RHET provide farm talks, farm visits, ingredients and cookery classroom session and teacher training. All of the sessions we deliver are curriculum linked. The following table highlights the key significant aspects of learning, across BGE, which RHET can contribute towards, together with the relevant benchmarks we can help you with.

Significant aspects of learning	**Early Level**	**First Level**	**Second Level**	**Third Level**	**Fourth Level**
Health and Wellbeing					
The Food Experience *Tasting, selecting and evaluating* *The social context* *Religious and cultural influences*	I enjoy eating a diversity of foods in a range of social situations **HWB 0-29a** Prepares and tastes a range of familiar and unfamiliar foods	I enjoy eating a diversity of foods in a range of social situations **HWB 1-29a** Prepares and tastes a range of familiar and unfamiliar foods Likes and dislikes in relation to food – undertakes tasting activities	I enjoy eating a diversity of foods in a range of social situations. **HWB 2-29a** Uses sensory descriptors to describe foods Identifies, prepares and selects foods	I enjoy eating a diversity of foods in a range of social situations. **HWB 3-29a** Evaluates the different sensory qualities of a range of food and drinks.	I enjoy eating a diversity of foods in a range of social situations. **HWB 4-29a** Explains how sensory perception impacts on food choice. Evaluates the diversity of foods available and the impact this has on health.
Developing Healthy Choices *Linking food and health* *Decision making*	Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a** Identifies prepares and tastes a range of foods	By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a** I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. **HWB 1-30b** Recognises the main food groups, the Eatwell Guide Sorts a selection of foods into the food groups Chooses foods from different groups to create a balanced meal	By applying my knowledge and understanding of current healthy eating advice, I can contribute to a healthy eating plan**. HWB 2-30a** Explains the proportions each food group should contribute to a healthy eating plan Outlines at least 3 healthy eating messages	By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. **HWB 3-30a** Demonstrates an understanding of current dietary advice	

Nutritional Needs *Varied diet* *Individual needs* *Stages of life*	I know that people need different kinds of food to keep them healthy. **HWB 0-32a** Food groups and how much of what – lots, some and a little			Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health. **HWB 3-31a** Identifies nutrient sources and their functions, including, fat, carbohydrate, vitamins, calcium, iron, dietary fibre. Prepares dishes and identifies the main nutrients they contain.	

The Journey from Farm to Fork *From farm to fork* *Sustainability* *Influences on consumer choices* *Preparing food appropriate to learning*	I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a** Describes which foods comes from plants and which come from animals when working with and tasting foods.	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** Describes the basic journey of food for example milk can come from a cow, bread comes from wheat / rye / oats Follows a recipe using fresh, local seasonal produce for example making soup hot or cold snack Maps sources of food and drink in the local area.	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**. 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** Describes the journey of food from source to plate Creates a dish using fresh local seasonal ingredients and calculates food miles of key ingredients	Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 3-34a** Explains factors that could influence choice of food, for example, media, poverty, peer pressure, seasonality, sustainability, environmental / ethical issues and potential impact on health. Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. **HWB 3-36a** Evaluates information on food packaging and uses it to make informed choices when selecting food for given situations.	Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health**.** **HWB 4-34a** Identifies and explains different influences on consumer choice, for example, the environment, social justice, food security.
			Science		
Planet earth		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** Interprets and constructs simple food chain – producer, consumer	Through carrying out practical activities and investigations, I can show how plants have benefited society. **SCN 2-02b** I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks	Through investigations and based on experimental evidence, I can explain the use of different types of chemicals in agriculture and their alternatives and can evaluate their potential impact on the world's food production. **SCN 3-03a**	I have propagated and grown plants using a variety of different methods. I can compare these methods and develop my understanding of their commercial use. **SCN 4-02a**. Compares natural and artificial techniques to propagate

		I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a** Observes, collects and measures the outcomes from growing plants in different conditions, for example, by varying levels of light, water, air, soil/nutrients and heat. Structures a presentation or report, with support, to present findings on how plants grow.	and benefits of their use. **SCN 2-03a** Relates findings from practical investigations to describe how plants have benefited society Collaborates with others to present a reasoned argument based on evidence, of the risks and benefits of using fertilisers, demonstrating understanding of the underlying scientific concepts.	Interprets data and information to establish a link between the use of fertilisers and plant yield and nutrient levels in the soil. Researches an agricultural method, for example, chemical fertilisers, herbicides, pesticides, organic methods, genetic modification (GM) and biological control and evaluates their impact on food production. .	plants, for example, seeds, bulbs and cuttings, and suggests commercial uses such as food production and food security. Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for a fertiliser, taking account of its environmental impact. **SCN 4-03a** Describes the nitrogen cycle and explains the importance of each stage. Explores and explains the possible impact of the use of fertilisers, for example, algal blooms.
Biological systems		By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited.**SCN 1-14a** Demonstrates understanding of the variations within family groups.	I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.**SCN 2-13a** Investigates and explains the action of some microorganisms used in food production Investigates, observes and records how microscopic organisms are necessary for the process of decomposition By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. **SCN 2-14a**	I have contributed to investigations into the different types of microorganisms and can explain how their growth can be controlled. **SCN 3-13b** Applies knowledge from investigations to describe the essential resources that micro-organisms need to grow and reproduce, for example, food, water, warm temperature and a suitable pH. Draws conclusions from investigations to describe how conditions and chemicals can promote and restrict growth,	I have taken part in practical activities which involve the use of enzymes and microorganisms to develop my understanding of their properties and their use in industries. **SCN 4-13b** Describes the properties and industrial uses of at least one microorganism, for example, the use of yeast in brewing and bacteria in yogurt production.

			Plants – describes how pollination occurs ; describe how fertilisation occurs; investigates and explains how a seed germinates By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. **SCN 2-14b** Explores and categories characteristics into inherited and non-inherited	including temperature, antibiotics and antifungals	
Topical science	I can talk about science stories to develop my understanding of science and the world around me. **SCN 0-20a** Explores through roleplay, how science and science skills are used in a variety of jobs.	I have contributed to discussions of current scientific news items to help develop my awareness of science. **SCN 1-20a**	Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. **SCN 2-20a** Demonstrates understanding of how science impacts on every aspect of our lives Relates the development of scientific skills in the classroom to an increasingly wide variety of STEM careers	I have collaborated with others to find and present information on how scientists from Scotland and beyond have contributed to innovative research and development. **SCN 3-20a** Communicates findings in a suitable way to give an example of how scientists contribute to innovative research and development. Gives examples of how skills developed through science are used in a wide variety of jobs and careers including science, technology, engineering and mathematics (STEM) careers.	I have researched new developments in science and can explain how their current or future applications might impact on modern life. **SCN 4-20a** Researches and communicates developments in science, explaining how current and future applications might impact on life. Demonstrates increasing understanding of how the transferrable skills developed through the sciences are used in a wide variety of jobs including science, technology, engineering and mathematics (STEM) careers. Having selected scientific themes of topical interest, I can critically analyse the issues, and use relevant information to

					develop an informed argument. **SCN 4-20b** Critically analyses a scientific issue and gives consideration to the ethical, moral, environmental, social or political implications of the scientific theme selected to develop an informed argument.
Social studies					
People place and environment		Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.**SOC 1-09a** Identifies at least two forms of agriculture in Scotland and foods associated with these, for example, arable, dairy or pastoral.			Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a** Evaluates the role of agriculture in food production and draws at least three reasoned conclusions about the environmental impacts and therefore the sustainability of these methods.
		Having explored the landscape of my local area, I can describe the various ways in which land has been used.**SOC 1-13a** By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. **SOC 1-13b**	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area. **SOC 2-13a** Provides explanation as to why their local physical environment influences the way in which people use land in comparison to a contrasting areas.	By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. **SOC 3-13a** Provides at least two explanations as to how landscapes influence human	

		Describes at least three different ways in which land is used in the local area, for example shops, houses, farming. Draws at least two conclusions as to the effects the landscape has had on how people can use it, for example desert, rainforest.		activity, using two contrasting areas.	
Technologies					
Technological developments in society and business		I can explore the latest technologies and consider the ways in which they have developed. **TCH 1-05a** Identifies changes to technologies	I can investigate how product design and development have been influences by changing lifestyles. **TCH 2-05a** Gives examples of how our changing lifestyles have impacted on product design.	I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. **TCH 3-07a** Demonstrates an understanding of the impact of technologies on the environment and business	I can debate the possible future impact of new and emerging technologies on economic prosperity and the environment. **TCH 4-01c** Look at new technologies like hydroponics and insect protein technology and how these may help prosperity.

Food & Textile Technologies Creativity Design Dexterity Problem solving Developing appropriate items	I enjoy exploring and working with foods in different contexts. **TCH 0-04a** I enjoy experimenting with a range of textiles. **TCH 0-04b** I can share my thoughts with others to help develop ideas and solve problems. **TCH 0-04c** Demonstrates simple food preparation techniques Demonstrates simple techniques with textiles	I can use a range of simple food preparation techniques when working with food. **TCH 1-04a** I can use a range of tools and equipment when working with textiles. **TCH 1-04b** I am developing and using problem-solving strategies to meet design challenges with a food or textile focus. **TCH 1-04c** Demonstrates a range of practical skills when preparing foods Uses a range of equipment when working with textiles	I am developing dexterity, creativity and confidence when preparing and cooking food. **TCH 2-04a** I am developing dexterity, creativity and confidence when working with textiles. **TCH 2-04b** I can extend and explore problem-solving strategies to meet increasingly difficult design challenges with a food or textile focus. **TCH 2-04c** I can discuss, debate and improve my ideas with increasing confidence and clear explanations. **TCH 2-04d** Demonstrates an increasing range of practical skills and cooking techniques Demonstrates manual dexterity	I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-04a** Selects from and uses a wider range of ingredients and a more complex range of skills and equipment,	