

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’.

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The screenshot displays the Oak food curriculum KS3 interface, organized by year. Each year section contains four units, each with a numbered icon, a title, and a 'Unit info >' link.

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

**Cooking and nutrition**

Key stage 3

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 Full secondary curriculum

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

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

**More sustainable diets**

Year 8

[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

**Plant-rich and diverse**

Lesson 1 of 3

Year 8

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

Plant-rich and diverse

Cooking and nutrition

Unit More sustainable diets

Google Slides



Progression - built in

Year 7	Units, with links	Lessons	Outcome	Key learning	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	Making a mini deli salad	I can make a mini deli salad in my new food room.	Food is designed to be enjoyed and is an integral part of our lives.		Cooking techniques and proficiency	Making cheesy bean burritos	I can use food skills to make cheesy bean burritos.	Beans from A DAY, can be a maximum portion, no how much.					
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking	Making leek and potato soup	I can use food skills to make leek and potato soup.	A blender can be used to make smooth soups.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques	Making herby focaccia	I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and some olives and herbs.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-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
		Making yakisoba noodles	I can use food skills to make yakisoba noodles.	Originating from China, yakisoba is now a staple in Japan. It is a popular street food.			Making green mac & cheese	I can use food skills to make green mac & cheese, making a roux sauce.	Different types of vegetables can be used. Cheese can be melted on top.			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
	The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels can be used to choose healthier options.		Energy and nutrients: source and function	Macronutrients, fibre and water	I can explain why macronutrients, fibre and water are needed for health.	Carbohydrates provide energy and fibre is important for gut health.			Health and dietary needs	Nutritional needs throughout life	I can plan meals for different dietary requirements, with justification.
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide	Making better food and drink choices	I can evaluate a diet and justify changes for health.	A diet is a plan of what to eat and drink over a period of time.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients	Micronutrients	I can name different micronutrients and explain their function and food sources.	Energy and nutrients can be found in different foods.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs	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
		Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi is a popular Indian vegetable dish.			Making toad in the hole	I can use food skills to make toad in the hole.	Steak can be cooked in different ways.			Making pea and mint falafel, with tzatziki	I can use food skills to make pea and mint falafel, and tzatziki.	Any food allergy or intolerance must be considered, with recipes and ingredients being
	Food origins	Growing, rearing and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food products have a story.		More sustainable diets	Plant-rich and diverse	I can identify ways diets can be healthier and more sustainable.	Recipes can be modified to be healthier and more sustainable.			Global food challenges	One planet	I can critique the global food challenges we all face.
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, be careful of hot oil and use a spatula to lift the tarts.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets	Making mushroom bean burgers, with flatbreads	I can use food skills to make mushroom bean burgers, with flatbreads.	Cooking fat can be used to fry the burgers.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges	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.
		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 in different ways.			Making beef and lentil cottage pie	I can use food skills to make a beef and lentil cottage pie.	Bacteria can be spread by meat and fat.			Making bang bang veg, with an Asian slaw	I can use food skills to make bang bang veg, with an Asian slaw.	Bang bang chicken originates in the street food of Sichuan. Other types of meat and
	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.		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 in the UK is from the EU.			Food culture and custom	Our dynamic food culture	I can describe a range of food cultures and customs.
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices	Making a Chicago style pizza	I can use food skills to make a Chicago style pizza, using a scone based dough.	The baking time should be checked regularly.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food	Making mini Victoria sponges	I can use food skills to make mini Victoria sponges.	Cakes can be made in different ways.		https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture	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
		Making Jollof rice	I can use food skills to make Jollof rice.	Heat from the stove softens the rice grains and absorbs the water.			Making a Thai curry	I can use food skills to make a Thai curry.	Ambient, frozen food can be stored, chilled and reheated.			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 meal plan ensures more efficient use of time when preparing a dish or meal.
														Food skills can be assessed for accuracy and precision, highlighting areas of



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
	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 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.	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	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 nutrition.	Chelsea buns date back to the 18th century and were created in the Chelsea area of London by the Chelsea Bun House.	Gluten, a protein, is formed from flour when liquid is added and the dough is kneaded, making it elastic.	The food skills used to make Chelsea buns include measuring, mixing, kneading, rolling, cutting and using the oven.	There are three main forms of heat transfer, which affect food in different ways.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons
		Making a 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 sugars can be controlled.	Comflour, a starch from maize, thickens the sauce through the action of heat and liquid (gelatinisation).	Sweet and sour dishes originated in China, then the UK. London had its first Chinese restaurant in 1907.	The 4Cs of food hygiene are cleaning, cooking, chilling, and cross-contamination.	The food skills used to make sweet & sour are measuring, slicing, chopping, peeling, mixing and using the hob.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-and-precise-cooking/lessons/making-a-sweet-and-sour-fakeaway





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 greasy pan (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.

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 in 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
100 g mushrooms
1 garlic clove
1 thumb fresh ginger (optional)
1 potato
100 g chickpeas (canned)

spray oil
1 x 10 ml spoons **curry powder**
1 x 15 ml spoons tomato puree
50 g frozen spinach
250 ml water
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**:

- a) go to: <https://oak.link/explore-food>
- b) 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

What nutrients called?

What vitamin A?



What carbohydrate and protein?



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.

The collage displays several slides from a lesson deck. The top-left slide, titled 'Plant-rich and diverse', includes the sub-header 'Cooking and nutrition' and 'Unit More sustainable diets', accompanied by an illustration of a hand holding a bowl of fruit and vegetables. To its right is a slide titled 'Outcome' with the text: 'I can identify ways diets can be healthier and more sustainable.' Below these is a 'Keywords' slide defining terms: '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), and 'food system' (a complex web of activities including processing, transport, and distribution). To the right of the keywords is a 'Lesson outline' slide showing a flowchart with three steps: 'Our food system' (purple bar), 'Healthier and more sustainable' (teal bar), and 'Waste less food' (blue bar). At the bottom is a slide titled 'Our food system' with the heading 'For healthier and more sustainable diets, we should:'. It lists three points: 'follow the Eatwell Guide' (with a corresponding diagram), 'have a more plant-rich diet' (with an image of various plant-based foods), and 'diversify sources of protein' (with a diagram of a protein pyramid). The bottom of this slide contains small copyright text: 'Images of the Eatwell Guide (2016) and "source of protein" (2016) © Crown copyright 2016. Public Health England in association with the World 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?

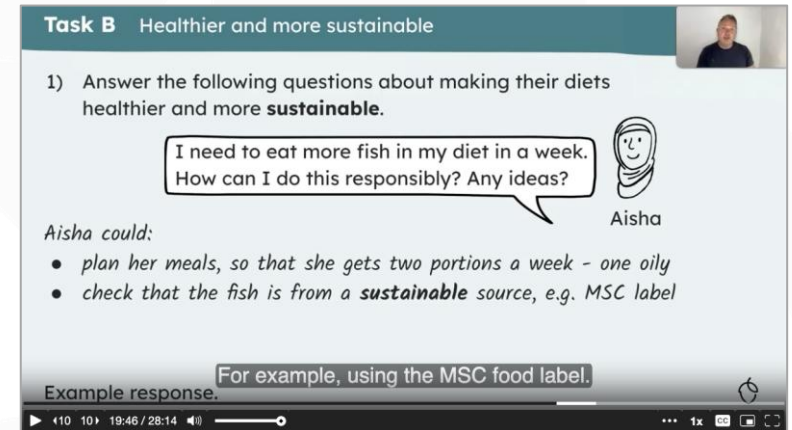
Aisha

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.

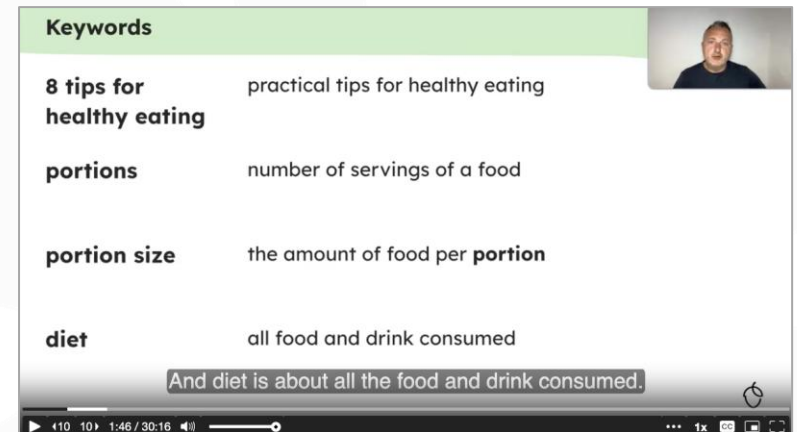
Example response.



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 portion
diet	all food and drink consumed

And diet is about all the food and drink consumed.



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.

Worksheet

Name: _____

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

Worksheet

Making a Thai curry

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 paste
- 80g peas
- 1 x 15 ml spoon fresh coriander

Equipment

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




Worksheet

Making a Thai curry

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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3



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.

Name: _____ Starter quiz

Making a Thai curry


1 Which best describes the term 'cuisine'? (Tick 1 correct answer)

☐ a healthy way of cooking based around the Eatwell Guide
☐ a cooking technique that only uses specific equipment
☐ a style or method of cooking of a particular country or region

2 Fruit and vegetables should be washed before use to remove any dirt, insects and ... (Tick 1 correct answer)

☐ food safety labels.
☐ food poisoning bacteria.
☐ fibre elements.
☐ food hygiene substances.

3 What food skill is being demonstrated here? (Tick 1 correct answer)



☐ draining
☐ squeezing
☐ juicing
☐ shredding

4 When cooking two dishes at the same time, both recipes should be read first to decide which order to complete the steps in each recipe. What is this process called? (Tick 1 correct answer)

☐ dovetailing
☐ interlocking
☐ tenon tailing
☐ bi-locking

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Answers Starter quiz

Making a Thai curry


1 Which best describes the term 'cuisine'? (Tick 1 correct answer)

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☐ a cooking technique that only uses specific equipment
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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



Making my mini carrot and orange cakes



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

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
1/4 orange
1 x 5 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.



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

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

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 yogurt for a dairy-free alternative.

Additional material

Making pea and mint falafel, with tzatziki

4. Blitz to a coarse paste.
5. Preheat the grill.
6. Carefully remove the mixture from the food processor.
7. Divide the mixture into eight and roll into even sized patties.
8. Place on a lined baking tray.
9. Spray lightly with oil.
10. Grill for 20 minutes, turning halfway.
11. Prepare the tzatziki:
 - deseed and grate the cucumber
 - peel and chop the garlic
 - chop the mint
 - mix everything together with the yogurt.
12. Remove the falafel from the grill and allow to cool.
13. Serve the falafel and tzatziki together.

Food skills
Measuring, draining, deseeding, peeling, juicing, using a food processor and grill, dividing, chopping and mixing.

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.

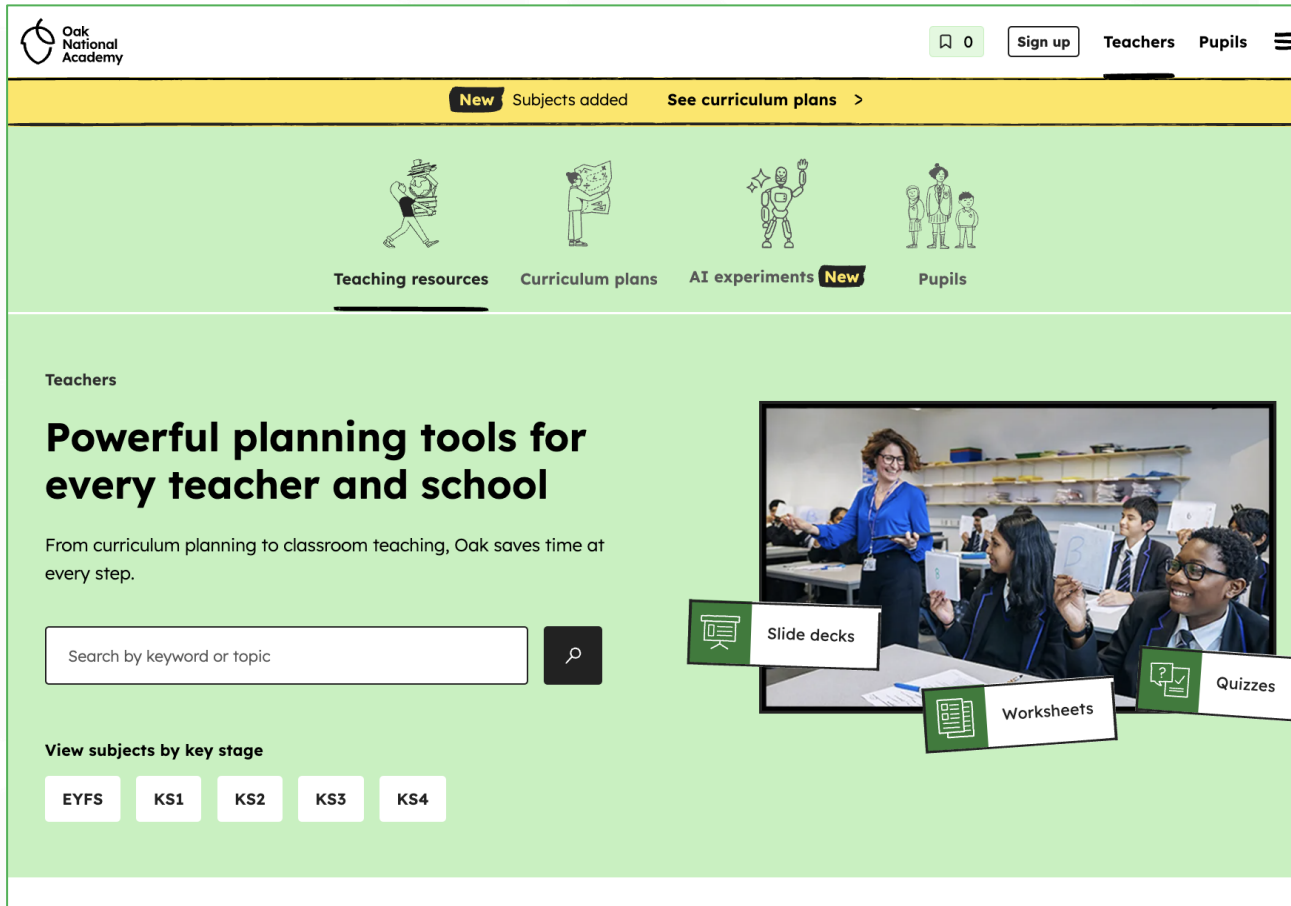
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Demonstration

Oak National Academy



- Teaching resources
- Curriculum plans
- Support for your pupils



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





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 displays the 'KS3 cooking and nutrition curriculum' page. At the top, there's a green header with the title and a logo. Below the header, there are tabs for 'Unit sequence', 'Explainer', and 'Download'. The main content area is divided into three sections for Year 7, Year 8, and Year 9. Each section contains a list of units with numbered icons and 'Unit info >' links. On the left side, there's a 'Filter and highlight' section with a 'Year group' filter (All, Year 7, Year 8, Year 9) and a 'Highlight a thread' section with various topics like Consumer awareness, Food culture, Food hygiene and safety, etc. At the bottom, there's a section titled 'How to plan your cooking and nutrition curriculum with Oak' with a dropdown arrow and a brief description.

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 [v](#)

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

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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 of them. And you got clues on the screen as well to help you.

Video player controls: 10 3:42 / 30:11 1x

Healthier and more sustainable

Which of these is the healthiest choice?

Energy (kJ/kcal)	Fat (g)	Saturated (g)	Total sugars (g)	Salt (g)
2200 (528)	18g	7.5g	4.5g	1.5g
26%	26%	37%	5%	25%
of an adult's Reference Intake. Typical values per 100g. Energy 100kJ/23kcal				

a

Energy (kJ/kcal)	Fat (g)	Saturated (g)	Total sugars (g)	Salt (g)
2100 (504)	16g	7.4g	5.3g	1.5g
25%	23%	37%	6%	25%
of an adult's Reference Intake. Typical values per 100g. Energy 100kJ/23kcal				

b

Energy (kJ/kcal)	Fat (g)	Saturated (g)	Total sugars (g)	Salt (g)
2000 (480)	9.3g	3.4g	4.6g	1.3g
22%	13%	17%	5%	22%
of an adult's Reference Intake. Typical values per 100g. Energy 100kJ/23kcal				

c ✓

Video player controls: 10 18:22 / 28:14 1x



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
¼ red pepper
1 clove garlic
10 ml spoon tomato puree
½ chilli
1 x 5 ml spoon oil
¼ x 5 ml spoon paprika
¼ x 5ml spoon thyme
1 x 5 ml spoon curry powder
1 bay leaf
100 g rice
¼ 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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1

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 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 any food labels for allergens. (Check any stock being used for allergies to celery.)

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2





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)

The screenshot displays the 'Food - a fact of life' website's Professional development area. The top navigation bar includes links for News, Training, About Food - a fact of life, and Contact us. A search bar is located on the right. The main content area is titled 'Professional development' and features a welcome message: '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.' Below this, there are 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'.

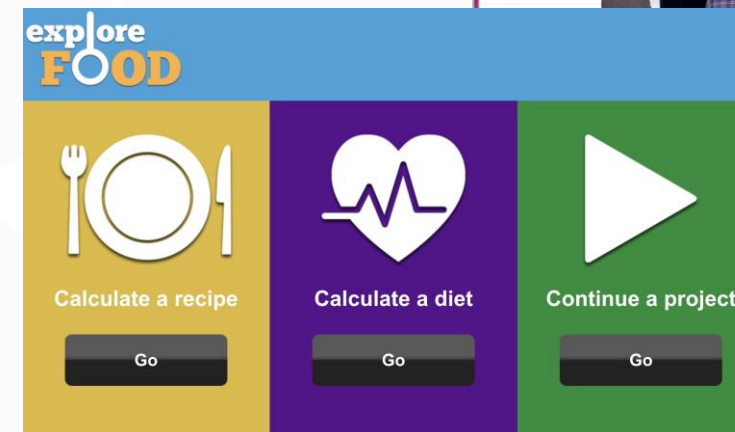
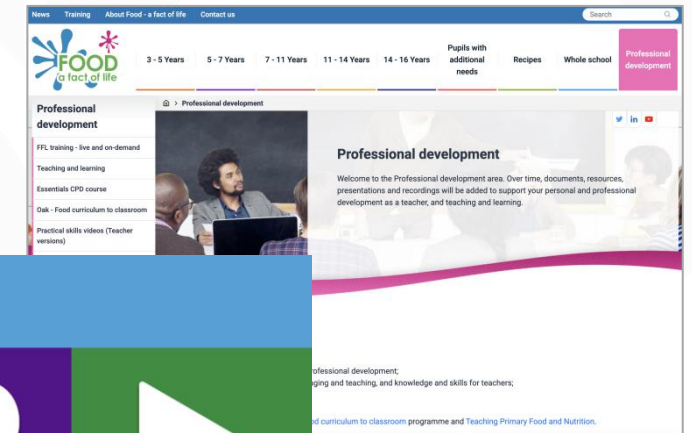
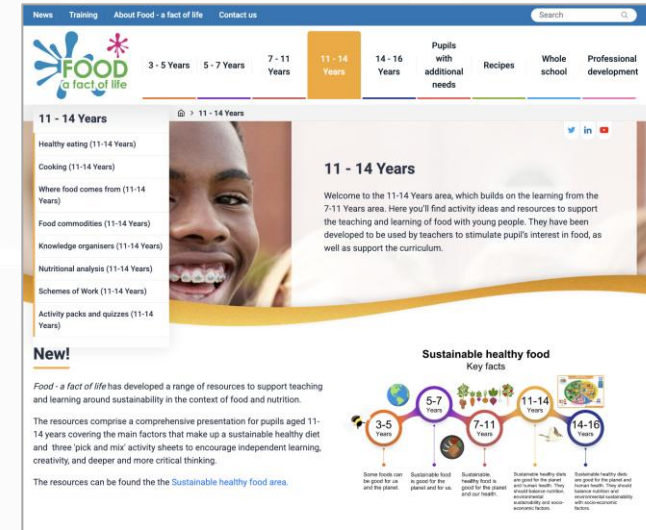
On the left side of the screenshot, there is a 'Curriculum planner decision tree (KS3)' for 'Oak - Food curriculum to classroom'. This decision tree is a table with columns for 'Rating explained', 'Rating', 'Descriptor', and 'Supportive Guidance'. The ratings range from 0 (Not yet started) to 5 (Expert / role model). The descriptors and supportive guidance provide detailed feedback for each rating level.

At the bottom of the screenshot, there is a green button that says 'click here to get started'. Below this, the logos for the British Nutrition Foundation and Food - a fact of life are displayed. The footer of the website includes the copyright notice: '© British Nutrition Foundation 2025 | nutrition.org.uk'.

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)

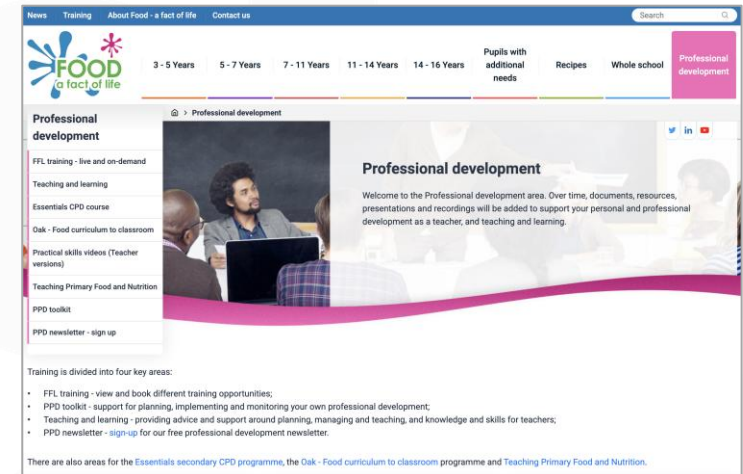
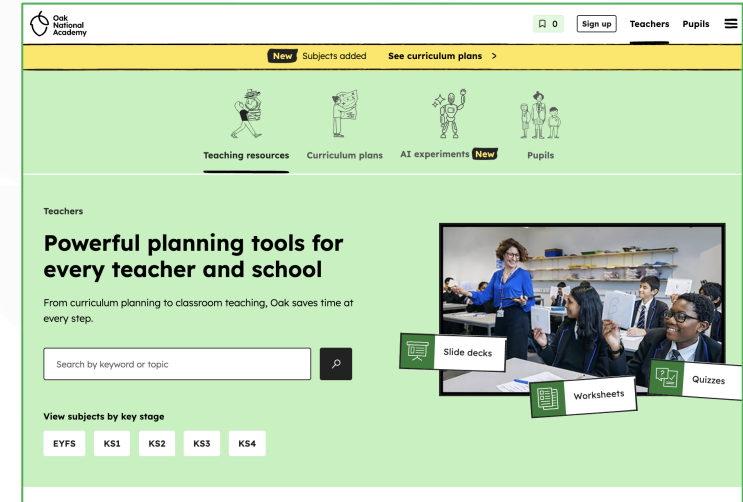




Next steps

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!



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

