

Enquire and investigate with will



RHET

The Royal Highland Education Trust

Patron HRH The Princess Royal



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Introduction

RHET

The Royal Highland Education Trust (RHET) provides food, farming and countryside education to young people and teachers across Scotland.



At first level we provide:

- [Farm visits for pupils 5+](#)
- [Class visits on food production](#) (subject to availability)
- Online sessions to meet your class needs
- [A teacher resource portal for you to search for learning content](#)
- [Teacher training opportunities for you to upskill in all topics related to food and farming](#)

How this pack works

Within this pack are a series of activity sheets for you to use with your class. Each activity sheet comes with some teacher notes highlighting the curricular links, outlines how the activity works and provides some further learning suggestions.

Teachers notes



Teachers notes



Activity - What am I?

I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a

This activity focuses on reading the statement and matching the description to the object. Once this task is completed, the identified objects can be grouped into living and non living.

Further learning: What other objects are found on the farm? What categories would these fall into? You can add additional cards if required.

Activity - Bug hunt

*I can distinguish between living and non-living things.
I can sort living things into groups and explain my decisions.
SCN 1-01a*

This activity involves looking for minibeasts in the school grounds and recording them depending on where they are found. At the end of the hunt, you can look at how the minibeasts have been grouped according to where they were found.

Further learning: Are there any similarities between minibeasts found in the same places? For example, creatures found in the air will all have wings. What are the differences between the minibeasts found in the soil? Do they have legs? How do they move?



I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC1-07a

Further learning: Can you find your own location on the map? What type of food is produced where you are? How does the food produced link to the landscape?

Activity - Farm food chains

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a

This activity involves looking at food chains. The example is a farm animal food chain with us (humans) as the final consumer. There are many other food chain examples on farms involving the wildlife on the farm.

sun → grass → rabbit → buzzard.

There are a wide range of producers on the farm including cereal plants, grass and trees. Farm animals like sheep and cows are herbivores. We are the top of farm animal food chains, as farm animals produce foods like milk and meat for us to eat.

Further learning: Can you produce other food chains for different animals on the farm?



Activity - Seasonality

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a

Different foods grow best at different times of the year. There are four seasons in a year: spring, summer, autumn and winter. The seasons vary around the world. Seasonal food is at its best when it is picked and eaten quickly. For example, Scottish raspberries are juicy and delicious in the summer and early autumn and vegetables like parsnips taste best over the winter months when they are in season.

Further learning: Once the months have been mapped on the activity sheet, you can investigate which month and season most foods are available in.



Activity - The journey of carrots

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a

This activity involves looking at the journey of carrot production from seed to carrot in the shop. The carrot story needs to be pieced together using the text and image cards.

Further learning: Carrots don't like frost which is why they are covered with a blanket of straw - can you find out what happens if you leave a carrot outside for a frosty week?
Can you grow your own carrots in school?

Teachers notes

Activity - Harvest school soup

I can use a range of simple food preparation techniques when working with food. TCH 1-04a

You can grow a selection of vegetables in your school grounds including potatoes, carrots, leeks and onions. Potatoes are very easy to grow and you can buy seed potatoes from a garden centre. The seed potatoes should be chitted (sprouted) on a windowsill first before planting into a large pot or a large bag of peat free compost.

The chitted potatoes should be buried under at least 5cm of soil. Potatoes need to be kept well watered over the growing season and any pot/bag used for growing needs to have good drainage.

You can use any vegetables you grow to make soup. This harvest soup is a good soup for October/November when root vegetables are at their best.

Making soup involves chopping harder vegetables. A recipe involving softer vegetables like cooked potatoes or tomatoes should be attempted first to familiarise your learners with using the bridge and claw chopping technique.



Recipe Cards

Harvest vegetable soup



INGREDIENTS

- 1 medium-sized potato - peeled and diced
- 2 leeks - trimmed, washed and finely sliced
- 2 carrots - peeled and sliced
- 1 medium-sized onion - peeled and finely chopped
- 2 courgettes - sliced
- 50g frozen peas
- 1 small can chopped tomatoes
- 1 1/2 reduced salt vegetable stock cubes OR dessertspoon reduced salt bouillon powder
- ground black pepper
- 750ml water
- 1 tablespoon fresh parsley - chopped

EQUIPMENT

- Peeler
- Vegetable knife
- Chopping board
- Measuring jug
- Can opener
- Large saucepan with lid
- Wooden spoon
- Tablespoon
- Slotted spoon
- Ladle
- Blender

Note

The ingredients should be amended to take account of the vegetables you have available from your school garden.

HOW TO MAKE IT

1. You can divide the class into small groups and task each group with preparing a different vegetable - group 1 potatoes, group 2 leeks etc. You will need to undertake a risk assessment, talk through the equipment and demonstrate the bridge and claw chopping technique before you begin - <https://youtu.be/PmYdU68jpGA>
2. The prepared vegetables from the group should be added to a bowl in the centre of the group table. All group bowls should be collected up and added to a central cooking pot.
3. Put all the prepared vegetables, except the peas and tomatoes, in the central pan.
4. Add the water and stock cubes/bouillon powder.
5. Heat the mixture to boiling point (away from the group), and then reduce the heat to a simmer. Put the pan lid on and cook for 20 minutes or until the vegetables are tender. Add a little more water, if needed.
6. Add the peas and the tinned tomatoes. Reheat gently until hot. Taste and season with black pepper.
7. Serve when the soup has collect to a suitable temperature



Activity - Super strawberry smoothie

I can use a range of simple food preparation techniques when working with food. TCH 1-04a

Growing strawberries in school is easy. Strawberry plants can be bought from a garden centre. They can be planted in the ground, in raised beds, pots or even in welly boots! Choose an early ripening variety so that you can harvest the fruit before you break up for the summer holidays. You will need to ensure the strawberry plants get enough water over the growing period.

After they have finished fruiting, the strawberry plants will produce runners - long stems. At the end of these stems there are new strawberry plants. If these baby plants are given a pot of soil to sit on they will root in a new pot. You can then cut the stem joining to the parent plant.

You can use your harvest strawberries to make a smoothie for all the class to try.

Recipe Cards

Strawberry Smoothie

INGREDIENTS

- 500ml of milk
- 150 grams of fresh strawberries
- 150 grams of frozen strawberries

EQUIPMENT

- Blender
- Chopping board
- Sharp knife
- Measuring jug
- Weighing Scale

HOW TO MAKE IT

1. Weigh out 150 grams of frozen strawberries.
2. Use the knife and chopping board to remove their stalks and then put them in the blender.
3. Measure 250mls of milk into the measuring jug, and the transfer this to the blender.
4. Put the lid on the blender, turn it on, and blend for 30 seconds or until smooth.
5. Label bottom of cup frozen and pour in the smoothie. 6. Repeat steps 1 to 5 with fresh strawberries.



Teachers notes



Activity - Compost it

I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. TCH 1-06a

This activity involves finding out a bit more about what compost is and filling in a table listing the green (soft, wet materials like peelings and cores) and brown drier materials (like autumn leaves and sawdust) you need to make good compost. There is also a song you can use with your class which highlights the key role worms play in producing compost.

Compost it (to the tune of Grand Old Duke of York)

The food waste that we make,
can change into compost
We add, peelings, crusts and leftovers,
And the worms eat it all up

And when worms are full they are full
And when they do poo they do poo
And when they have eaten up all waste food
We have lovely brown compost

Food waste is a significant problem. As well as the energy wasted in production of food that ends up being wasted, food that ends up in a landfill site produces methane (a potent greenhouse gas) as it breaks down. If we can compost food waste, as well as ending up with a useful product, we avoid the production of methane.

Further learning: Can you set up a compost bin in your school grounds or make use of the council compost bin collections - if they are available? You can also involve your class in weighing the compostable waste they produce each day.

Activity sheets



What am I?

What to do

Draw a line to match up the picture to the description of what it is.



Tractor

The farmer uses me for lifting, pulling and carrying on the farm.

Combine

The farmer needs me to cut the crops on the farm and separate the plant grains from the plant stalks.

Cow

I eat grass by wrapping my long tongue around it, and pulling it into my mouth.

Sheep

I eat grass by nibbling it with my teeth. I also have a woolly coat. In the summer, the farmer helps me keep cool by shearing me.

Wheat

I produce seeds. My seeds are milled to make flour, which is used to make bread.

Oats

I produce seeds. My seeds are flattened and rolled. The rolled seeds are used to make porridge.

Bug hunt

Which of the following minibeasts can you find in your school grounds?

What to do

Put a tick in the box where you found the minibeast.

		On a plant	Under a log/stone	In the soil	On a wall	On a tree	In the air
worm							
snail							
slug							
woodlouse							
bee							
butterfly							
fly							
ant							
spider							
beetle							

Which foods come from this farm?

Farms produce food. Can you work out which foods come from which farm?

What to do

Draw a line from the food picture to the type of farm the food comes from.



This is
a dairy farm

This is
a pig farm

This is
a egg farm

This is
a cattle farm

This is an
arable farm

This is
a pea field



Dairy cows produce milk. Milk can be made into lots of different things like yoghurt, ice cream and cheese. Dairy farms need nice flat land for growing grass to feed the cows.

Pigs can live indoors or outdoors. Farmers keep pigs to produce meat. Ham, pork and bacon all come from pigs. Pig units are found in lots of different landscapes.

Hens lay eggs. Some hens are free range and go outside and other hens live indoors. Hen sheds are found in lots of different landscapes.

Beef cattle eat grass. Farmers keep beef cows to produce meat. Mince, burgers and steaks all come from beef cattle. Cattle are found in lots of different places - they can graze on steep slopes and flat land.

Oats are a crop that farmers grow in their fields. We use oats in oatcakes, cereal bars and to make porridge. Arable farms need flat landscapes, so that machines like combines and tractors can plant and harvest the crop.

Peas grow in pods. The farmer harvests the pea pods and freezes the peas for us to eat. Peas need flat landscapes to grow. This makes it easy for the pea harvester to pick the peas.

Farm Food Chains

All life starts with the sun. The sun helps plants to grow. Plants are called **producers**. This is because they produce their own **food from the sun**. Animals are called **consumers**. This is because they cannot make their own food, so they need to eat (consume) plants and/or animals.

A food chain shows how plants and animals get their energy. All food chains start with the sun. Here is an example food chain:

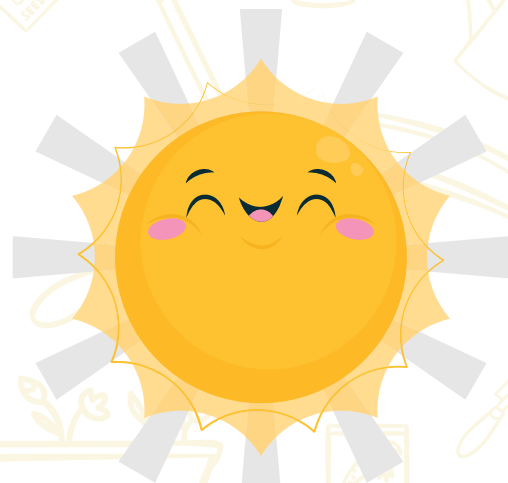
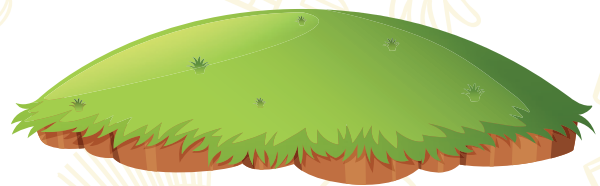
Sun → leaf → caterpillar → bird

What to do

Cut out the cards below and put them into a food chain.

Do you know?

The grass stops growing in the winter so the farmer feeds his cows pickled grass called silage.



Seasonality

Different food plants grow in different months of the year. This is called seasonality.

What to do

Colour in the table to tell you when different foods are in season.
Use a different colour for each different food.

Are there any foods being picked in the month of your birthday?

	January	February	March	April	May	June	July	August	September	October	November	December
 PEAS are harvested in Scotland during June, July and August.												
 LAMB season starts in August and goes on until January.												
 Scottish ASPARAGUS is only available in May and June.												
 RHUBARB still has to be handpicked between April and August.												
 PARSNIPS are in season in the colder months of the year from September to April.												
 TOMATOES are grown in greenhouses in Scotland and picked from May to September.												

The journey of carrots

What to do

Cut out each picture and description and glue them down to tell you the story of the carrot journey.



The carrots are sorted into different sizes.



The leaves are taken off the carrots just before they are ready to be picked



The tiny carrot seeds are planted in rows.



A machine called a carrot harvester collects up all the carrots out of the ground.



The carrots are cleaned for people to buy.



The farmer looks out for carrot flies to stop them eating all the carrots.



The farmer covers the carrots in a straw blanket to keep them fresh.



The carrot seedlings start to grow.

Compost it

Compost is rotten plant and animal material that has been decomposed (broken down) by worms and other creatures like woodlice, bacteria and fungi.
Compost is easy to make at school - you just need to follow a recipe!
You need to add green things (like plants) and brown things (like autumn leaves) and avoid the bits of food that might attract rats and mice.

What to do

Add the following items to the right place in the table.

Fruit waste

Meat waste

Teabags

Egg boxes

Autumn leaves

Sawdust

Plastic bottles

Grass cuttings

Some (but not too many) paper towels

Weeds

Sandwiches

Greens

Browns

Don't add to your school compost bin
(but you can add these to the council bin collections)