



# Healthy Eating

## Cross-curricular activities

### English

Creative writing: creating menus, leaflets or information books about food, food groups, for a new restaurant.

Persuasive writing: Adverts promoting a new food, a food outlet, argue “Why it is important to eat a balanced diet”

### Science

Links to ‘materials and their properties’ – compare types of packaging.

Links to micro-organisms in both the production of food and how it helps the food industry, as well as the need to keep food safe. How do micro-organisms help produce or create a risk to food?

Research healthy eating, food groups and what they do for the body. Design and make different meals or food planners for different groups of people – what does a footballer need compared with a 9 month old baby, a pregnant woman, an elderly man? See if a dietician, midwife or (if you are close to a local team) a footballer or other sports person will come in and talk to the children about diet before they design their meal planners.

### History

Look at how food manufacturing has developed over time. Why does it need to be mass produced now? What has been the impact of inventing ‘processed food’? What diets did people have in the past? Compare types of food, portion size, variety, etc.

You may be interested in these PSTT resources – *Food Miles Past: Food Miles Present & The Roman Banquet: Food Groups* – which can be found in Cross-curricular Science and History Resources.

<https://pstt.org.uk/resources/curriculum-materials/cross-curricular-science-and-history>

### Geography

Where does our food come from? How does it get here? What impact does food production have on the land? Rainforests? On a map of the world join up all the countries the class’ food comes from in a week by keeping packaging or noting what foods they eat that are not from this country. Look at the Fair-Trade agenda. Why is it needed? What foods does it apply to?

### Art

Observational drawings/still life pictures of the inside of exotic fruit or veg.