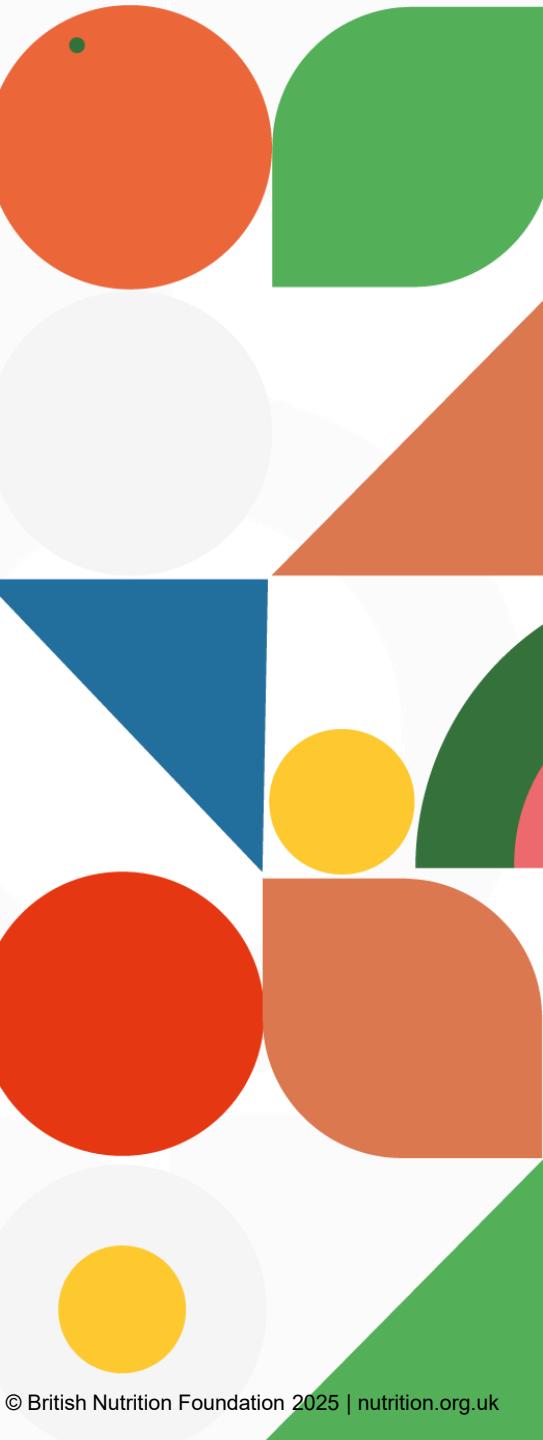


# Bringing Oak to life

in secondary food lessons

21 October 2025



# Welcome

- The Oak food curriculum structure, threads, units and lessons
- Exploring KS3 lessons: slides, videos, worksheets, quizzes, recipes, and teacher support materials
- Discover free editable resources for use in the classroom - Year 7 to Year 9 (36 lessons in total)
- Practical guidance and demonstration of the website and resources available
- Explore support for your pupils
- Review CPD opportunities for you
- Support and resources available for FREE for you
- Next steps for you

[Catch up on previous webinars](#)





# The Oak food curriculum structure, threads, units and lessons

# The Oak food curriculum KS3

A fully sequenced and coherent curriculum plan, which is flexible, accessible and diverse.

- Planned for teaching from year 7 to year 9, built on KS1-2.
- 36 lessons – 12 for each year (year 7 to 9), around 1 hour each.
- All content covers National Curriculum D&T: Cooking and nutrition.
- The four sentences at KS3 have been ‘unpacked’ and considered modernising and future proofing, e.g. sustainability, consumer awareness, diversity emphasis.

## Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### Key stage 3

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.



# The Oak food curriculum KS3

- The lessons are delivered in 4 units per year: cooking, healthy eating, where food comes from, and a social context.
- Lessons are content rich – could split between lessons or focus on one aspect (shorter lessons).
- ‘Threads’ throughout the curriculum have been weaved in, supporting progression, e.g. sensory, science, culture.
- All lessons and resources are flexible – only use what you want.
- Lessons are progressive and are connected yet are also ‘stand-alone’.

[Catch up on previous webinars](#)

**Year 7**

1 Independent and confident cooking [Unit info >](#)

2 The Eatwell Guide: meals and diets [Unit info >](#)

3 Food origins [Unit info >](#)

4 Informed food choices [Unit info >](#)

**Year 8**

1 Cooking techniques and proficiency [Unit info >](#)

2 Energy and nutrients: source and function [Unit info >](#)

3 More sustainable diets [Unit info >](#)

4 Local food to worldwide cuisine [Unit info >](#)

**Year 9**

1 Accurate and precise cooking [Unit info >](#)

2 Health and dietary needs [Unit info >](#)

3 Global food challenges [Unit info >](#)

4 Food culture and custom [Unit info >](#)

**Threads**

All

Consumer awareness

Food culture

Food hygiene and safety

Food origins and provenance

Food preparation and cooking

Healthy eating and nutrition

Sensory evaluation

Sustainability and climate change

The science of food



# Year group, units and lessons

Key stage 3

## Cooking and nutrition

New fully-sequenced curriculum plan and lesson resources for cooking and nutrition.

Download the curriculum plan now to explore the thinking behind our curriculum design.

[Download curriculum plan](#)

Units (12)

**Cooking and nutrition units** New

Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.

Unit	Year	Lessons	Action
1 Independent and confident cooking	Year 7	3 lessons	Save
2 The Eatwell Guide: meals and diets	Year 7	3 lessons	Save
3 Food origins	Year 7	3 lessons	Save
4 Informed food choices	Year 7	3 lessons	Save
5 Cooking techniques and proficiency	Year 8	3 lessons	Save
6 Energy and nutrients: source and function	Year 8	3 lessons	Save
7 More sustainable diets	Year 8	3 lessons	Save
8 Local food to worldwide cuisine	Year 8	3 lessons	Save
9 Accurate and precise cooking	Year 9	3 lessons	Save
10 Health and dietary needs	Year 9	3 lessons	Save
11 Global food challenges	Year 9	3 lessons	Save
12 Food culture and custom	Year 9	3 lessons	Save

Filters

Year

All Year 7 Year 8 Year 9

Threads

All

- Consumer awareness
- Food culture
- Food hygiene and safety
- Food origins and provenance
- Food preparation and cooking
- Healthy eating and nutrition
- Sensory evaluation
- Sustainability and climate change
- The science of food

Year 8

## More sustainable diets

[Download unit](#) [Share](#) [New](#) [Save](#)

### Lessons (3)

**1 Plant-rich and diverse**  
I can identify ways diets can be healthier and more sustainable.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

**2 Making mushroom bean burgers, with flatbreads**  
I can use food skills to make mushroom bean burgers, with flatbreads.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

**3 Making beef and lentil cottage pie**  
I can use food skills to make a beef and lentil cottage pie.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

View unit

## Lesson 1 of 3

Year 8

### Plant-rich and diverse

I can identify ways diets can be healthier and more sustainable.

[Download all](#) [Share activities with pupils](#) [Add teacher note and share](#)

Lesson slides [Download lesson slides](#)

Lesson details

Lesson video

Worksheet

Quizzes

Prior knowledge starter quiz  
Assessment exit quiz

### Lesson slides

Plant-rich and diverse

Cooking and nutrition

Unit More sustainable diets





Google Slides



# Progression - built in

Year 7	Units, with links	Lessons	Outcome	Key learn	Year 8															
					Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link							
Independent and confident cooking	Independent and confident cooking	Making a mini deli salad	I can make a mini deli salad in my new food room.	Food is ingrained cultural habit and ingredients must be familiar	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking</a>	Cooking techniques and proficiency	Making cheesy bean burritos	I can use food skills to make cheesy bean burritos.	Beans form A DAY, containing a maximum portion, no how much	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking</a>	Year 9	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
	Making leek and potato soup	I can use food skills to make leek and potato soup.	A blend of the pieces and leek is smooth so must be thick	Making herby focaccia		I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and sometimes olives and different types of vegetables	Accurate and precise cooking	Making sweet potato katsu curry	I can use food skills to make a sweet potato katsu curry.	Food skills used to make katsu curry include measuring, mixing, peeling, slicing, coating, and	High standards of personal hygiene and safe food handling must be demonstrated at all	In line with the Eatwell Guide, we should have a plant-rich, diverse and balanced diet.	Katsu curry is a traditional Japanese dish of a pork cutlet (tonkatsu), served with rice and curry	Recipes and cooking methods can be modified to help meet current healthy eating messages	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>				
	Making yakisoba noodles	I can use food skills to make yakisoba noodles.	Originating in China, yakisoba is now a staple in Japan. It is popular!	Making green mac & cheese		I can use food skills to make green mac & cheese, making a roux sauce.	Different types of cheeses can be used. Cheeses can be used from	Making Chelsea buns	I can use food skills to make Chelsea buns.	A final dish can be judged by a set of success criteria, including sensory attributes, cost and	Chelsea buns date back to the 18th century and were created in the Chelsea area of	Gluten is a protein, is formed from flour	The food skills used to make Chelsea buns include measuring, mixing, kneading, rolling, and	There are three main forms of heat transfer, which affect food in different ways.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>					
	The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels packaged should be choosing lower in fat		Energy and nutrients: source and function	Macronutrients, fibre and water	I can explain why macronutrients, fibre and water are needed for health.	Making sweet & sour fakeaway	I can use food skills to make sweet & sour fakeaway.	Compared to takeaways, cooking from scratch is often cheaper and the levels of fat, salt and	Comflour, a starch from maize, thickens the sauce through the action of heat and liquid	Sweet and sour dishes originated in China, then the UK. London had its first Chinese restaurant	The food skills used to make sweet & sour are measuring, slicing, chopping, peeling, mixing and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>					
	Making better food and drink choices	I can evaluate a diet and justify changes for health.	A diet is healthy and drink person up over a period	Micronutrients		I can name different micronutrients and explain their function and food sources.	Energy and protein provided by can be calc and change made to iron	Health and dietary needs	Nutritional needs throughout life	I can plan meals for different dietary requirements, with justification.	Dietary needs change at key age and life stages.	Portion sizes change through life. There are consequences of excess (servings of food and drink)	Recipes and meals can be adapted for different dietary requirements.	Some people have an allergy or intolerance to specific foods. 14 major allergens are	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>					
	Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi; vegetarian; originating in India, con potato, can be eaten with rice	Making toad in the hole		I can use food skills to make toad in the hole.	Steamed eggs make batter rise, acts as an binding the	Health conditions	I can describe how diets can be changed for health.	Health implications are caused by poor diet (dietary excess or deficiency), e.g. obesity, bone	Meals and diets can be planned and evaluated for the needs of different groups of people.	Nutrition, ingredient and allergy information on food labels help us to make informed food	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>							
	Food origins	Growing, rearing and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food is processed consumer the world grown, reared		More sustainable diets	Plant-rich and diverse	I can identify ways diets can be healthier and more sustainable.	Making pea and mint falafel, with tzatziki	I can use food skills to make pea and mint falafel, and tzatziki.	Any food allergy or intolerances must be considered, with recipes and ingredients being	Food processors can chop, slice and grate large quantities of food quickly. Care must be taken as	Recipes and cooking methods can be modified to help meet current healthy eating messages.	The food skills used to make falafel include measuring, draining, using a food processor and	The origins of falafel can be traced back to Egypt. They feature in Middle Eastern cuisine and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>				
	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, the base (dough) is made from flour and mixture set	Making mushroom bean burgers, with flatbreads		I can use food skills to make mushroom bean burgers, with flatbreads.	Cooking flour allows the fat, salt and water to be compared	Global food challenges	One planet	I can critique the global food challenges we all face.	Climate change can cause extreme or unusual weather, which can affect food production and	Globally, food production produces around one-third of all greenhouse gas emissions.	Sustainable diets are good for the planet and health, balancing nutrition, environment and	The environmental impact of food varies, but there are principles that can be followed for more	The global population is expected to reach 10 billion by 2050, putting additional	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>				
	Making mini carrot & orange cakes	I can use food skills to make mini carrot & orange cakes, using the all-in-one method.	Cakes can be made via oven or microwave and cond cake mix!	Making beef and lentil cottage pie		I can use food skills to make a beef and lentil cottage pie.	Bacteria can spread between meat and lentils	Fish strips street wraps	I can use food skills to make fish burger street wraps.	80% of the fish consumed in the UK is from five species. We should have a wider variety.	Fish is dipped in flour, egg and breadcrumbs to form a coating. Cooking coagulates the egg	Street foods are world-wide, offering regional and international foods for immediate	The food skills used to make fish wraps include measuring, mixing, coating,	There are different quality assurance marks to help inform decisions, e.g. MSC.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>					
Informed food choices	Factors affecting food choice	I can identify and explain the different factors that affect food choice.	Food choice depends on personal lifestyle factors as body image	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices</a>	Local food to worldwide cuisine	Eat local to taste the world	I can locate the origin of ingredients for different worldwide cuisines.	58% of food consumed from the UK from the EU from the EU from the EU	Food culture and custom	Our dynamic food culture	I can describe a range of food cultures and customs.	Chefs and others take inspiration from their own food culture, and others, creating dishes and	Food culture is the set of beliefs, attitudes, and practices related to producing and	Food is deeply ingrained in cultural identity, passing on intangible cultural heritage from	Food plays a significant role in social interactions and rituals, often being associated to	Traditional food, cooking and customs form cultural identity, representing our	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>			
	Making a Chicago style pizza	I can use food skills to make a Chicago style pizza, using a sponge based dough.	The baking tin should be greased and/or lined as a base			Making mini Victoria sponges	I can use food skills to make mini Victoria sponges.	Cakes baked in smaller tins cases cook quickly as I can transfer	Making Scotch eggs, with a dipping sauce	I can use food skills to make Scotch eggs, with a dipping sauce.	Consumers can appraise food labelling information for ingredients used, food traceability, and	Food is sometimes eaten on specific occasions, such as snacks, starters and picnics. This might	The food skills used to make Scotch eggs include measuring, using the hob and oven,	The origin of a Scotch egg are mixed: inspired by Indian koftas; invented for	We should try to choose a range of protein foods, such as beans and pulses, as well as	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>				
	Making Jollof rice	I can use food skills to make Jollof rice.	Heat from (water) co softens the rice grains absorb water and swell			Making a Thai curry	I can use food skills to make a Thai curry.	Ambient, frozen food be stored, chilled and reheated properly	Making Jerk veg and black bean curry, with rice & peas	I can use food skills to make jerk veg and black bean curry, with rice and peas.	Cooking with jerk spice (jerk) originated from indigenous people from Jamaica.	Creating a timeline ensures more efficient use of time when preparing a dish or meal.	Food skills can be assessed for accuracy and precision, highlighting areas of	The dishes we cook, eat and serve, along with our food experiences, continues to evolve	The food skills used to make jerk veg and black bean curry are measuring, slicing, dicing, mixing and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/nutrition</a>				
			There are regional variations, such as			highlighting likes and dislikes. This can be	peeling, deseeding, cutting, blending													



# Embedded learning via ‘practicals’

Year 9	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons</a>	<b>Making sweet potato katsu curry</b>	I can use food skills to make a sweet potato katsu curry.	Food skills used to make katsu curry include measuring, mixing, peeling, slicing, coating, and using the hob and oven.	High standards of personal hygiene and safe food handling must be demonstrated at all times.	In line with the Eatwell Guide, we should have a plant-rich, diverse and balanced diet.	Katsu curry is a traditional Japanese dish of a pork cutlet (tonkatsu), served with rice and curry sauce.	Recipes and cooking methods can be modified to help meet current healthy eating messages and different budgets.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons</a>	





# Exploring KS3 lessons and the free editable resources

# What's available?

## A complete food teaching toolkit!

### Making sustainable choices

To be more **sustainable**, we can:

- avoid using any endangered **species**
- use fish that are more **sustainable**, e.g. coley, mackerel, mussels, pollock
- choose certified fish wherever possible, e.g. look for the MSC label
- use fresh fish that is in season
- cook with a greater focus on the 'big 5'.

### Cooking hygienically

**Yaki** means cooked over heat.

**Soba** means noodles. In **yakisoba**, noodles made from wheat are used.

Wheat is a plant which is milled into flour, which is used to make noodles.

**Yakisoba** are noodles fried over heat.

Noodles are also made from buckwheat and rice.

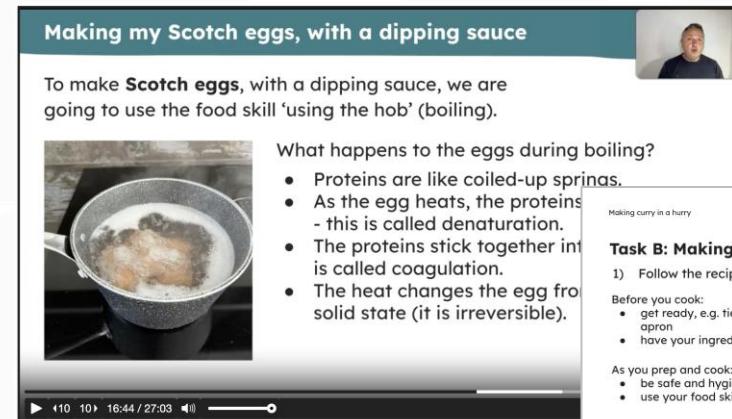
**Lucas**

**Explanation**



### Making my Scotch eggs, with a dipping sauce

To make **Scotch eggs**, with a dipping sauce, we are going to use the food skill 'using the hob' (boiling).



What happens to the eggs during boiling?

- Proteins are like coiled-up springs.
- As the egg heats, the proteins - this is called denaturation.
- The proteins stick together into a solid mass - this is called coagulation.
- The heat changes the egg from a liquid state to a solid state (it is irreversible).

**Making curry in a hurry**

**Task B: Making my curry in a hurry**

1) Follow the recipe and make curry in a hurry.

Before you cook:

- get ready, e.g. tie up long hair, remove jumpers, wash hands, wear an apron
- have your ingredients and equipment ready

As you prep and cook:

- be safe and hygienic
- use your food skills

**Recipe: Curry in a hurry**

**Ingredients**

1 onion	spray oil
100 g mushrooms	1 x 10 ml spoons <b>curry powder</b>
1 garlic clove	1 x 15 ml spoons tomato puree
1 thumb fresh ginger (optional)	50 g frozen spinach
1 potato	250 ml water
100 g chickpeas (canned)	½ vegetable stock cube

**Equipment**

Vegetable knife, chopping board, colander, frying pan or party pan, mixing spoon, measuring jug.

**Method**

1. Peel and dice the onion.
2. Slice the mushrooms.
3. Peel and chop the garlic.
4. Peel and chop the fresh ginger, if using.
5. Dice the potato.
6. Drain the chickpeas.
7. Fry the onion, garlic, ginger, mushrooms and potatoes for 5 minutes.
8. Stir in the **curry powder** and tomato puree.
9. Add the chickpeas, spinach and water, and crumble in the stock cube.
10. Bring to the boil, then simmer gently for 20 minutes.

Name: \_\_\_\_\_ 

### Sources of energy and nutrients

#### Task A: Sources of energy

1) Undertake nutritional analysis:

- go to: <https://oak.link/explore-food>
- Calculate the energy provided by 10 foods and drinks per 100 g.

Food or drink	kJ	kcal

Food or drink	kJ	kcal

#### Task B: Sources of nutrients

1) Answer the pupils' questions about the source and function of nutrients called:

**d vitamin A?** 

**carbohydrate and protein?** 

**Worksheet**

**Recipe: Curry in a hurry**

**Ingredients**

1 onion	spray oil
100 g mushrooms	1 x 10 ml spoons <b>curry powder</b>
1 garlic clove	1 x 15 ml spoons tomato puree
1 thumb fresh ginger (optional)	50 g frozen spinach
1 potato	250 ml water
100 g chickpeas (canned)	½ vegetable stock cube

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9. Add the chickpeas, spinach and water, and crumble in the stock cube.
10. Bring to the boil, then simmer gently for 20 minutes.

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# What does a lesson include?

## Slides

- The slide deck provides all the detail for the lesson, broken into 'learning cycles', helping not to overload pupils.
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet).
- The slide decks are completely editable – use what you want. For example, you might use the entire deck, or a selected slide to support an existing lesson.
- Content rich, with embedded learning and building 'threads', e.g. food science, sustainability.

**Plant-rich and diverse**

**Cooking and nutrition**  
Unit More sustainable diets

**Outcome**

I can identify ways diets can be healthier and more sustainable.

**Keywords**

plant-rich	a diet that comprises lots of fruit, vegetables, cereals, beans, legumes, seeds and nuts
diverse	a wide range of variety
sustainable	using resources to meet the needs of today, without adversely impacting on the needs of tomorrow
food system	a complex web of activities including growing, processing, transport, and waste

**Lesson outline**

Plant-rich and diverse

- Our food system
- Healthier and more sustainable
- Waste less food

**Our food system**

For healthier and more **sustainable** diets, we should:

- follow the Eatwell Guide
- have a more **plant-rich** diet
- diversify sources of protein

Source: The Eatwell Guide (NHS) and "source of protein" (right) © Crown copyright 2016. Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland.



# What does a lesson include?

## Videos

- The video is a complete presentation of the entire lesson.
- The teacher goes through all the slides, asks questions and sets tasks (asking the teacher/pupil to pause the video), and discusses the answers.
- The videos could be used in a variety of settings:
  - in class, with pupils following and answering questions, guided by the teacher
  - independent study, using the worksheet (where appropriate as homework)
  - as part of a CPD session, for example to cover new food skills or explore how concepts are explained.

**Task B** Healthier and more sustainable

1) Answer the following questions about making their diets healthier and more **sustainable**.

I need to eat more fish in my diet in a week. How can I do this responsibly? Any ideas?

Aisha could:

- plan her meals, so that she gets two portions a week - one oily
- check that the fish is from a **sustainable** source, e.g. MSC label

For example, using the MSC food label.

Example response.

10 10 19:46 / 28:14

**Keywords**

8 tips for healthy eating	practical tips for healthy eating
portions	number of servings of a food
portion size	the amount of food per <b>portion</b>
diet	all food and drink consumed

And diet is about all the food and drink consumed.

10 10 1:46 / 30:16



# What does a lesson include?

## Worksheets

- Based on the tasks in the slide deck, worksheets can be printed or edited for use in the classroom.

Name: \_\_\_\_\_ Worksheet

### Making a Thai curry

**Task A: Ingredients and food safety**

1) Provide two pieces of food safety advice for how food should be stored, cooked, chilled and reheated.

Stored	Cooked	Chilled	Reheated

1 

Making a Thai curry Worksheet

### Task B: Making and evaluating my Thai curry

1) Follow the recipe and make Thai curry.

Before you cook:

- get ready, e.g. tie up long hair, remove jumpers, wash hands, wear an apron
- have your ingredients and equipment ready

As you prep and cook:

- be safe and hygienic
- use your food skills

**Recipe: Thai curry**

**Ingredients**

100 g rice  
100 ml water  
½ red onion  
1 clove of garlic  
1 small carrot  
1 x 10 ml spoon oil  
100 g chicken or meat alternative  
200 ml coconut milk  
1 x 15 ml spoon Thai curry paste  
80g peas  
1 x 15 ml spoon fresh coriander leaves

**Equipment**

Weighing scales, measuring jug, saucepan, two chopping boards,



Making a Thai curry Worksheet

4. Slice the carrot.

5. Slice the chicken or meat alternative.

6. Fry the onion, garlic, carrot and chicken (or alternative) for 5 minutes.

7. Stir in the **curry paste** and coconut milk.

8. Add the peas.

9. Simmer for 10 minutes.

10. After the rice has been cooking for 10 minutes, turn off the heat and leave for 10 minutes with the lid on.

11. Present the curry and rice together, with torn coriander leaves.

3) Rate at least four food skills or cooking techniques for **proficiency**, noting improvements for the future.

- beginner - starting to learn the skill
- intermediate - can perform tasks with some guidance
- advanced - strong grasp of the skill and works independently
- expert - demonstrates full mastery and can guide others

Food skills and techniques	Proficiency	beginner	intermediate	advanced	expert

3) Provide a comment on each of your ratings.

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# What does a lesson include?

## Quizzes

- Starter quiz
  - available as a worksheet, which pupils could complete before/at the start of the lesson to check prior knowledge.
  - An answer sheet is also provided.
  - Quizzes are found with each lesson.
- Exit quiz
  - will test your pupils' understanding of the key learning points.
  - An answer sheet is also provided.
  - Quizzes are found with each lesson.

Starter quiz		Answers	
<p><b>Making a Thai curry</b></p> <p>1 Which best describes the term 'cuisine'? (Tick 1 correct answer)</p> <p><input type="checkbox"/> a healthy way of cooking based around the Eatwell Guide <input type="checkbox"/> a cooking technique that only uses specific equipment <input type="checkbox"/> a style or method of cooking of a particular country or region</p> <p>2 Fruit and vegetables should be washed before use to remove any dirt, insects and ... (Tick 1 correct answer)</p> <p><input type="checkbox"/> food safety labels. <input type="checkbox"/> food poisoning bacteria. <input type="checkbox"/> fibre elements. <input type="checkbox"/> food hygiene substances.</p> <p>3 What food skill is being demonstrated here? (Tick 1 correct answer)</p>  <p><input type="checkbox"/> draining <input type="checkbox"/> squeezing <input checked="" type="checkbox"/> juicing <input type="checkbox"/> shredding</p> <p>4 When cooking two dishes at the same time, both recipes should which order to complete the steps in each recipe. What is this process called? (Tick 1 correct answer)</p> <p><input type="checkbox"/> dovetailing <input type="checkbox"/> interlocking <input type="checkbox"/> tenon tailing <input type="checkbox"/> bi-locking</p> <p><small>© Oak National Academy 2025. Produced in partnership with The British Nutrition Foundation. Licensed on the Open Government Licence v3.0, except where otherwise stated. See Oak terms &amp; conditions.</small></p>			



# What does a lesson include?

## Recipes

- Eight out of 12 lessons are 'practical'.
- Recipes are predominately savoury, with one sweet recipe per year.
- Food skill progression has been built into the lessons.
- All recipes are found within each lesson (slide deck, pupil worksheet and teacher additional information).
- The slide deck goes through the food skills for each recipe.
- Other embedded learning.

### Making mini carrot and orange cakes



**Explanation**

To make the mini carrot and orange cakes we are going to use the food skills:

grating



Click here to see grating.

Hold the grater down firmly on the chopping board.

Izzy

This ensures that the grater and board stay in one place, making it safer.

**Task A Recipe origins**

1) Match the ingredient to the country.

				
Sri Lanka	Turkey	Spain	Belize	UK

**Worksheet**

**Making mini carrot and orange cakes**

**Recipe: Mini carrot and orange cakes**

**Ingredients**

- 50 g butter / baking fat
- 70 g sugar
- 1 egg
- 100 g self-raising flour
- 80 g carrot
- 40 g sultanas
- ½ orange
- 1 ½ ml spoon cinnamon

**Equipment**

Muffin tin, six muffin cases, weighing scale, mixing bowl, vegetable knife, grater, chopping board, mixing spoon, **zester**, juicer, measuring spoon, cooling rack.

**Method**

1. Preheat the oven to 200 °C or gas mark 6.
2. Place the muffin cases in the muffin tin.
3. Remove the top and bottom of the carrot.
4. Grate the carrot.
5. Place the flour, sugar and butter (or baking fat) in the bowl.
6. Crack the egg and add to the bowl.
7. Mix everything together.
8. **Zest** and juice the orange.
9. Add the sultanas, carrot, and orange zest and juice to the cake mix.
10. Mix everything together.
11. Divide equally between the six cases.
12. Bake for 15 - 20 minutes, until golden brown.
13. Cool on a cooling rack.

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# What does a lesson include?

## Additional information

- Tips for the teacher for a practical lesson.
- Practical suggestions for cooking activities, e.g. pre-weighing, group work, demonstrations.
- Ideas for modifying the recipe, e.g. using seasonal or school grown fruit/veg.
- Setting up the classroom.
- Risk assessment, and safety and hygiene.
- Ingredients, e.g. allergies.

**Making pea and mint falafel, with tzatziki** Additional material

This additional material details how to set up a safe cooking area for pupils to work in a practical food room, along with the ingredients, equipment, and method for carrying out the task. It also provides both risk assessment and health and safety information.

**Making and evaluating my pea and mint falafel, with tzatziki**

**Task B Recipe - Pea and mint falafel, with tzatziki**  
Pupils will prepare their falafel using a food processor. They will then divide the mixture equally into eight pieces. Pupils will shape each falafel and grill for 20 minutes. They will also make tzatziki.

**Ingredients**

falafel	tzatziki
1 x 400 g can chickpeas	½ cucumber
1 red chilli	100 g plain yoghurt
1 garlic clove	1 garlic clove
1 small onion	½ lemon
1 x 15 ml spoon fresh mint	mint leaves
200 g frozen peas (defrosted)	
½ lemon	
1 x 5 ml spoon cumin	
1 x 5 ml spoon ground coriander	
1 x 15 ml spoon plain flour	
spray oil	

**Equipment**  
Baking tray, foil, colander, paper towel, chopping board, spoon processor, grater, small bowl, fish slice, oven gloves.

**Method**

1. Line a baking tray with foil.
2. Prepare the falafel ingredients:
  - drain the chickpeas and pat dry
  - deseed the chilli
  - peel the garlic
  - peel the onion
  - juice the lemon
3. Place the chickpeas, chilli, garlic, onion, half of the lemon, ground coriander and flour in the food processor.

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**Making pea and mint falafel, with tzatziki** Additional material

**Risk assessment**  
A risk assessment must be completed for any activity in which there is a significant risk of harm from an identified hazard, whether to pupils, teachers, technicians or occasional visitors to the department. Staff training is a critical aspect of H&S management, and any employee carrying out or supervising an activity that presents a risk must be adequately trained. The information outlined in this guidance contains advice for how to work safely in and out of the classroom. However, risk assessments are the responsibility of the individual school. Please contact a local or national advisory service, such as CLEAPSS, on all health and safety aspects for further support.

**Health and Safety**  
Adult supervision is required.

**Ingredients**  
Check for any food allergy, intolerance or religious/cultural reasons for pupils not handling or eating certain foods. Always check food labels for allergies, and suitability for vegetarians and vegans. For pupils with an allergy to wheat flour, use a gluten-free alternative. For those with an allergy to milk, or following a vegan diet, swap yoghurt for a dairy-free alternative.

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**Cooking practicalities**  
Highlight the safe use of a food processor, especially when placing or removing the blade. Pupils may need to share the food processor, so they could work in pairs to make the falafel. Pupils could also use a masher or the end of a rolling pin to crush the chickpeas in a bowl. A baking tray should be lined with foil - rather than using a grill pan, this helps to keep the falafel together, and also requires less washing up. The falafel could also be baked or air-fried.

**Modifications**  
There are many different ways pea and mint falafel, with tzatziki can be modified. For example:

- using different beans, vegetables and fresh herbs
- serving with different homemade dips, e.g. hummus
- presenting with homemade flatbreads.

**Setting up the classroom**  
Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. We have written a [‘How to teach our curriculum’](#) (click to access link) blog to help practitioners organise safe sessions.

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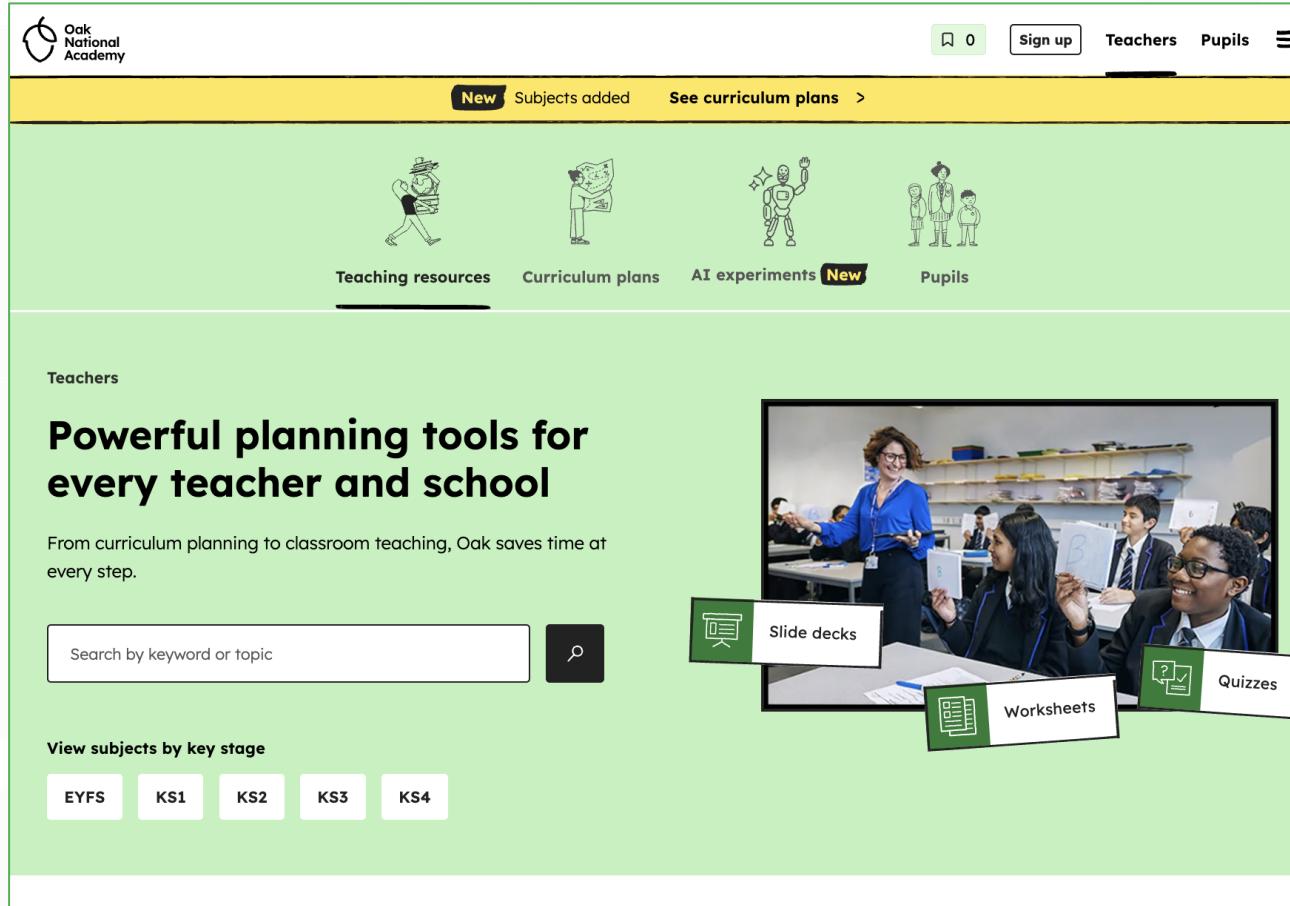
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# Demonstration

# Oak National Academy



The screenshot shows the Oak National Academy website for Teachers. The top navigation bar includes the logo, a 'Sign up' button, and 'Teachers' and 'Pupils' tabs. A yellow banner at the top right says 'Subjects added' and 'See curriculum plans'. Below the banner are four icons: a teacher, a book, an AI robot, and two students. The main content area is titled 'Teachers' and features a large image of a teacher interacting with students. Below this are sections for 'Powerful planning tools for every teacher and school', a search bar, and a 'View subjects by key stage' menu with buttons for EYFS, KS1, KS2, KS3, and KS4. A QR code is located in the bottom right corner of the page.

<https://www.thenational.academy/>

- Teaching resources
- Curriculum plans
- Support for your pupils

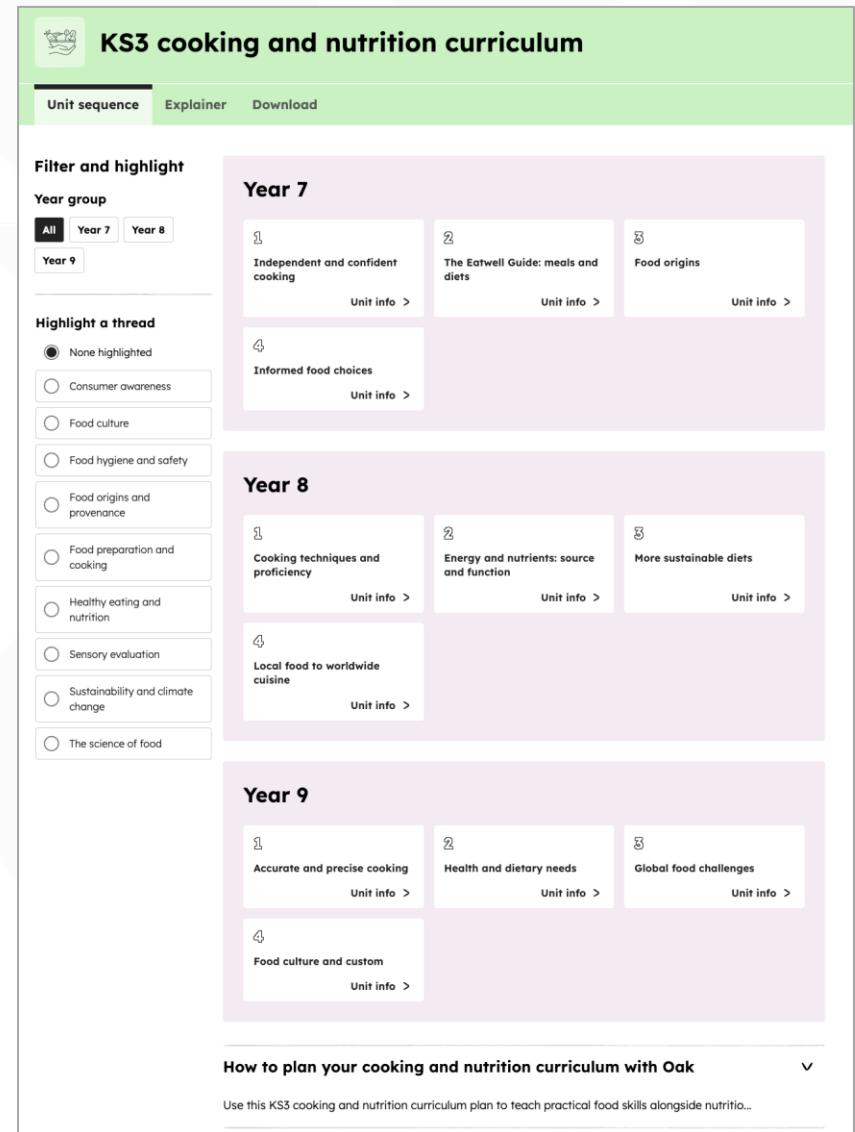




# CPD opportunities for you

# Oak curriculum overview

- Explore the curriculum.
- Assess its content – what works for you and your pupils?
- Audit it against what you currently do.
- Use it as an example of curriculum planning (SoL/W).
- How could this be used in your school for planning?



The screenshot shows the 'KS3 cooking and nutrition curriculum' interface. At the top, there are tabs for 'Unit sequence', 'Explainer', and 'Download'. Below this is a 'Filter and highlight' section with a 'Year group' dropdown set to 'Year 7'. The main content is organized into three sections for 'Year 7', 'Year 8', and 'Year 9', each containing four numbered units with titles and 'Unit info >' links. The 'Year 7' section includes a 'Highlight a thread' sidebar with options like 'Independent and confident cooking' (highlighted), 'The Eatwell Guide: meals and diets', 'Food origins', 'Informed food choices', and 'Food hygiene and safety'. The 'Year 8' section includes 'Cooking techniques and proficiency', 'Energy and nutrients: source and function', 'More sustainable diets', and 'Local food to worldwide cuisine'. The 'Year 9' section includes 'Accurate and precise cooking', 'Health and dietary needs', 'Global food challenges', and 'Food culture and custom'. At the bottom, a section titled 'How to plan your cooking and nutrition curriculum with Oak' provides a brief description of the curriculum's purpose.

**KS3 cooking and nutrition curriculum**

Unit sequence Explainer Download

**Filter and highlight**

Year group

All Year 7 Year 8  
Year 9

**Highlight a thread**

None highlighted

Consumer awareness

Food culture

Food hygiene and safety

Food origins and provenance

Food preparation and cooking

Healthy eating and nutrition

Sensory evaluation

Sustainability and climate change

The science of food

**Year 7**

1 Independent and confident cooking  
Unit info >

2 The Eatwell Guide: meals and diets  
Unit info >

3 Food origins  
Unit info >

4 Informed food choices  
Unit info >

**Year 8**

1 Cooking techniques and proficiency  
Unit info >

2 Energy and nutrients: source and function  
Unit info >

3 More sustainable diets  
Unit info >

4 Local food to worldwide cuisine  
Unit info >

**Year 9**

1 Accurate and precise cooking  
Unit info >

2 Health and dietary needs  
Unit info >

3 Global food challenges  
Unit info >

4 Food culture and custom  
Unit info >

**How to plan your cooking and nutrition curriculum with Oak**

Use this KS3 cooking and nutrition curriculum plan to teach practical food skills alongside nutritio...



# Lesson slides, quizzes and worksheets

- Review lesson.
- Check the ‘teacher tip’ and ‘common misconceptions’.
- Reflect on what subject knowledge and skills you need to support different lessons.

## Lesson details

### Key learning points

1. Thai curry is a dish in Thai cuisine made from curry paste, coconut milk or water, meat or fish, and vegetables.
2. Food leftovers can be used in recipes safely, helping to reduce food waste.
3. The food skills used to make a Thai curry are measuring, peeling, slicing, mixing, using the hob and presenting.
4. Ambient, fresh and frozen foods should be stored, cooked, chilled and/or reheated properly to ensure food safety.
5. Cooking technique and proficiency can be rated, allowing for improvements in the future.

If time is tight, or equipment limited, pre-cooked rice could be provided to pupils, or pupils could work in pairs. Provide different plates and bowls, as well as garnishes, for the pupils to explore different presentation styles and techniques.

Teacher tip

### Keywords

**Thai** - the people and cuisine of Thailand

**Curry paste** - a mixture of ingredients pounded into a paste

**Proficiency** - a high degree of skills and expertise

### Common misconception

**If a food is placed in the fridge, there is no need for it to be covered or placed in a container, as the fridge is a cold and safe storage area.**

All food placed in the fridge must be covered or placed in a container to prevent cross contamination with other foods, preventing food poisoning. It also helps to stop the food drying out.

### How to plan a lesson using our resources

To help you plan your year 8 cooking and nutrition lesson on: Making a Thai curry, [download](#) all teaching resources for free and adapt to suit your pupils' needs...

#### Equipment

For ingredients and equipment see the recipe in additional materials.

#### Content guidance

Risk assessment required - may contain allergens

Risk assessment required - equipment

#### Supervision

Adult supervision required

#### Licence

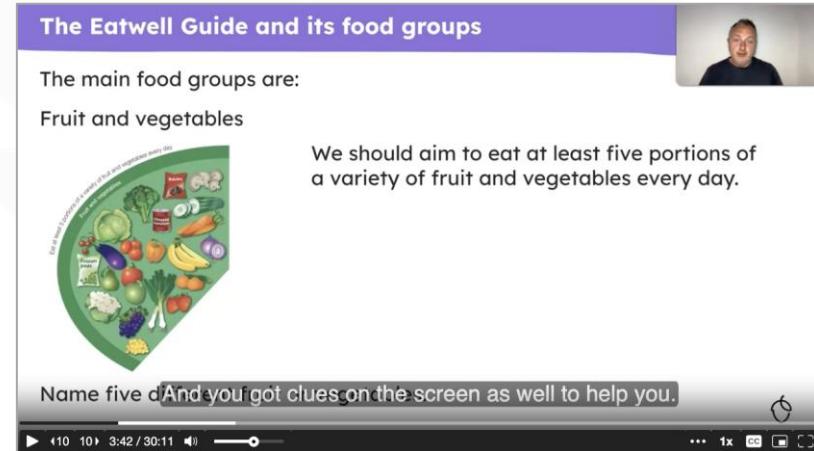
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# Lesson videos

- Watch the videos to observe pedagogy, vocabulary use (key words), and modelling.
- Consider your areas of development and watch to update your teaching.
- Use the videos as part of a CPD session, for example to cover new food skills or explore how concepts are explained.

**The Eatwell Guide and its food groups**



The main food groups are:  
Fruit and vegetables

We should aim to eat at least five portions of a variety of fruit and vegetables every day.

Name five d And you got clues on the screen as well to help you.

**Healthier and more sustainable**



Which of these is the healthiest choice?

a

b

c ✓



# Recipes

- Reflect on your current selection in terms of food skills, learning, cost, diversity, pupil appeal ...
- Consider opportunities for personal/departmental practise and rehearsal – have a go and think about:
  - ingredient type and quantities
  - equipment needed
  - timing
  - hygiene and safety
  - food skills – yours and pupils
  - other learning, e.g. health, science, where food comes from.



# Additional materials

- Useful for considering your competence and CPD in relation to:
  - classroom management and organisation
  - modifying the recipe, especially in relation to allergies and pupils following vegetarian/vegan diets
  - risk assessment

**Making Jollof rice**

 Additional material

This additional material details how to set up a safe cooking area for pupils to work in a practical food room, along with the ingredients, equipment, and method for carrying out the task. It also provides both risk assessment and health and safety information.

**Making and evaluating my Jollof rice**

**Task B Recipe - Jollof rice**  
Pupils will make Jollof rice. They will blend vegetables to make a sauce, then cook the sauce with rice, stock and different spices.

**Ingredients**  
2 tomatoes  
½ onion  
½ red pepper  
1 clove garlic  
10 ml spoon tomato puree  
½ chilli  
1 x 5 ml spoon oil  
½ x 5 ml spoon paprika  
½ x 5 ml spoon thyme  
1 x 5 ml spoon curry powder  
1 bay leaf  
100 g rice  
½ vegetable stock cube  
100 ml water

**Equipment**  
Chopping board, vegetable knife, measuring spoons, blender, saucepan (with lid), stirring spoon, weighing scales, measuring jug.

**Method**

1. Peel the onion and garlic, deseed the red pepper and chilli, and cut the tomatoes in half.
2. Blend the onion, garlic, red pepper, tomatoes, tomato puree and chilli together to make a sauce.
3. Heat the oil in the saucepan, then cook the sauce for 5 minutes.
4. Add the paprika, thyme, curry powder and bay leaf.
5. Crumble in the stock cube.
6. Stir in the rice and water.
7. Bring to the boil, then cover and simmer (on a low heat) for 20 minutes.

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**Making Jollof rice**

 Additional material

**Food skills**  
Peeling, deseeding, cutting, blending, using the hob (heat control), measuring, weighing.

**Cooking practicalities**  
It is recommended that pupils work in pairs, helping to reduce the need for equipment and blenders. Pupils will need to share a blender. Demonstrate the safe use of the blender. Care will need to be taken when pupils are blending their sauce. If blenders cannot be used, the tomatoes, onion, red pepper, garlic and chilli can be finely chopped and cooked - this is less authentic, but may be more suitable for schools. Check that all saucepans have lids, and that pupils have containers to take the Jollof rice home.

If not eaten straight away, the Jollof rice should be cooled quickly and then stored in a fridge below 5°C. The dish can be eaten cold, but if reheated it should be removed from the foil dish, placed in a microwavable bowl and heated until piping hot. Dishes containing rice must be eaten within 24 hours after making.

**Modifications**  
There are many different ways Jollof rice can be modified. For example:

- trying different spices from other regional variations
- adding fresh, canned or frozen vegetables
- serving the rice with fried plantain

**Setting up the classroom**  
Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. We have written a '[how to teach our curriculum](#)' blog to help practitioners organise safe sessions.

**Risk assessment**  
A risk assessment must be completed for any activity in which there is a significant risk of harm from an identified hazard, whether pupils, teachers, technicians or occasional visitors to the department. Staff training is a critical aspect of H&S management, and any employee carrying out or supervising an activity that presents a risk must be adequately trained. The information outlined in this guidance contains advice for how to work safely in and out of the classroom. However, risk assessments are the responsibility of the individual school. Please contact a local or national advisory service, such as CLEAPSS, on all health and safety aspects for further support.

**Health and Safety**  
Adult supervision is required.

**Ingredients**  
Check for any food allergy, intolerance or religious/cultural reasons for pupils not handling or eating certain foods. Always check any food labels for allergens. (Check any stock being used for allergies to celery.)

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# Support and resources

# Support and resources

In addition to the Oak curriculum and lessons, the British Nutrition Foundation has developed:

- Interactive CPD planner
- Training and resources decision tree
- Curriculum planner decision trees
- Audit
- SMART goal planner
- previous training sessions

All available via [Food – a fact of life](https://www.foodafactoflife.org.uk)

**Oak - Food curriculum to classroom**

**Instructions**  
1. Rate your competence for each 'Training area' below. Under 'Rate (0 to 5)', use the dropdown to select your rating - 0 to 5 (only you will see this).  
2. Your personalised CPD plan will appear to the right. Click the link and book your courses.

Your name: <type here>

Training area

1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's structure, aims, food education priorities, evidence required, coherent, accessible, diverse, evidence	Rate (0 to 5) 3 – Established practice	Take course 3 (inside the curriculum) to refine your understanding of the Oak Food Curriculum in secondary, course 1 (Bringing Oak to life in secondary)
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context	4 – Confident and consistent	Use course 2 (Map your own path) to help plan CPD. Use courses 3 (inside the curriculum) and 4 (curriculum planning and adapting) to refine your planning and adapt curriculum resources to school context
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials	3 – Established practice	Book on courses 4 (Primary food teaching methods) and 5 (Primary food teaching methods for pupils with additional needs), review course 9 (Inclusive food education)
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials	3 – Established practice	Book on courses 5 (Bringing Oak to life in secondary) and 6 (Bringing Oak to life in secondary) to refine your teaching skills in secondary food education
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	4 – Confident and consistent	Explore course 6 (Making Oak work in primary) implemented in your school. Use course 7 to deepen your impact and share your strategies. Ensure learning from course 9 (Inclusive food education) is also considered
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and recipes	5 – Expert / role model	Based on course 8 (Designing a modern food curriculum with Oak as your foundation) and 9 (supporting pupils with additional needs)
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners	5 – Expert / role model	Deliver CPD around supporting pupils with additional needs using examples from course 9 (Inclusive food education) and 10 (Empowering pupils: Using Oak for independent and home learning), ensuring accessibility for diverse learners
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning	3 – Established practice	See course 10 (Empowering pupils: Using Oak for independent and home learning) to refine and embed independent and home learning approaches. Ensure that these link to the strategies outlined in course 8 (Making Oak work in primary), 7 (Making Oak work in jondary), and 9 (Inclusive food education)

To view and book all courses, go to: <https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

**Ratings explained**

<b>Rating</b>	<b>Descriptor</b>	<b>Supportive Guidance</b>
0 – Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Please consider what you could open exciting opportunities for.
1 – Emerging awareness	I have a basic awareness but little experience.	You may need initial support, examples, or guided practice.
2 – Early development		
3 – Established practice		
4 – Confident and consistent		
5 – Expert / role model		

**Food – a fact of life**

News Training About Food - a fact of life Contact us

3 - 5 Years 5 - 7 Years 7 - 11 Years 11 - 14 Years 14 - 16 Years Pupils with additional needs Recipes Whole school Professional development

Professional development

FFL training - live and on-demand

Teaching and learning

Essentials CPD course

Oak - Food curriculum to classroom

Practical skills videos (Teacher versions)

Teaching Primary Food and Nutrition

PPD toolkit

PPD newsletter - sign up

Professional development

Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.

Training is divided into four key areas:

- FFL training - view and book different training opportunities;
- PPD toolkit - support for planning, implementing and monitoring your own professional development;
- Teaching and learning - providing advice and support around planning, managing and teaching, and knowledge and skills for teachers;
- PPD newsletter - sign-up for our free professional development newsletter.

There are also areas for the [Essentials secondary CPD programme](#), the [Oak - Food curriculum to classroom programme](#) and [Teaching Primary Food and Nutrition](#).

## Curriculum planner decision tree (KS3)

Oak – Food curriculum to classroom

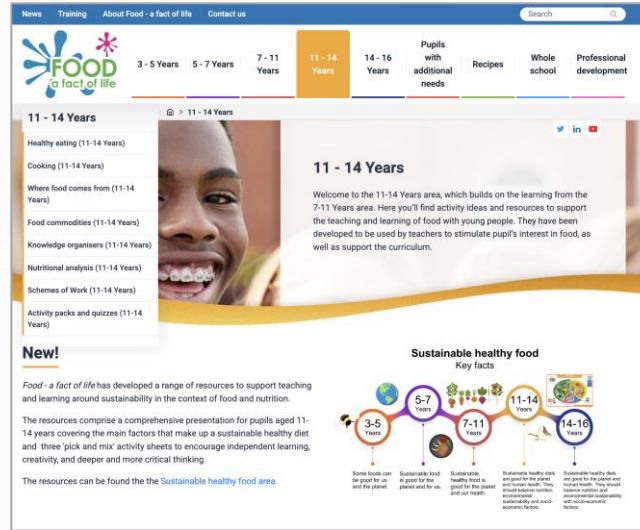
click here to get started



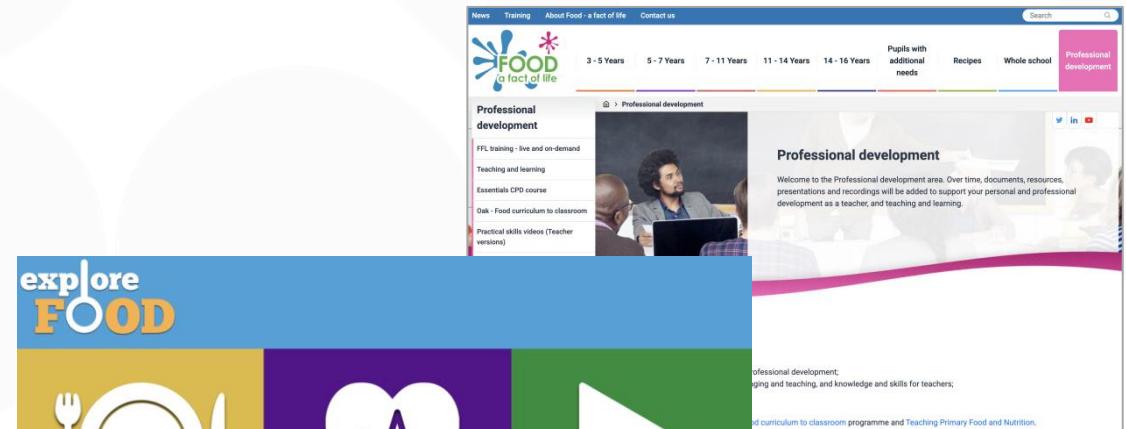
# Support and resources

## Food – a fact of life support

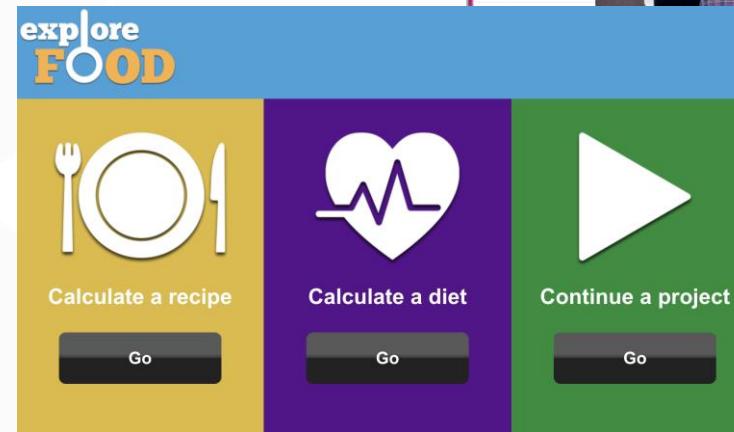
- 11-14 and 14-16 years
- Recipe support packs (and recipes)
- Support around teaching and learning (planning and teaching)
- Essentials course – new
- Practical skills videos (teacher)
- Nutritional analysis (Explore Food)



The screenshot shows the '11 - 14 Years' section of the website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years' (which is highlighted in orange), '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. The main content area features a photo of a smiling young person and a 'New!' section with a sub-section titled 'Sustainable healthy food' containing key facts and icons for 3-5, 5-7, 7-11, 11-14, and 14-16 year olds.



The screenshot shows the 'Professional development' section of the website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development' (which is highlighted in pink). The main content area features a photo of a person speaking and a 'Professional development' section with links to 'FFL training - live and on-demand', 'Teaching and learning', 'Essentials CPD course', 'Oak - Food curriculum to classroom', and 'Practical skills videos (Teacher versions)'.



The screenshot shows the 'explore FOOD' website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. The main content area features three large buttons: 'Calculate a recipe' (yellow background), 'Calculate a diet' (purple background), and 'Continue a project' (green background), each with a 'Go' button below it.

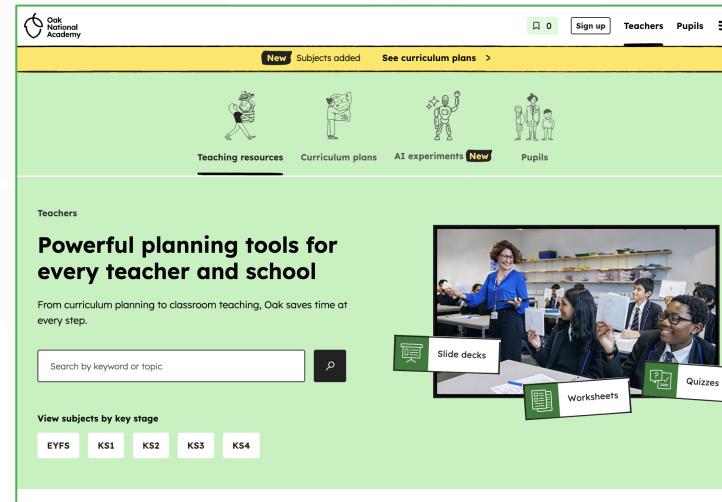




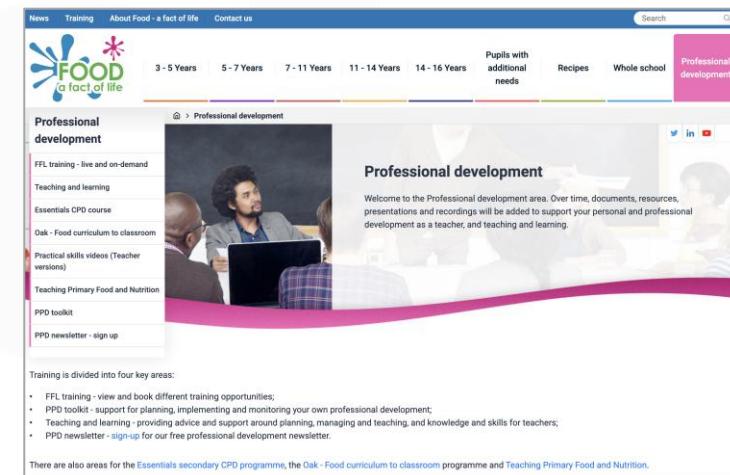
# Next steps

# Next steps for you

- Check out the secondary Oak resources – become familiar
- [Audit](#) what you currently do and identify any gaps
- Try out a few lessons, worksheets and/or recipes – 'get a taste'
- Use the tools to help on *Food – a fact of life*:
  - Oak curriculum and lessons overview (with direct links)
  - Training and resources decision tree – *plan your training and use resources from Oak and FFL*
  - Curriculum planner decision tree (KS1-3) – *plan your Cooking and nutrition curriculum based on the focus and number of lessons you have*
- Join us for the next training session!



The screenshot shows the Oak National Academy website for Teachers. The main heading is 'Powerful planning tools for every teacher and school'. Below it, a sub-headline says 'From curriculum planning to classroom teaching, Oak saves time at every step.' There is a search bar and a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4. To the right, there is a video of a teacher in a classroom and icons for 'Slide decks', 'Worksheets', and 'Quizzes'.



The screenshot shows the Food - a fact of life website for Professional development. The main heading is 'Professional development'. Below it, there is a sub-headline 'Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.' There is a sidebar with links to 'FFL training - live and on-demand', 'Teaching and learning', 'Essentials CPD course', 'Oak - Food curriculum to classroom', 'Practical skills videos (Teacher versions)', 'Teaching Primary Food and Nutrition', 'PPD toolkit', and 'PPD newsletter - sign up'. At the bottom, there is a note: 'There are also areas for the Essentials secondary CPD programme, the Oak - Food curriculum to classroom programme and Teaching Primary Food and Nutrition.'



# Training

- 23/9 – Getting started with Oak - [\*recording available\*](#)
- 30/9 – Map your own path (CPD) - [\*recording available\*](#)
- 7/10 – Inside the curriculum – [\*recording available\*](#)
- 21/10 – Primary food teaching made easy with Oak – *recording available soon*
- 21/10 – Bringing Oak to life in secondary food lessons – *recording available soon*
- **11/11 – Making Oak work in primary (practical tips)**
- **11/11 – Making Oak work in secondary (strategies for success)**
- 9/12 – Designing a modern food curriculum
- 29/1 – Inclusive food education (learners with additional needs)
- 3/2 – Empowering pupils (independent and home learning)



Find out more  
about the training  
by following this  
QR code

