

# Lifting the Lid on Scottish food history

Second level – Social studies

## Overview

The context for study is learning about Scotland's natural larder and how this largely made-up the diet of people in the past. The website has been designed to help provide a broad overview of the types of foodstuffs produced and harvested in Scotland. The gallery and information provide ways of engaging more closely with historical aspects of food in Scotland. Learners will use their **reading and literacy skills** to evaluate key documents, images and other written sources. They will use their **listening skills** to hear what other pupils and community volunteers are doing today. Some learners may begin to **discuss** the differences and similarities between the produce available in Scotland in the past and present.

## Experiences and outcomes

### Social studies

I can interpret historical evidence from a range of periods to help build a picture of Scotland's heritage and my sense of chronology.  
SOC 2-02a

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.  
SOC 2-03a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences,  
SOC 2-04a

I can explain how the physical environment influences the ways in which people use land by comparing by local area with a contrasting area.  
SOC2-13a

### Health and Wellbeing

By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.  
HWB 2-30a

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.  
HWB 2-34a

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 2-35a

### Languages

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.

MLAN 2-08b

### English and Literacy

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different questions of my own.  
LIT 2-07a

### Interdisciplinary opportunities

Social Studies

Health and Wellbeing

Languages

English and Literacy

ICT to enhance learning

*I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.*

TCH 2-04a

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## SOCIAL STUDIES

Look at the images in the Gallery and find any that show food-related jobs people had in the past. Do you think there were more of these types of jobs in the past? Why?

Look at the Gallery and read 'Food in Scotland', what are some of the industries related to food that Scotland is known for either now or in the past?

Look at the photograph of Stornoway gutters from 1910. What kind of people would have done this type of work? What would the community have been like?

Investigate what produce your local area is known for or has been associated with in the past.

Investigate any similarities or differences with the average diet in the past with today's. Do you think people were healthier in the past? Why or why not?

Do you think it was easier or harder to have a healthy diet in the past? What other things would have contributed to people being able to have a healthy diet in the past?

Related experiences and outcomes: **LIT 2-04a, LIT 2-05a, LIT 2-07a/LIT 2-08a and LIT2-18a**

## HEALTH AND WELLBEING

### Food and Health

Look at some of the produce that has been part of the Scottish diet in the past in 'Food in Scotland'. What are some of the ingredients you could use to make a healthy meal today?

Read through some of the produce mentioned in 'Food in Scotland', why have some of these things become associated with Scotland?

Watch the video where the volunteers of the Woodlands Community Group talk about their garden. What do you think the benefits are for a project like this?

Watch the video with Monica Wilde, the forager. What are some of the benefits to finding wild food on your doorstep?

Related experiences and outcomes: **HWB 2-30a, 2-34a, 2-35a**

## LANGUAGES

In the word quiz, match the right Scots word to the image. Use a Scots language dictionary if needed.

Related experiences and outcomes: **TCH 2-08b**

## TECHNOLOGY

Use the video player on the website and watch the four videos.

Using the Word Quiz, match the right Scots to the food image.

Related experiences and outcomes: **TCH 2-03b**

## ENGLISH AND LITERACY

Look at the photograph of the Stornoway gutters from 1910 in the gallery section and describe what kind of lifestyle these people would have had.

Write a diary entry describing a day in the life of one of the workers found in the Gallery section.

Watch the archive and present-day videos. Describe what similarities or differences there are in people's attitudes towards food?

Related experiences and outcomes: **SOC 2-01a, SOC 2-02a, SOC2-03a, SOC 2-04a, SOC 2-06a**

## Overview of learning

### Possible prior experiences

Learners may be familiar with traditional Scottish foodstuffs like haggis and porridge.

Learners may have helped to cook a meal at home.

Learners may have participated in healthy eating projects at school.

Learners may be familiar with a local industry i.e. fishing, farming

### Possible learning opportunities

Analysing and interrogating historical documents and maps.

Characterisation using existing or new characters.

Storytelling, creating a narrative

Creative writing

### Skills for learning, life and work

Communicating

Evaluating information

Analysing

### Possible evidence

Writing a journal entry taking on the viewpoint of a fisherman or gutter.

Re-interpretations of a healthy diet or recipe from the past.

A piece of creative writing or poem about life on a farm, on a fishing boat.

Presentation in school assembly

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Learning opportunity A: Write a journal entry from the viewpoint of a farmer, fisherman or fish gutter

## Trigger for learning

Looking at photographs and historical documents.

## Learning opportunities

Reading the descriptions of some of the images and documents in the gallery.

## Learning

Based on historical evidence, what life might have been like for an ordinary farmer, fisherman or fish gutter.

## Resources

Lifting the Lid on Scottish Food History  
<http://digital.nls.uk/scottish-food-history>

Education Scotland – Food for Thought  
<http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/index.asp>

Studying Scotland – The way we grow and catch food  
<http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/waywegrowfood/overview.asp>

## Skills

Reading (primary sources).

Discussing (What effect diet and industry had on ordinary people)

## Possible evidence

Journal entry or piece of original writing inspired by historical images and documents.

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## Learning opportunity B: Create a meal based on food sourced in Scotland

### Trigger for learning

Look at examples of locally sourced produce and historical examples found on the website.

### Learning opportunities

Using the information and images found in the gallery and 'Food in Scotland' sections as starting points, devise a nutritious meal using locally sourced produce. What would you include?

### Learning

Key food-related industries in Scotland from the past and present

Reading and evaluating historical primary sources

Writing

### Resources

Lifting the Lid on Scottish Food History

<http://digital.nls.uk/scottish-food-history>

Education Scotland – Food for Thought

<http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/index.asp>

Studying Scotland – The way we grow and catch food

<http://www.educationscotland.gov.uk/studyingScotland/resourcesforlearning/learning/Contextsforstudy/foodforthought/waywegrowfood/overview.asp>

### Skills

Reading, Communicating

Discussing, writing

### Possible evidence

Menu or recipe for a healthy, nutritious meal using local ingredients.

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## Learning opportunity C: Make a plan for a school or community garden and meal

### Trigger for learning

Watch the videos of the two schools doing projects on growing and cooking healthy food.

### Learning opportunities

Learners have seen the videos of other pupils engaged in healthy eating projects and have seen historical examples of produce grown in Scotland. They are now able to identify what they may be able to grow in their own local area and how to cook it.

### Learning

Analysing, listening and communicating.

### Resources

Lifting the Lid on Scottish Food History  
<http://digital.nls.uk/scottish-food-history>

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### Skills

Listening, communicating and analysing.

### Possible evidence

A written plan for a school or community garden. A simple healthy meal or snack using ingredients grown by the class.