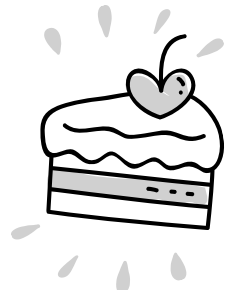


# WHAT'S ON *my plate?*



KS2 Teacher's Notes

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# History Learning Objectives

- To identify that our diet has changed over the last 100 years and recognise how this is linked to origins and availability
- To identify continuity and change in our lifestyles over a period of time, noting connections, contrasts and trends over time
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented
- To devise and answer questions using a range of historical sources

**Cross-curricular links:** science, geography and healthy eating. This plan can be used as a half day workshop or extended into a series of lessons.

## Summary

Pupils will use archives to compare old and new, and to find out about typical meals and foods from three periods of the 20<sup>th</sup> century. They will compare their own favourites with foods their parents and grandparents would have eaten, looking at why our diets have changed over time.

## Resources with this pack:

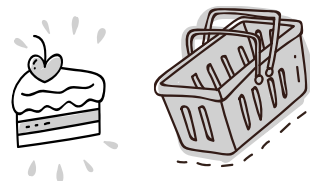
- Classroom PowerPoint slides
- Films x2: What is the M&S Company Archive?, What's On My Plate? film
- Printable worksheets and archive source pack

## You will need (not supplied in this pack):

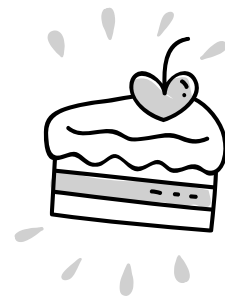
- Paper, pencils and scissors



# Plan



Time mins	Activity	Content	Resources
0-10	Intro film	What is the M&S Company Archive? Our Education Officer will show you around the archive and explain what we do and why.	What is the M&S Company Archive? film
10-30	My Favourite Meal	Starter discussion <b>Q; What's your favourite meal?</b> Draw your favourite meal on the plate template and label the ingredients.	Slide 3-4, My Favourite Meal worksheet
30-40	Food History Detectives	<b>Q: How could we find out about what people ate in the past?</b> Who could we ask? Where could we look? What could we look at?	Slide 5
40-60	Food journey timeline	Cut out and put in order two timelines, one old, one new. Discuss how you knew which was which. Discuss similarities and differences between the two food journeys.	Slides 6-8
60-90	Meal from the Past	Watch the What's On My Plate? film Find out about a meal from the past. Use the sources to choose and draw a meal from the past. Label your drawing. How is your meal from the past similar and different to your favourite meal?	Slide 9-10 What's On My Plate? film, sources, Meal from the Past worksheet
90-110	From Field to Fork	Where does food come from? Is it grown on a tree, in the ground etc? Is it from an animal?  Pupils compare origins of old and new foods and think of questions to find out more about why this might be different.	Slides 11-13
110-120	Share your meal	Ask pupils to show and share their meals from the past with the class. Have a vote to decide which would be their preferred meal from the past.  Ask pupils to share one new thing that they have learned about food in the past.	Slide 14 Completed Meal from the Past worksheets



## **Intro film: What is the M&S Company Archive?**

This is a short film to give some context to the learning resources as part of the archive collection. Our Education Officer will show you around the archive and explain what we do and why.

Suggested opening questions;

**Q. Who has heard of M&S?**

**Q. Who has been inside an M&S shop?**

**Q. Do you think that M&S is a big company or a small company?**

- There are around 900 M&S stores in the UK
- We have stores in 45 different countries around the world

**Q. Do you think it is an old company or a new company?**

- M&S was established in 1884 in Leeds Market

**Q. Why is it important to keep and look after things from the past?**

- So that we can learn about what life was like for people in the past
- To help us to understand how and why something has happened
- To inspire us and give us ideas for the future

You can find out more about the history of the business on our website and our My Learning pages – see Useful Links at the end of the Teachers Notes.

# My Favourite Meal

Slide  
3-4

**You will need:** My Favourite Meal worksheet, pencils.

## Ask pupils to think of their favourite meal

- Write down the name of your meal.
- Draw your meal on the plate.
- Label all the different ingredients on your drawing.

## Extension ideas

- Pupils could draw straight onto paper plates instead of using the worksheet.
- Write a recipe for your meal, giving step-by-step instructions for how to make it.
- Find out what food miles are and why they are important.
- Calculate the food miles of your meal.



# Food History Detectives

Class discussion/enquiry question

## Q. How could we find out about what people ate in the past?

- **Who could we ask?** Parents, grandparents, an expert
- **Where could we look?** Museums and archives, internet
- **What could we look at?** Artefacts, documents, books, pictures, photos, films

These are all known as **sources** (not to be confused with sauces!).

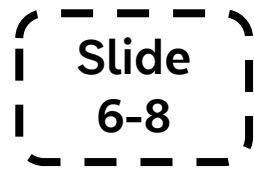
Historians use sources as evidence to help them answer questions about the past. You're going to be looking at some different sources to see what you can find out from them.

## Extension ideas

- Pupils compile a list of questions to ask a family member about the food they ate as a child.
- Pupils could work out how old their parents, grandparents and great-grandparents would have been in different decades.



# Food Journey Timeline



**You will need:** Food Journey Timeline worksheet, scissors, glue, paper/workbooks

**Hand out worksheets and ask pupils to cut out all 8 pictures.**

## Task 1

- **Explain** that there are two sets of pictures here, all mixed together.
- There are four pictures in each set. They show stages in the process of getting fish from the sea to a tin in a shop.
- One set is old and one is new.
- **Ask pupils** to work out which pictures are old and which are new (see Slide 6 for the answer).
- **Q: How did you work out which was which?**

## Task 2

- The old pictures show the journey of a pilchard in the 1930s. The new pictures show the journey of a tuna today.
- **Ask pupils** to look closely and work out what order the pictures should go in, starting with the fish on its own.
- **Stick** the pictures on a sheet of paper or in your workbooks.

**Show slide 7** – both timelines together in the correct order.

**Q: What is the same in the timelines?**

**Q: What is different?** Discuss why these things are different.

## Extension ideas

- Pupils make their own food journey timelines. Pick a food, find out about its journey, then draw or find images to make a timeline.
- Research how this journey happened in the past and make both old and new timelines.

# Meal from the Past

Slide  
9-10

## Watch the *What's On My Plate?* film

**You will need:** Meal from the Past worksheet, printed archive sources, pencils.

Archive sources: 30s-40s Café Bar photos and documents, 50s store photos and cake articles, 70s-80s convenience food photos and articles

**Pupils will use archive sources** to find out about food from three different periods in history; 1930s-40s, 1950s-60s, 1970s-80s.

Distribute the printed sources e.g. pupils work in pairs, sharing a source, each table works with sources from one period or pupils choose their own sources from a mixed selection.

**Ask pupils** to look at the sources to find out about a meal from that time.

- Write down the name of your meal.
- Draw your meal on the plate.
- Label all the different ingredients on your drawing.

Pupils can answer the questions on the worksheet.

- What clues are there that this meal is from the past?
- How is it similar to your favourite meal?
- How is it different from your favourite meal?

## Extension ideas

- What will people be eating in 100 years' time? Think about current eating trends and how they might project in the future e.g. growing your own, eating less meat etc



# From Field to Fork

Slides  
11-13

**You will need:** Paper and pencils

## **Q: Where does our food come from?**

We buy it from the shops, but where does it start its journey?

Is it grown? Is it from an animal? Where is it from? How can we find out?

This food packaging tells us where the food has come from (its origin), and sometimes even who has produced it.

## **Q: Can you find the origin of these foods on the packaging?**

**Ask pupils** to look at the ingredients from their old and new meals and compare;

- the origins of the foods
- how they would have been/are sold e.g. in tins, fresh, frozen etc

**Ask pupils** to think of questions to find out more

e.g. Q: Why were more foods sold in tins in the past? A: To keep the food fresh for longer – for long sea journeys and for storage at home before fridges were common.

## **Extension ideas**

- Pupils sort ingredients from their old and new meals into categories as lists or drawings. Categories could be; type of food (e.g. vegetables, meat), where it's from (e.g. UK, Europe, Africa), how it's produced (e.g. grown, in a factory, from an animal).
- Make a quiz game. Draw/write foods on pieces of card, one person asks a question and others have to find and hold up the answer as quickly as they can. For example; What food grows in the ground? What do we call meat from a cow?

# Share your meal!

**You will need:** Completed Meal from the Past worksheets

**Ask pupils to show and share their meals from the past with the class.** This will allow all pupils to learn about food from all three time periods.

**Have a vote** to decide which meal from the past is the class favourite.

**Ask pupils** to share one new thing that they have learned about food in the past.

## Extension ideas

- Make some of the meals and taste them!
- Create a menu for a three-course meal from the past (starter, main course and pudding)





## Useful information

M&S Company Archive Schools

<https://marksintime.marksandspencer.com/schools>

M&S Company Archive with My Learning

<https://mylearning.org/collections/the-mands-company-archive>

## Contact us

[Company.archive@marks-and-spencer.com](mailto:Company.archive@marks-and-spencer.com)

