



## Case study

# Think Food and Farming

Welland Park College





## Case study CS Think Food and Farming



Qualifications and  
Curriculum Authority

### Think Food and Farming Case Study

## From Farm to Fork – a cross-curricular enrichment programme at Welland Park Community College, Leicestershire



### Summary

**Aim** We want our learners to recognise where their food comes from and how it is grown, to help them make informed choices about the food they eat.

**Action** Introducing a comprehensive programme based on food and farming to include building links with local farms and farm shops, growing fruit and veg at school, and a variety of Food Technology activities

**Impact** Very positive feedback from students, increased attainment and successful application of cross-curricular working.



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### Background information

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The school has 700 pupils aged 11-14, 45 teaching staff and 45 non-teaching staff

### The Project

#### Objectives

We want our learners to:

- recognise where their food comes from and how it is grown.
- develop an understanding of farmers' contributions to our society and their impact on the environment.
- learn about food webs – how plants and animals interact, and the impact of pesticides on the food chain.
- make informed choices about the food they prepare, cook and eat thus contributing to a healthy lifestyle.

Our longer term objectives are:

- to increase understanding of sustainability
- to develop a cross-curricular approach involving Food Technology, Humanities, Science and Citizenship
- to develop effective Enrichment programmes
- to benefit from learning outside the classroom

#### How learning was organised

As part of the schools enrichment programme, each department was assigned a year group, and students were offered a range of programmes to participate in. Three programmes had a food and farming theme: From Farm to Fork for Year 9 Food Technology, Food and Farming for Year 8 Humanities and Food Webs for Year 7 Science. In addition, a speaker came from Brentingly Farm to talk to Food Technology groups in Year 7 and Year 8, and Citizenship groups in Year 7, about the Country Code, and ethical issues arising from farming.

The enrichment activity 'From Farm to Fork' initially took place on three half days in Nov to Jan, repeated with different students in the summer term. There were three elements:



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- Mystery Food Box Challenge. Students were given a selection of food and had to create a dish or meal. To be carried out in school time, in teams.
- Visit to Farndon Fields farm shop (winner of Farm Retailer of the Year) to investigate food miles, followed by a tour of the farm
- Food miles team challenge Students had to choose and buy ingredients to make a dish or meal with the lowest food miles. They could walk to the farm shop to buy ingredients, then cook them at school. In the summer, the farm shop organised a strawberry picking, and the students produced strawberry-based dishes.

The enrichment activity 'Food and Farming' included growing vegetables at school, individually and in groups, and studying the cultivation of crops. There was also a trip to see the livestock at West Lodge Farm

The enrichment activity was a team research project about food webs, farming and the use of pesticides. Students used level ladders to inform their planning and research, and the work culminated in a presentation by each group such as a poster, PowerPoint presentation or role play. These were submitted for the Crest Communicators Bronze Award. (This is run by the British Association for the Advancement of Science. For more details go to [www.the-ba.net/the-ba/ccaf/index.htm](http://www.the-ba.net/the-ba/ccaf/index.htm))

While most Year 7 students attend a residential week those left behind will also participate in learning outside the classroom through visits to a dairy farm, another farm with both livestock and arable, and a charcoal producer, where students can try landscape sketching. These visits will be followed up with related work in Art, Food Technology, Geography, History and Science.

### Achievements

Very positive feedback from students, and improved attainment

#### From Farm to Fork (Food Technology)

All students 'agreed' or 'strongly agreed' that they enjoyed the module and the work was different to normal lessons.

*'very good', 'I think the subject was well thought about', 'had fun', 'I loved Farm to Fork'*

#### Food and Farming' (Humanities)

All students 'agreed' or 'strongly agreed' that they enjoyed the module and the work was different from normal lessons. Many have made positive comments on their recent Y8 reports

*'I loved Food and Farming and I really enjoyed being outside', 'I really enjoyed seeing all the animals at West Lodge Farm'*



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### Food Webs (Science)

Thoroughly enjoyed by students; great team work; covered a lot of ground in short time; revision for end of unit test more thorough; number of students achieving at level 7 for first time.

### **Next steps**

- Extended use of vegetable plot for after-school club; produce to be used in school cookery activities
- Embedding of activities and strategies within SOW (Y8 Food project / Y7 Science CREST Award)  
Visit/Links with Farms for Year 7 in summer term being considered