Cook it- how to prepare and cook food grown,

Science- climate change, pollution, food and nutrition, plant cycles.

Religion - dietary requirements for religious beliefs.

Geography and history- countries where food is harvested, history of plants, vegetables, gardening, gardening tools, environment.

Health and Wellbeing/PE- active healthy lifestyles.

RRS Articles: This unit of work is linked to.

Article 29 - the goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Subject: Grow it: Food production

Suggested Flow of Learning

Term: 2023/2024

	<u>Working Towards Entry 1</u>	<u>Entry 1</u>	<u>Entry 2</u>	<u>Entry 3</u>	<u>Level 1</u>
<u>Subject specific knowledge</u>	<p>To know that meat comes from animals.</p> <p>To know some plant foods</p> <p>To know what a farm is</p> <p>To identify farm animals</p> <p>To know that farms grow plants for food.</p> <p>To know that farms breed animals for meat</p>	<p>To know that vegetarian diets are meat free.</p> <p>To know that farmers produce large amounts of the same foods for sale.</p> <p>To know that food can be grown at home in small amounts.</p> <p>To know that animals need a lot of space to be bred.</p> <p>To know that farming impacts the environment.</p> <p>To know that farms are used across the globe.</p>	<p>To know that plants can grow in different conditions.</p> <p>To know that animals and plants need different amounts of space.</p> <p>To know what a food footprint is</p> <p>To know ways which farming can be bad for the environment.</p>	<p>To know that animal production for food and plant-based food production have an impact on the environment.</p> <p>To know a growing technique suitable for a given space</p> <p>To know that veganism is increasing as people attempt to improve their personal environmental footprint.</p> <p>To know personal food footprint based on typical diet.</p> <p>To know the negative effects that food production has on the environment.</p> <p>To know the negative effects that plant-based farms have on the environment.</p>	<p>To know how each type of production compares and impacts the environment.</p> <p>To know the benefits of eating plant-based foods.</p> <p>To know which foods are local, global.</p> <p>To know the cost benefits and impacts of farming both animals and plants.</p>
<u>Subject specific skills</u>	<p>Can sort foods based on if it is a plant or meat based.</p> <p>Can match some food products to the correct animal e.g. eggs come from a chicken.</p> <p>Can harvest seeds from a plant.</p> <p>Can use a hand tool to dig a plant from the ground.</p>	<p>Can identify large and small areas of land.</p> <p>Can name and use a range of growing spaces.</p> <p>Can match the name to a space for growing. -greenhouse -Raised bed -Pot</p> <p>Can select appropriate herbs and vegetables to grow in an allotment from a given choice.</p>	<p>Can use visual resources to compare the space needed for animal farming vs plant-based farming.</p> <p>Can identify a suitable place for a chosen plant to grow e.g. greenhouse, pot.</p> <p>Can name plants that suitable to be grown in our climate.</p> <p>Can use symbols/ growveg.com to identify how many seeds/seedlings can be planted in a given area.</p> <p>Can point out features that have positive and negative effect on our environment in the local area.</p>	<p>Can select plants/herbs to grow to product specific vegetarian/vegan meals.</p> <p>Can plan how to care for a plant from seed to harvest by selecting appropriate growing techniques for a particular plant/s and space.</p> <p>Can track their own food footprint.</p> <p>Can point out how our allotment has positive/negative impact on the environment.</p>	<p>Can plan an allotment efficiently to increase produced.</p> <p>Can suggest growing techniques used throughout the allotment to improve production.</p> <p>Can suggest ways of reducing food waste.</p> <p>Can create and plan strategies to reduce the global impact of our own allotment.</p>

<u>Personal development</u> <u>†</u>	Pupils engage in practical tasks aimed at developing individual and teamwork skills. Pupils can respond to and deliver peer mentoring, gaining an understanding of workplace relationships and enabling them confidence when communicating with others. Pupils able to develop familiarity when completing familiar practical tasks, allowing pupils to embed processes and explore transferrable skills. Pupils are encouraged to contribute towards creative changes and design choices, enabling them to gain confidence when making decisions at work
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Suggested activities.

To sample a range of meat/ meat free recipes

Harvesting seeds

Replant seeds after being harvested.

Re grow from kitchen cut offs

Harvest foods for catering

Use compost as a bed as a planting area as an experiment.

Harvest foods for catering

Experiment with growing techniques for different plants

Create meat free recipes using plants grown.

Plan a small allotment area measuring plants to ensure maximum production.

Farm trip

Plan and create a vertical bed.

Plan new ways to grow in unused allotment space.

Compare expenditure for animal/ plant production vs profit.

Measure footprints of different types of production and compare

Online resources / Apps

Evidencing Work

Lessons are evidenced via worksheets or practical (photo) evidence forms. All work is evidenced using the 6th form evidence sheet proforma. All pupils are assessed using bespoke assessment tool on Onwards and Upwards