



Activity 2

Food and the supply chain

Aim: To find out where our food comes from and who is involved in producing our food.

Curriculum links

Geography - human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water

Cooking and Nutrition understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed.

Citizenship to research, discuss and debate topical issues, problems, and events,
Science identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Completing suggested additional activities would also provide links to several other curriculum areas including **science, careers & PSHE**

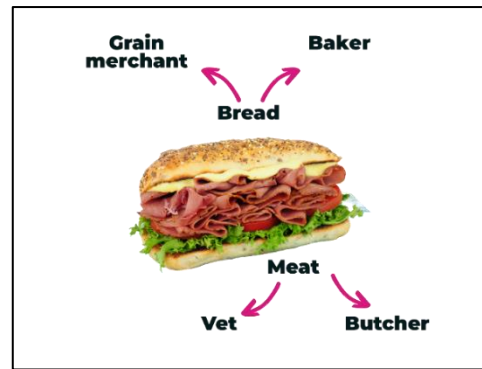
Key Questions

- Where is your food produced or reared?
- Who is involved in producing my favourite meal?
- Do you think my food choices are healthy and sustainable?

Instructions

There are a variety of people involved in bringing us our food. It is not all grown and reared by one farmer and then delivered to us to consume.

- **Begin by** asking the pupils: where does food come from and note any responses that stand out.
- **Introduce:** the spider diagram below. It shows the start of a diagram showing some of the people who work to bring us the components of a sandwich!



- Challenge pupils:** to continue adding to the diagram above. Pupils could try making spider diagrams based on a meal that they regularly eat. Can they think of any additional job roles that may be involved in producing food.

Note* some supermarkets or convenience stores are not necessarily involved in food production. Their main task is to purchase and then supply food to the consumer.
- Do not worry if they cannot list everyone involved in producing the food. Look out for the **webinars and videos** to further develop pupil learning and understanding of the careers within the supply chain.
- Activity 1 – identifying information on food packaging/labelling:**
Bring a selection of food products or packaging for the pupils to see e.g., onions, strawberries, avocado, bananas, cheese, broccoli, chicken, beef, carrots, apples, etc.
- Ask the pupils:** Can they identify where the food is grown, caught, reared or produced? Is it UK produce? Is the food healthy? Are there any labels or logos that identify the product (e.g., fairtrade, Red Tractor)? Is it produced in a sustainable way?
- Activity 2 – understanding where our food comes from:** Ask the pupils to choose up to 3 products from the list. They should find out as much as they can about where each of the foods comes from and how it is produced (access to the internet may be required).
- Use these questions** to help guide pupils' research:

Where does it grow? Or, where is it reared? Who produced the food and who was involved in getting the food to you? Is it British, or is it imported? Is it seasonal? What climate is required to produce the food? Can you buy it all year? How far has the food travelled to reach the local shop? Is the food produced in a sustainable way?
- Pupils should be encouraged to use dictionaries and search engines to look up the words they do not know.
- Follow the journey** of the food product from farm to fork. Can they turn it into a timeline? Supporting resources on [Food a Fact of Life](#)

You could also

- **Survey** parents/grandparents/teachers/neighbours. What did they eat as a child? Did they have snacks? What were school dinners like? Did they ever eat out at restaurants or cafés? Did they have takeaways? What other questions can you think of?
- **Research** rationing during WW2. Do we eat more healthily today, and what is a healthy diet?
- How has farming changed over the past century and why? **Invite** a farmer or food producer into school to tell you about their life. What do you think we'll be eating in the future? Might it be insects? Why not invite a young farmer to talk about their future farming plans?
- **Find out** how far foods have travelled to reach your local supermarket. Use the Food miles calculator to find out where certain foods have come from. Should we buy more local food? Discuss the challenges for different communities and what solutions would have a more positive impact on the climate.



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