

Designing a modern food curriculum with Oak as your foundation

20 January 2026



Welcome

- Exploring a modern food curriculum
- The social context and dimension of food
- Planning and mapping progression across the Key Stages
- Recipe diversity and Oak
- Using tools, planners and AI to build great lessons with rigour
- Reviewing your CPD opportunities
- Next steps

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Exploring a modern food curriculum

Life yesterday, today and tomorrow



What to teach?

What are we trying to achieve via food education?

Does what we teach reflect who we teach?

What is important now and is likely to have an impact in the future?



What do we need to consider going forward?

- [Food Education Learning Landscape](#) (JO Foundation, 2017)
- [The future of food teaching](#) (BNF, 2021)
- [Food education – fit for the future?](#) (FTC, 2023)
- [Curriculum and Assessment Review](#) (2025)
- [Curriculum and Assessment Review – BNF Response](#) (2025)
- [Climate Action Plan](#) – a plan and lead in schools (DfE, 2025)
- [Creating a culture and ethos of healthy eating](#) (OFSTED framework, 2025)
- [Best Food Forward](#) (The School of Artisan Food, 2025)

+ much more!



Your Oak foundation

- New curriculum, built from the ground up (based on NC)
- Taken research and best practice to date into account
- Built on *Food – a fact of life* programme
- Built around the Oak 'way' and principles
- Core food competences
- DfE teacher framework documents
- Social and cultural connection with food and our lives
- Discussion with an expert panel, which included teachers
- Reputable sources of information, e.g. Eatwell Guide, FSA, Defra, UN, UNESCO ...

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Aims and purpose

What are the aims and purpose of our curriculum?

This curriculum equips pupils with practical food skills and develops their understanding of healthy and sustainable diets. Pupils will be taught to make informed decisions about food and drink, and to celebrate food as an important part of different cultures, and source of nourishment, connection, and joy.

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, play in learning. Substantive knowledge, such as healthy eating or food science, is taught with increasing complexity throughout the key stages. Procedural knowledge is developed through practical cooking lessons, where knowledge of food, skills and techniques for more accurate and precise work are introduced. These types of knowledge work together to enable pupils to plan, prepare, make and evaluate a range of dishes. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. For example, in year 1, when learning about food origin and provenance the focus is on the sources of food, with pupils able to describe food from plants and animals. This knowledge is built on to include food origins, through learning about 'farm to fork', seasonal fruit and vegetables and the processing of foods. Pupils apply this learning by making recipes such as potato salad, mackerel and tomato pâté and a seasonal salad. Attention is paid to vertical coherence via threads, which map the development of concepts over time; for example, in our 'healthy eating and nutrition' thread, pupils are introduced to the Eatwell Guide in year 2 which is part of the fundamental knowledge for pupils to be able to explain why macronutrients are needed for health in year 8.

Evidence-informed

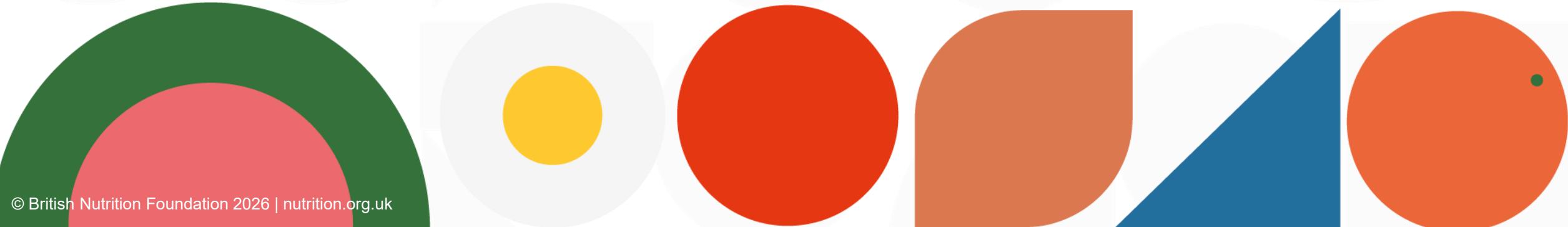
Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level.

[Catch up on previous webinars](#)





The social context and dimension of food



There's more to food than food

- Heritage and history
- Geography and provenance
- Food culture and customs
- Cooking techniques and styles
- Sustainability and climate change
- Socio-economic
- Food values
- Informed consumer

Combating the challenges

The 2030 Agenda for Sustainable Development, adopted by all United Nations member states, provides a blueprint for people and the planet. It comprises 17 Sustainable Development Goals, which are a call for action by all countries. The Goals seek to end poverty, improve health and education and reduce inequality, while spurring economic growth – all while tackling **climate change** and working to preserve the oceans and forests. Nutrition and **food security** play a pivotal role in achieving all 17 of UN's Sustainable Development Goals.

© United Nations

SUSTAINABLE DEVELOPMENT GOALS



Food label information

Pre-packaged food has **food labels**. **Food labels** provide information which helps people to know:

when to eat the food	how to store the food	the ingredients used	the nutrients it provides
			



Recipe history

Different varieties of **pasty** have been made since the 13th century in the UK. However, **pasties** became a popular lunch in the 18th century in Cornwall. The **pasties** are now known as **Cornish pasties**.

 **Cornish pasties** are also known as 'Oggy' in the **Cornish** language.



Veggie tart ingredient origins

Cheddar cheese is a type of cheese which originates from Cheddar, a village in Somerset. Some types of cheese, milk and butter display the Red Tractor logo, showing that it has been produced to high standards in the UK. Most dairy foods are made from milk from dairy cows; however, alternatives are available, such as soya drink and goat's cheese.





Food and religion

We will be making **paska**. **Paska** is a traditional Easter bread from the **Ukraine**. It is usually made with eggs, butter, sugar, and sometimes raisins, and has a light, sweet taste. The bread is often beautifully decorated with designs such as crosses (representing Jesus), flowers (symbolising new life), and braids or swirls (eternity and faith).

Top image: Traditional Ukrainian Paska with a Tropical pascua egg and olive branches, Mihailovsk, 2014. CC BY-SA 3.0



Your Oak foundation

- Oak is built on 'more to food than food'
- A social context runs throughout
- Use the 'threads' and search to find out more

Filter and highlight

Year group

All Year 1 Year 2
Year 3 Year 4 Year 5
Year 6

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 1

1 Let's start cooking
Unit info >
2 Food and drink for life
Unit info >
3 Food from plants and animals
Unit info >
4 Food for me and you
Unit info >

Year 2

1 Cooking without heat
Unit info >
2 The Eatwell Guide: healthy eating
Unit info >
3 Where my food comes from
Unit info >
4 Food for occasions and celebrations
Unit info >

Year 3

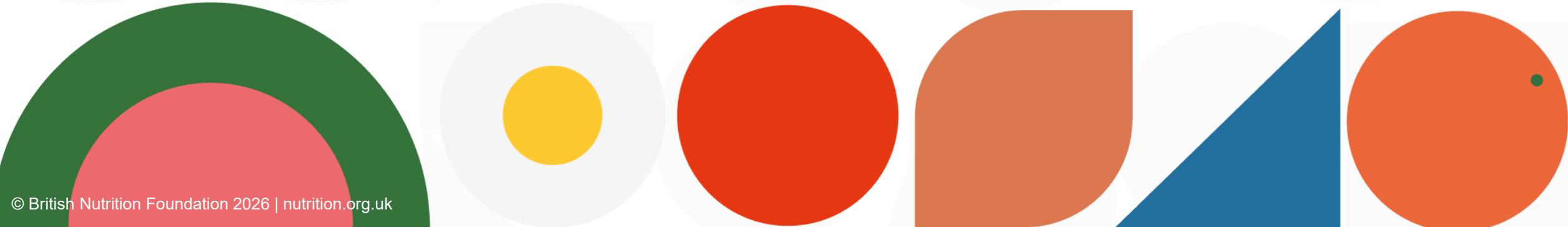
Threads

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





Planning and mapping progression



National curriculum

Key stage 1 Pupils should be taught to:	Key stage 2 Pupils should be taught to:	Key stage 3 Pupils should be taught to:
<ul style="list-style-type: none">use the basic principles of a healthy and varied diet to prepare dishes.understand where food comes from.	<ul style="list-style-type: none">understand and apply the basic principles of a healthy and varied diet.prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<ul style="list-style-type: none">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 techniquesunderstand the source, seasonality and characteristics of a broad range of ingredients.



Where to start?

- National Curriculum – main strands of learning, which need unpacking
 - healthy eating (nutrition)
 - cooking (food skills)
 - where food comes from (provenance, seasonality)
- What else is important?
- Let's spell it out ...
 - sensory
 - food science
 - food hygiene and safety
 - culture, heritage and history
 - consumer awareness
 - sustainability, including food waste

Recipe origins and modifications

The oldest Japanese reference to curry is in cookbooks from 1872.

Japanese curry is served in three forms:

over rice over udon noodles as curry bread (a curry-filled pastry)

first curry recipe: 'Sakya Renshu' by Kenseki Ryōtan (1809-1884), Tokyo Metropolitan Library, 1872; over udon noodles image: Marugame Seimen Curry udon, Kyōto, 2005, CC-BY-SA 4.0; curry bread image: Green-seitan, CC-BY-SA 4.0

The fruit and veg I like

We use describing words to talk about if we like or dislike something.

Alex Jun



Couscous origins

Some foods are sold fresh.
Most fresh food should be stored in the fridge.

Name two foods that are stored in a fridge.



The food waste problem

Food waste is a big problem across the world.
It is estimated that around 20% of food produced in the world is wasted.

Homes around the world waste over one billion meals every day.



How big is one billion?



Progression – building blocks

Example ...

Pupils should be taught to:

- use the basic principles of a healthy and varied diet **to prepare** dishes
- understand and **apply** the basic principles of a healthy and varied diet
- understand and **apply** the principles of nutrition and health.

Food and
drinks

5 A DAY

The Eatwell
Guide and 8
top tips for
healthy eating

Energy and
nutrients
(source,
function and
amount)

Dietary
needs and
health (ages
and stages,
special diets)



Progression – food skills

Table 3

Fine motor skill classification of cooking skills.

Motor Skill Category (Gerber et al., 2010; Payne & Isaacs, 2017; Rosenbloom & Horton, 1971)	Crude Hand Movements	Radial Palmar Grasp	Dynamic Quadrupod or Tripod Grasp	Combination of Various Grasps	Additional Skills
Age Range (Years)	2–3	3–5	5–7	7–9	9+
Cooking Skills	Washing Fruit and Vegetables	Stirring and Mixing ^a	Sprinkling and Rubbing In	Weighing and Measuring ^d	Stirring and Mixing ^a
	Kneading and Mixing with Hands	Mashing	Breading, Flouring and Dipping	Using a Grater ^b	Cutting, Chopping and Slicing ^b
	Tearing	Spooning	Picking and Pudding	Using an Oven or Microwave ^{ad}	Using Scissors ^b
	Using a Rolling Pin	Cutting, Chopping and Slicing ^b	Greasing	Using a Can Opener ^b	Using a Peeler ^b
	Using a Cookie Cutter	Spreading and Buttering	Peeling with Fingers	Crushing and Pounding	Skewering ^b
	Rolling Mixtures into Balls	Using Scissors ^b	Skewering ^b	Pouring from a Container	Weighing and Measuring ^d
	Squeezing	Using a Peeler ^b		Draining	Using an Oven or Microwave ^{ad}
	Breaking Vegetables into Pieces	Scraping Down a Bowl		Using a Hand Mixer ^c	Using a Can Opener ^b
		Brushing Oil on with a Pastry Brush		Shaking Liquids in a Sealed Container	Using a Hand Mixer ^c

The motor skills categorisation of cooking skills is sequential, i.e. older children have the motor skill capacity to accurately perform the skills of the younger children as well as the more complex skills aligned to their age range (Gerber et al., 2010; Payne & Isaacs, 2017; Rosenbloom & Horton, 1971). Superscript letters represent cooking skills that may need to be considered in an older age range due to additional developmental requirements: a – safety risk, potential for burns; b – safety risk, sharp instruments or blades; c – safety risk, other; d – requirement of numeracy/literacy skills.

Guidelines for designing age-appropriate cooking interventions for children: The development of evidence-based cooking skill recommendations for children, using a multidisciplinary approach, Appetite 161, 2021, M Dean et al.



Your Oak foundation

- Oak curriculum has done this for you – a great ‘starter for 10’
- 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 image shows a screenshot of the Oak Curriculum interface. On the left, there's a sidebar titled 'Threads' with a list of topics: 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, and The science of food. The main content area is divided into three sections for Years 7, 8, and 9. Each section contains four units, with the fourth unit being a summary. Each unit has 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 >



Year group, units and lessons

Key stage 1

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 (8)

	Lesson	Year	Lessons	Save
1	Let's start cooking	Year 1	3	
2	Food and drink for life	Year 1	3	
3	Food from plants and animals	Year 1	3	
4	Food for me and you	Year 1	3	
5	Cooking without heat	Year 2	3	
6	The Eatwell Guide: healthy eating	Year 2	3	
7	Where my food comes from	Year 2	3	
8	Food for occasions and celebrations	Year 2	3	

Filters

Year

All Year 1 Year 2

Threads

All

Consumer awareness

Food culture

Food hygiene and safety

Food origins and provenance

Food preparation and cooking

Healthy eating and nutrition

Sensory evaluation

The science of food

Year 1

New Food from plants and animals

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

Lessons (3)

1	Plant or animal?	I can sort foods into plants and animals.	 1 Slide deck  1 Worksheet  2 Quizzes  1 Video
2	Food sources	I can describe foods from plants and animals.	 1 Slide deck  1 Worksheet  2 Quizzes  1 Video
3	Let's make a potato salad	I can make a potato salad.	 1 Slide deck  1 Worksheet  2 Quizzes  1 Video

View unit

New Lesson 1 of 3

Year 1

Plant or animal?

I can sort foods into plants and animals.

[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 [Download lesson slides](#)

Plant or animal?

Cooking and nutrition

Unit Food from plants and animals



Covering curriculum content

- National Curriculum - unpacked

Design and technology – key stages 1 and 2

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 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<https://www.foodafactoflife.org.uk/media/g41cxrxk/oak-curriculum-units-and-lessons.xlsx>

Year 1	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	Let's start cooking https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start	Let's make a layered breakfast	I can make a layered breakfast.	Before cooking, we need to get ready to cook to be safe and hygienic.	Spoons can be used for measuring, adding ingredients and spreading.	The food skills used to make a layered breakfast are spooning and layering.	We should have breakfast everyday.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
		Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to get ready to wash-up equipment, and clean and tidy work surfaces.	Scissors can be used to cut different fruit and vegetables safely.	The food skills used to make veggie snacks are cutting with scissors and mixing.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
		Let's make butter bean hummus on crackers	I can make butter bean hummus.	Different pieces of equipment have specific jobs.	Hummus is a dip traditionally made from chickpeas, originating from the Middle East.	The food skills used to make butter bean hummus are mashing, mixing and smearing.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
	Food and drink for life https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink	Eat, drink and grow	I can list the reasons why we need food and drink.	We need food and drink to stay alive.	We need food to grow, be active and maintain health.	We need to drink to be healthy.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-
		Food likes and dislikes	I can describe why we eat what we do.	People choose different types of food for different reasons, such as preference, location.	The food skills used to make fruit kebabs are peeling (by hand), cutting and threading.			https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks1/units/food-and-drink
		Let's make some fruit salad kebabs	I can make fruit salad kebabs.					
	Food from plants and animals https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals	Plant or animal?	I can sort foods into plants and animals.	All food comes from plants or animals.				https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks1/units/food-from-plants-and-animals
		Food sources	I can describe foods from plants and animals.	Food is purchased from shops, farms and markets, or grown at home.				
		Let's make a potato salad	I can make a potato salad.	The food skills used to make a potato salad are weighing, measuring, cutting, mixing and				
	Food for me and you https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you	My favourite fruit and veg	I can describe the look and taste of different fruit and vegetables.	There are a wide range of fruit and vegetables that we can eat.				https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks1/units/food-for-me-and-you
		Family food	I can plan a salad for my family.	We can plan a dish or meal for our family based on their food preferences.				
		Let's make a stripy salad pot	I can make a stripy salad pot.	A vegetable peeler is used to peel away the skin of carrots and other vegetables.				
Year 2	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Lesson link
	Cooking without heat	Making veggie dip and dippers	I can make a veggie dip and dippers.	Before preparing and cooking food, we should tie back long hair, put on an apron and wash hands.	Dipper, comes from the French word 'dipper'.	The food skills used to make veggie dips and dippers are measuring, mixing, stirring, dipping and cutting.	When cutting food with a knife safely, we should use the Bridge Hold and the French Grip.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat
		Making a couscous salad	I can make a couscous salad.	Couscous is a traditional North African dish. There are many variations.	Food must be stored and prepared safely and hygienically.	Liquids, such as water, are measured in a measuring jug. Dry foods, such as	The food skills used to make a couscous salad are measuring, cutting and mixing.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat
		Making simple sushi	I can make simple sushi.	A dish can be evaluated by its look, smell and taste.	Recipes can be inspired by foods and dishes from around the world.	Sushi is associated with Japan, but has origins in Southeast Asia. It is traditionally made.	The food skills to make simple sushi are spreading, grating, slicing and rolling.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/cooking-without-heat
	The Eatwell Guide: healthy eating https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide	Introducing The Eatwell Guide	I can use the Eatwell Guide to talk about the foods I need to eat to be healthy.	The Eatwell Guide has four main food groups, each having a variety of food.	The size of each food group indicates the amount we should consume, e.g. lots.	We need a variety and balance of food to stay healthy, as depicted by the Eatwell Guide.	We need to have a variety of food to stay healthy, as depicted by the Eatwell Guide.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide
		Healthy meal times	I can plan a healthy meal.	Meals should include 3-4 of the main food groups and a drink.	We need at least 5 fruit and vegetables every day (5 A DAY)	5 We need at least 5 fruit and vegetables every day (5 A DAY)	Water is a good choice.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide
		Making a healthy wrap for lunch	I can make a healthy wrap, based on the Eatwell Guide.	A wrap is a flatbread, with origins from Mexico, and can contain a range of fillings.	The Eatwell Guide can be used to evaluate a recipe.	The food skills used to make a wrap safely and hygienically are		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/the-eatwell-guide
	Where my food comes from https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from	Grown, reared and caught	I can name and sort foods that are grown, reared and caught.	Plants are grown for our food, such as dairy cows and sheep, on farms or at home.	Plants are grown for our food, such as tomatoes and carrots, on farms or at home.	Plants are grown for our food, such as fish from the sea.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from
		Food origins	I can describe the origins of different foods.	Food is changed from 'farm to fork' to make it edible and safe to eat.	Food is changed from 'farm to fork' to make other foods, such as cheese.	The term 'farm to fork' refers to the food chain of a food's origin to consumption.		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from
		Making a mackerel and tomato pâté, with very sticks	I can make mackerel and tomato pâté, with very sticks.	A range of words can be used to describe the texture of dish, such as smooth or crumbly.	Pâté is a savoury spread, often made from mackerel, cheese and vegetables. It can	The food skills used to make mackerel and tomato pâté are	The ingredients originate from fish (canned mackerel), cheese and vegetables. It can	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/where-my-food-comes-from
	Food for occasions and celebrations https://www.thenational.academy/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations	Bread for all	I can name and describe the look, smell, taste and texture of bread.	All bread is made from flour, mainly from wheat or corn (maize).	Bread is eaten on a variety of occasions and celebrations.	There is a wide range of breads available to purchase (or make) in the UK.	We can use a range of sensory words to describe the appearance, smell, taste and texture of bread.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations
		World wide bread	I can name a range of breads from around the world.	Bread is made with flour, which is from the plant wheat.	Bread is eaten on a variety of occasions and celebrations.	There is a range of different types of bread around the world.	We can plan to make a pitta pocket for people based on occasion.	https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations
		Making a coronation chickpea pocket	I can make a coronation chickpea pocket.	The food skills used to make a coronation chickpea pocket are draining, measuring, cutting and	The original recipe, Coronation chicken, was invented for a lunch during the coronation of	We can ask other people to evaluate a recipe by tasting it. This can help improve work next		https://www.thenational.academy/my/teachers/programmes/cooking-nutrition-primary-ks2/units/food-for-occasions-and-celebrations



Covering curriculum content

National Curriculum

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.

Year 7	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 deeply ingrained in our cultural heritage by an ingredient, a national dish, or a food that is eaten at a special occasion.	In specialist food rooms there are procedures that must be followed to ensure safe and hygienic food handling.	The food skills used to make a mini deli salad are cutting (bridge hold and claw grip).	There are many different pieces of equipment available in specialist food rooms. Some have specific uses.	Washing up and wiping work surfaces, prevents bacteria from spreading that could contaminate food.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/me-eatwell	Making leek and potato soup	I can use food skills to make leek and potato soup.	Originating from China, leek soup is now a staple in Japan. It is a popular street food.	Food is deeply ingrained in our cultural heritage by an ingredient, a national dish, or a food that is eaten at a special occasion.	The food skills used to make a leek and potato soup are measuring, peeling, slicing, using the hob (stirring), and leeks cook in the soup through the transfer of heat from the liquid, known as sweating.	Vegetables need to be cut to the same size to ensure even cooking (via	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/me-eatwell	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.	Food is deeply ingrained in our cultural heritage by an ingredient, a national dish, or a food that is eaten at a special occasion.	Sensory evaluation provides feedback about the appearance, odour, taste and texture of food.	The food skills used to make yakisoba are measuring, peeling, slicing, mixing and using the hob (stirring).	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/me-eatwell	The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan healthy meals.	The Eatwell Guide depicts the food and drink requirements for a healthy, balanced diet, as well as foods which have different nutritional values.	We need a variety of foods in each food group to get the right balance of nutrients.	The Eatwell Guide, 8 tips, and food portion and size, can be used to evaluate the nutritional value of the food.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making better food and drink choices	I can evaluate a diet and justify changes for health.	A diet is the food and drink that a person usually eats over a period of time.	Portion size is an amount of food eaten. While the types of food we eat can be varied, the amount of food eaten is important.	The Eatwell Guide, 8 tips, and food portion and size, can be used to evaluate the nutritional value of the food.	The Eatwell Guide, 8 tips for healthy eating set out the principles for a healthy diet.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi is a vegetarian dish originating from India, comprising potato, cauliflower and ghee.	The Eatwell Guide recommends to have a plant rich diet.	The food skills used to make aloo gobi are measuring, peeling, cutting, stirring, and using the hob (stirring).	The results from sensory tests and other feedback helps to justify future changes to a recipe.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Food origins	Growing, raising and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food is produced, processed and consumed around the world must be grown, reared or harvested.	Food is sourced, prepared and cooked in different ways, helping to ensure it is edible and safe to eat.	Food labels help to identify the food origin. Other labels may be added for additional information.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, the pastry becomes crisp (dry) and the egg in the flour and the egg mixture sets (known as coagulation).	Eggs that have the British Lion mark are safe to eat.	Quiches are savory tarts, containing a pastry base, eggs and milk and/or cream.	The food skills used to make tarts are mixing, rolling-out, filling, cutting, and baking.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making mini carrot & orange cakes	I can use food skills to make mini carrot & orange cakes, using the all-in-one method.	Cakes cook in an oven via convection (circulation of hot air) after the mixture has been beaten.	Cakes rise due to self-raising flour (chemical raising agent) and beaten eggs.	Cakes cook in an oven via convection (circulation of hot air) after the mixture has been beaten.	The food skills used to make mini carrot & orange cakes are mixing, rolling-out, filling, cutting, and baking.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Informed food choices	Factors affecting food choice	I can identify and explain the different factors that affect food choice.	Food choice depends on many personal and lifestyle factors, such as body image and taste.	Food labels can be used to make informed food choices, such as nutrition and allergy information.	The food skills used to make informed food choices are measuring, stirring, and pouring.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making a Chicago style pizza	I can use food skills to make a Chicago style pizza, using a scone based dough.	The baked dish or pizza base is greased with oil and/or lined, acting as a barrier to heat.	The eating occasion and location, as well as who we eat with, can change our food choices.	The food skills used to make a Chicago style pizza are measuring, rubbing, forming, and forming a base.	When planning to cook, the time available, cost of ingredients, and food skill experience.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	
	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food	Making Jollof rice	I can use food skills to make Jollof rice.	Heat from the stock (water) cooks and softens the rice. The rice grains absorb water and swell.	Jollof rice is a popular rice dish from West Africa. There are regional variations, such as	Sensory preference tests are used to evaluate food highlighting likes and dislikes. This can be	The food skills used to make Jollof rice include: measuring, peeling, dicing, cutting, blinding.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-	

<https://www.foodafactoflife.org.uk/media/g41cxrxk/oak-curriculum-units-and-lessons.xlsx>



Covering curriculum content

Year 7	Units, with links	Lessons	Outcome	Key learn	Year 8										Year 9									
					Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link	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 tried.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking	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	Year 9	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 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.	Recipes and cooking methods can be modified to help meet current healthy eating messages.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3					
	Making leek and potato soup	I can use food skills to make leek and potato soup.	A blender piece and leek is smooth so must be tried.	Making herby focaccia		I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and sometimes olives and	Different pizzas	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrition	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, a protein, is formed from flour when liquid is added and the dough is kneaded, making it	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.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3							
	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 pizzas	cheeses can be used. Cheese made from		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	Sweet and sour dishes originated in China, then the UK. London had its first Chinese restaurant.	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	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3								
	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.		Carbohydrate, protein and macronutrients have different functions and	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 throughout 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	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3						
	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 provided by can be calc and chang made to it.	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 choices.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3										
	Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi; vegetarian; originating in India, con potato, ca	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	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	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3								
	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.		Recipes can be modified to healthier and sustainable	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	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3						
	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, the 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 to be compared	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.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3								
	Making mini carrot & orange cakes	I can use food skills to make mini carrot & orange cakes, using the all-in-one method.	Cakes go over via circulation 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 fat.	58% of food consumed from the UK from the EU from the EU		Making bang bang veg, with an Asian slaw!	I can use food skills to make bang bang veg, with an Asian slaw!	Care should be taken when preparing fresh chillies as the membrane and	Bang bang chicken originates in the street food of Sichuan. Other types of meat and	The food skills used to make bang bang veg include measuring, slicing, mixing, coating,	There are a range of sensory tests; the results can be used to justify changes to a recipe.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3								
	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 is	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food-and-global-cuisines	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	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	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3							
	Making a Chicago style pizza	I can use food skills to make a Chicago style pizza, using a scone 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,	We should try to choose a range of protein foods, such as beans and pulses, as well as	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3										
	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	There are regional variations, such as highlighting likes and dislikes. This can be peeling, deseeding, cutting, blending	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.	The dishes we cook, eat and serve, along with our food experiences, continues to evolve	The food skills used to make jerk veg curry are measuring, slicing, dicing, mixing and	https://www.thenational.academy/teachers/programmes/cooking-nutrition-ks3									



Embedding subject content

science

Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons	Cooking techniques and proficiency	Making cheesy bean burritos	I can use food skills to make cheesy bean burritos.	Beans form part of 5 A DAY, counting as a maximum of 1 portion, no matter how much is eaten. A portion is 3 tablespoons.	Burritos are from Mexico. Enchiladas are similar, different wrap and covered spicy sauce, and chimichangas are fried.	Cross-contamination of bacteria, spread between food, surfaces, hands and/or equipment, must be avoided.	The energy and nutrients provided by a recipe can be calculated, and suggestions for improvements made.	The food skills used to make cheesy bean burritos are measuring, grating, cutting, mixing, folding and using the hob.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency
		Making focaccia	I can use food skills to make focaccia.	Focaccia is an Italian bread flavoured with oil, salt and herbs, sometimes olives are added.	Some people have an allergy to specific ingredients, such as wheat flour, nuts and milk.	The food skills used to make focaccia are measuring, mixing, kneading, shaping and using the oven (baking).	There are many types of bread which form the basis of other dishes, such as pizza bases, rolls, sea buns and	Yeast produces carbon dioxide which helps the bread to rise. The gas is held in the dough when baked.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency
		Making green mac & cheese	I can use food skills to make green mac & cheese, making a roux sauce.	Pasta, vegetables and cheeses can be used. Cheese is made from milk, which can be from a cow, sheep or goat.	Home-cooked and shop-bought dishes can be compared, such as cost, food skills, convenience, taste and health.	Carbohydrates in food and when in liquid form, a process called gelatinisation.	Using reduced fat cheese and adding extra veg.	The skills used to make cheese include measuring, grating, slicing, using the hob and grill and draining.	https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency

Cooking thread



Further support

Oak National Academy

- primary curriculum
- secondary curriculum

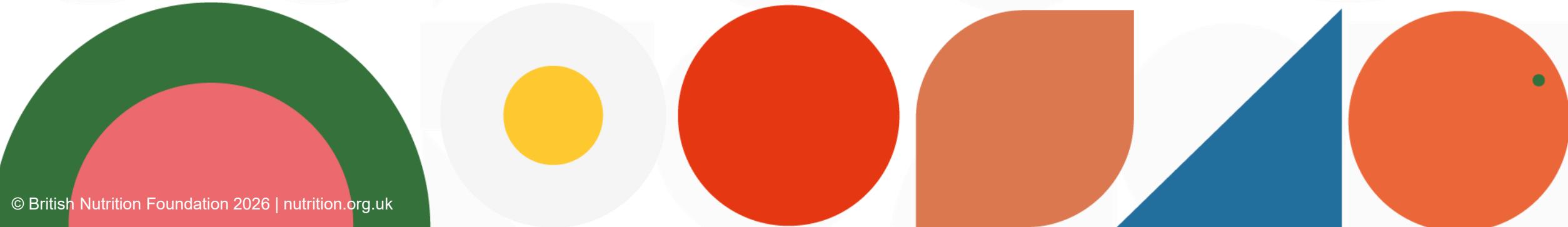
Food – a fact of life

- Progression video, PPT and tools
- Food teaching progression chart (5-11 years)
- Core food competences (5 – 16 years)





Recipe diversity



Recipes - vehicles for learning

- food skills
- maths, e.g. measuring
- English, e.g. instructional reading
- use of equipment (hand tools ...)
- motor development (more precise and accurate)
- ingredient variation
- timing (multiple elements in a recipe)
- cost
- nutrition
- provenance
- culture
- society
- history
- heritage
- science
- hygiene and safety
- sensory

Recipe origins and modifications

The dish, **katsu** curry, has three components:

slices of meat, fish or vegetable	Japanese rice	curry sauce
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Traditionally, these are coated in Japanese 'panko' breadcrumbs (light, flaky texture) and deep fried.

Japanese rice, or sushi rice, is a staple of the Japanese diet. Other types of rice can be used, such as long grain, jasmine, and wild.

A sauce often flavoured with curry powder, onions, carrots, garlic, ginger, soy sauce and honey.

Planning to make a healthy wrap

A healthy wrap has foods from 3-4 food groups.

Food group	Food examples
Fruit and vegetables	sweetcorn  cucumber 
Potatoes, bread, pasta and rice	wrap 
Beans, pulses, eggs, fish and meat	hummus 
Dairy and alternatives	cheese 

What other foods could you use?

Exploring traybakes

Cakes have been made in different forms for hundred of years.

In medieval times, cakes were dense and packed with dried fruit and nuts. They were considered to be a luxury item, only for the wealthy.

Over time, with the introduction of new ingredients, such as sugar, and new technologies, different cakes were created for more people to enjoy.

Top image: Medieval manuscript, Wikimedia Commons



Recipes - managing

- start simply
- consider the learning
- build over time
- deepen context
- awareness of time and cost
- pupil appeal
- ingredient, equipment and resource needs



Recipes – your Oak foundation

- 76 recipes (practical lessons)
- food skill progression built in – Year 1 to Year 9
- pupil outcome and key learning points written
- full lessons available for free
 - slides (full explanation of food skills)
 - quizzes (starter and end)
 - worksheets
 - videos (how to do it)
- Additional information for teachers (recipe, practical considerations, modifications, safety, allergies ...) – help and advice

Making fruit scone wedges

Additional material

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

Making my fruit scone wedges

Task B recipe: fruit scone wedges

Pupils will make fruit scone wedges. They will rub-in baking block into flour, then add the fruit and milk, mixing to form a soft dough. Pupils will shape the dough and cut lines to make the wedges.

Ingredients

170 g wholemeal self-raising flour
1 x 5 ml spoon ground cinnamon (or ginger)
35 g baking block (or butter)
20 g sugar
80 g fresh, canned or frozen fruit
100 ml milk

Equipment

Greaseproof paper, baking tray, weighing scales, mixing bowl, mixing spoon, measuring jug, table knife, oven gloves, cooling rack.

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Lesson title

Additional material

Food skills

Measuring, peeling, cutting, draining, using the hob, mixing.

Cooking practicalities

Pupils could work in pairs to prepare the noodles and vegetables, helping to save time and reduce the amount of equipment needed. This recipe focuses on knife skills to cut and slice the vegetables precisely and evenly. If pupils bring in ingredients, schools could provide the sources as these can be expensive and more tricky to bring from home. Most pupils will use a frying pan (or saucepan). If demonstrating the recipe, use a wok to show the cooking style. Pupils will need to share a kettle to hydrate their noodles - they could work together.

Modifications

There are many different ways yaki soba can be modified. For example:

- using different noodles, such as ramen, udon and soba (made from buckwheat)
- adding seasonal or school-grown vegetables
- incorporating tofu or cooked chicken
- using herbs, spices and other aromatic ingredients.

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 part of H&S management, and any employees working out of the classroom or visitors to the school that present a hazard 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. Pupils following vegetarian or vegan diets will need to omit the Worcester sauce as it contains fish. For allergens, soy sauce contains soya and may contain wheat flour, and Worcester sauce contains fish (anchovies). Always check labels for potential allergens.

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Task B Making my fruit scone wedges

Recipe: Fruit scone wedges

Ingredients

170 g wholemeal self-raising flour
1 x 5 ml spoon ground cinnamon
35 g baking block
20 g sugar
80 g fresh, canned or frozen fruit
100 ml milk

Equipment

Greaseproof paper, baking tray, weighing scales, mixing bowl, mixing spoon, measuring jug, table knife, oven gloves, cooling rack.


Pear and cinnamon

Worksheet

Making fruit scone wedges

Task A: Scone recipe origins

1) Create two batches of scones: one savoury and one sweet.

savoury ingredients

basic dough
self-raising flour
baking block
milk

sweet ingredients

fruit (fresh, dried, canned and frozen), seeds, nuts, spices ...

shaping

name?

Task B: Making my fruit scone wedges

1) Follow the recipe and make fruit scone wedges.

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



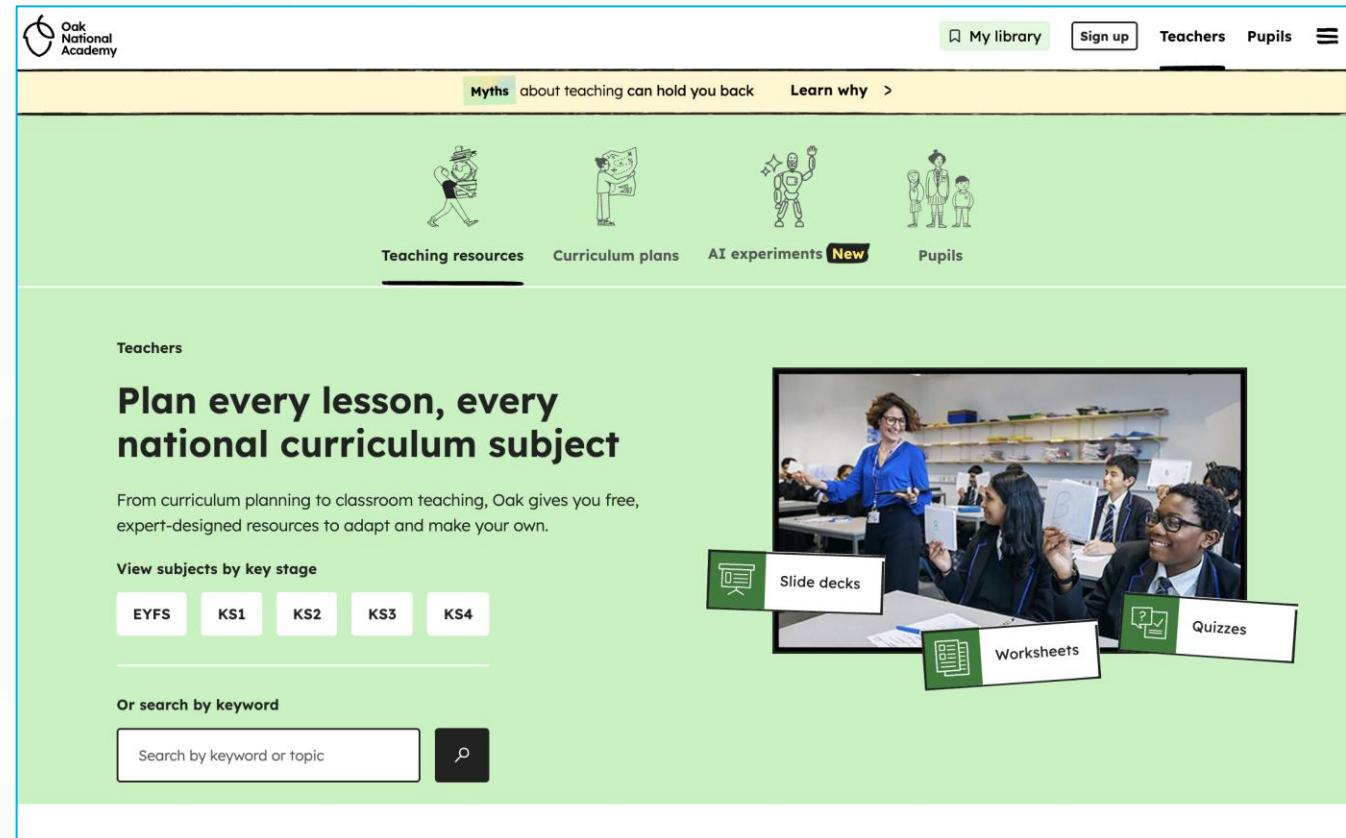




Using tools, planners and AI to build great lessons with rigour

Your Oak foundation

- Oak curriculum plans
- Curriculum units and lessons (overview)



The screenshot shows the homepage of the Oak National Academy website for teachers. The top navigation bar includes 'My library', 'Sign up', 'Teachers' (which is the active tab), 'Pupils', and a menu icon. A banner at the top features the text 'Myths about teaching can hold you back' and a 'Learn why >' button. Below the banner are four icons representing 'Teaching resources', 'Curriculum plans', 'AI experiments' (marked as 'New'), and 'Pupils'. The main content area is titled 'Teachers' and features the heading 'Plan every lesson, every national curriculum subject'. It includes a subtext about curriculum planning and classroom teaching, followed by a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4. Below this is a 'Or search by keyword' search bar with a magnifying glass icon. To the right, there is a large image of a classroom scene with a teacher and students, and four callout boxes labeled 'Slide decks', 'Worksheets', 'Quizzes', and 'Worksheets' (repeated). The overall design is light green and white.

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



Planning guide and audit



Oak – Food curriculum to classroom

Curriculum planning guide

The Oak Cooking & nutrition curriculum presents a powerful opportunity to give pupils the skills, knowledge, and confidence to make informed, healthy food choices while developing practical food skill (cooking) competence. The Oak curriculum is based on the statutory requirements in the National Curriculum D&T: Cooking and nutrition.

From Key Stage 1 through to Key Stage 3, pupils explore:

- health and wellbeing
- where food comes from
- how to prepare and cook safely
- the role of food in culture, sustainability, and health.

The Oak National Academy, in partnership with the British Nutrition Foundation, has produced comprehensive, ready-to-use teaching sequences for each key stage. This guide explains how to integrate these resources into existing school plans, ensuring:

- coherent progression
- cross-curricular links
- efficient use of existing lesson time and resources
- engagement from pupils.

The benefits to your school include:

- skills for life - pupils leave with confidence in cooking and nutrition
- health impact - supports school health and wellbeing initiatives
- engagement - practical lessons increase participation, especially for kinaesthetic learners
- inclusivity - culturally responsive curriculum embedding diversity
- Ofsted alignment - supports Personal Development and cross-curricular breadth.

To support, a range of Oak related training is available to support you embedding the curriculum into your school plans.

To participate, follow this link: <https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

Step-by-step plan

Step 1: Understand the curriculum

Familiarise yourself with the Oak curriculum, units and lessons:

Primary (KS1 & KS2) – [Curriculum overview](#)

- Covers basic hygiene, food groups, seasonal produce, simple cooking methods, and
- Designed to be accessible without specialist kitchens (can be taught in classrooms with minimal equipment).
- Structured to revisit key knowledge each year while introducing new concepts and practical tasks.

Secondary (KS3) – [Curriculum units](#)

- Builds on primary foundations with more advanced cooking techniques, nutrition, food science, sustainability, and independent recipe planning.
- Supports development of practical food skills alongside food 'theory'.

CPD Opportunity – sign-up for the free training to support, including course 1 (Getting started with Oak: What the new food curriculum offers you), 2 (Map your own path: Planning CPD that works for you and your team), 3 (Inside the curriculum: Unpacking Oak's approach to food), 4 (Primary food teaching made easy with Oak) or 5 (Bringing Oak to life in secondary food lessons), 6 (Making Oak work in primary: Practical tips for the classroom) or 7 (Making Oak work in secondary: Strategies for success). [Click here.](#)

Step 2: Audit your current curriculum

- List the current subject content in your schemes of learning.
- Identify overlaps with Oak units to avoid duplication.
- Highlight any gaps in subject content and progression.

Use the Oak audit grid to support your work - Key Stage 1 and 2, Key Stage 3.

These highlight the lessons, outcomes and key learning across Key Stages. This content can be used by you with your audit.

Depending on your school circumstances, such as curriculum time and resources available, you may need to reduce or merge lessons, helping to preserve learning.

For audit and planning tools, [click here.](#)

For a more in depth audit, you could also use the [Food – a fact of life 'Road maps'](#) for Key stages 1 to 3 to review the progression in your curriculum in a visual way.



Step 3: Map units and lessons into your plans

- Based on your audit, embed units or lessons into your curriculum plans.
- You may wish to 'borrow' elements from the Oak curriculum to enhance your plans, such as a recipe or slides from a presentation.
- Consider the about of time dedicated to food education, such as number of hours per year, and lesson length.
- Use Oak's lesson-by-lesson structure and ready-made resources to save planning time, but adapt to your local context.

CPD Opportunity – sign-up for the free training to support, including course 4 (Primary food teaching made easy with Oak) or 5 (Bringing Oak to life in secondary food lessons), and 8 (Designing a modern food curriculum with Oak as your foundation). [Click here.](#)

Step 4: Adapt and personalise

- Use Oak's slides, videos, and quizzes as a starting point, then add:
 - school values
 - local relevance
 - cross-curricular links
 - cultural representation.
- Adjust for practical constraints, such as:
 - KS1 & KS2: focus on no-cook recipes or group cooking activities
 - KS3: incorporate more complex cooking and independent work

Step 5: Ensure progression remains

- The Oak Cooking and nutrition curriculum has been designed with progression in mind, within each Year Group, and well as across Key Stages.
- Using the Oak units, it builds from basic to complex.
- Revisit core vocabulary annually to reinforce understanding.

CPD Opportunity – sign-up for the free training to support, including course 6 (Making Oak work in primary: Practical tips for the classroom) or 7 (Making Oak work in secondary: Strategies for success), and 9 (Inclusive food education: Adapting Oak for learners with additional needs). [Click here.](#)



Step 6: Build in assessment

- Use Oak's starter quizzes to check prior knowledge.
- Use exit quizzes or practical evaluations of cooking activities to assess progress.
- Keep a simple skills checklist for each pupil to track competency growth.

CPD Opportunity – sign-up for the free training to support, including course 10 (Empowering pupils: Using Oak for independent and home learning). [Click here.](#)

Step 7: Embed cross-curricular learning

The cooking and nutrition curriculum naturally supports:

- Science: digestion, nutrition, food preservation
- Geography: climate and crops, global food systems
- Maths: measurement, ratios, scaling recipes
- History: traditional dishes and their origins
- PSHE: healthy lifestyles, sustainability
- English: recipe reading and writing, food labels
- RE: religion and food customs

Step 8: Prepare resources and manage logistics

- Ensure the recipes you want to make, because of the learning they facilitate, can be made with the resources available.
- Consider 'kitchen resource' audit (e.g. knives, chopping boards, utensils, cooking appliances).
- Undertake risk-assessment for allergy management and food hygiene. See the Oak 'additional information' sheets for support.
- Plan for ingredient sourcing.

Next steps

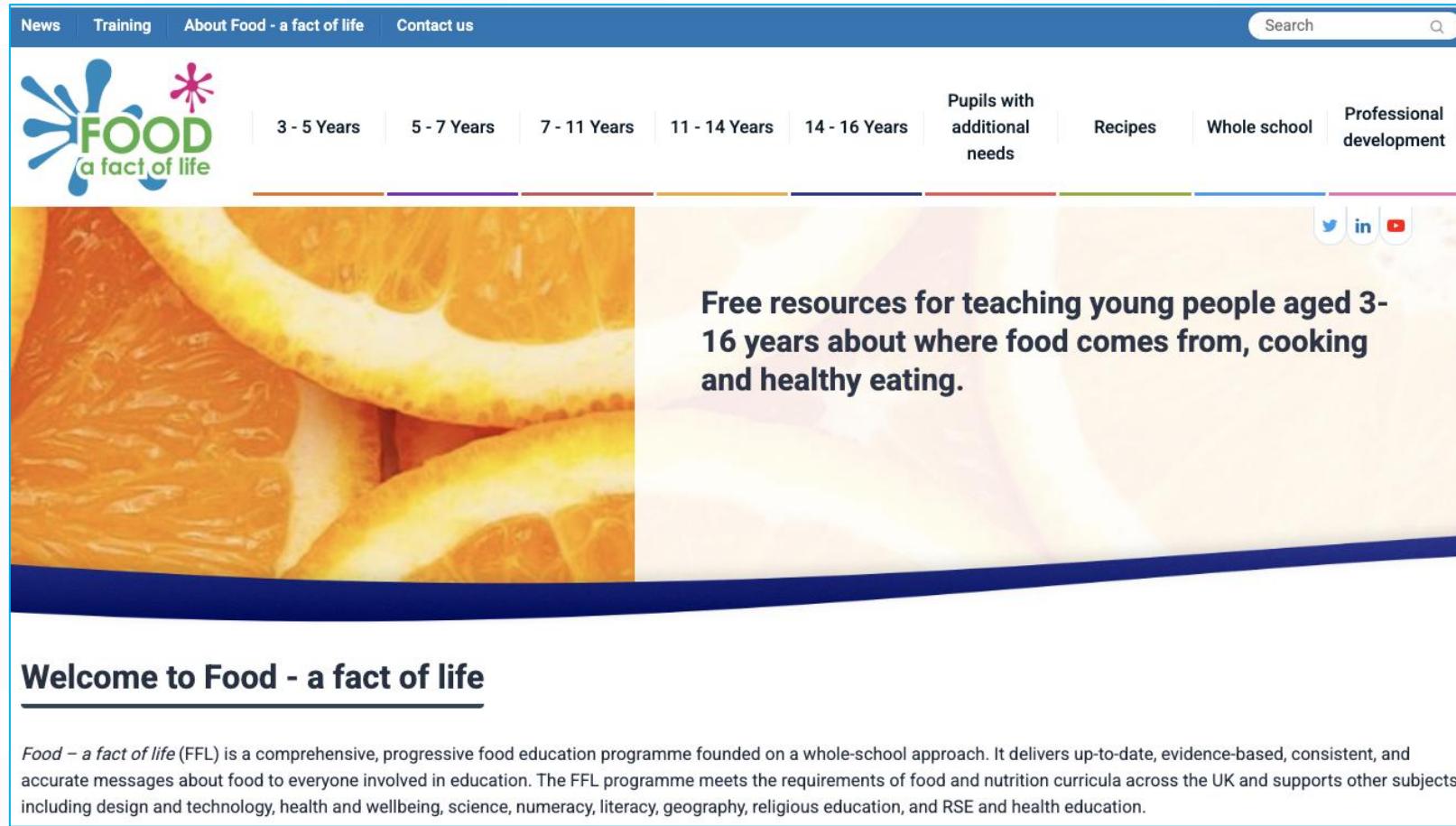
Integrating Oak's *Cooking & nutrition* resources offers a complete, progressive pathway from KS1 to KS3 that can be mapped into your existing curriculum without overloading staff. The step-by-step plan ensures content is relevant, engaging, and sustainable in the long term.

1. Download relevant Oak units, or lessons, for each year group.
2. Audit your current curriculum and note overlaps and gaps.
3. Map Oak units into your curriculum plans for each key stage.
4. Check out the CPD available to support your curriculum work.
5. Adapt lessons with local and cultural relevance.
6. Set up resources and risk assessments for practical work.
7. Introduce tracking and assessment tools to monitor progression.
8. Review annually to refine sequencing, adapt to new guidance, and celebrate pupil achievements.

<https://foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>



Food – a fact of life support



Food – a fact of life

Free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.

Food – a fact of life (FFL) is a comprehensive, progressive food education programme founded on a whole-school approach. It delivers up-to-date, evidence-based, consistent, and accurate messages about food to everyone involved in education. The FFL programme meets the requirements of food and nutrition curricula across the UK and supports other subjects including design and technology, health and wellbeing, science, numeracy, literacy, geography, religious education, and RSE and health education.

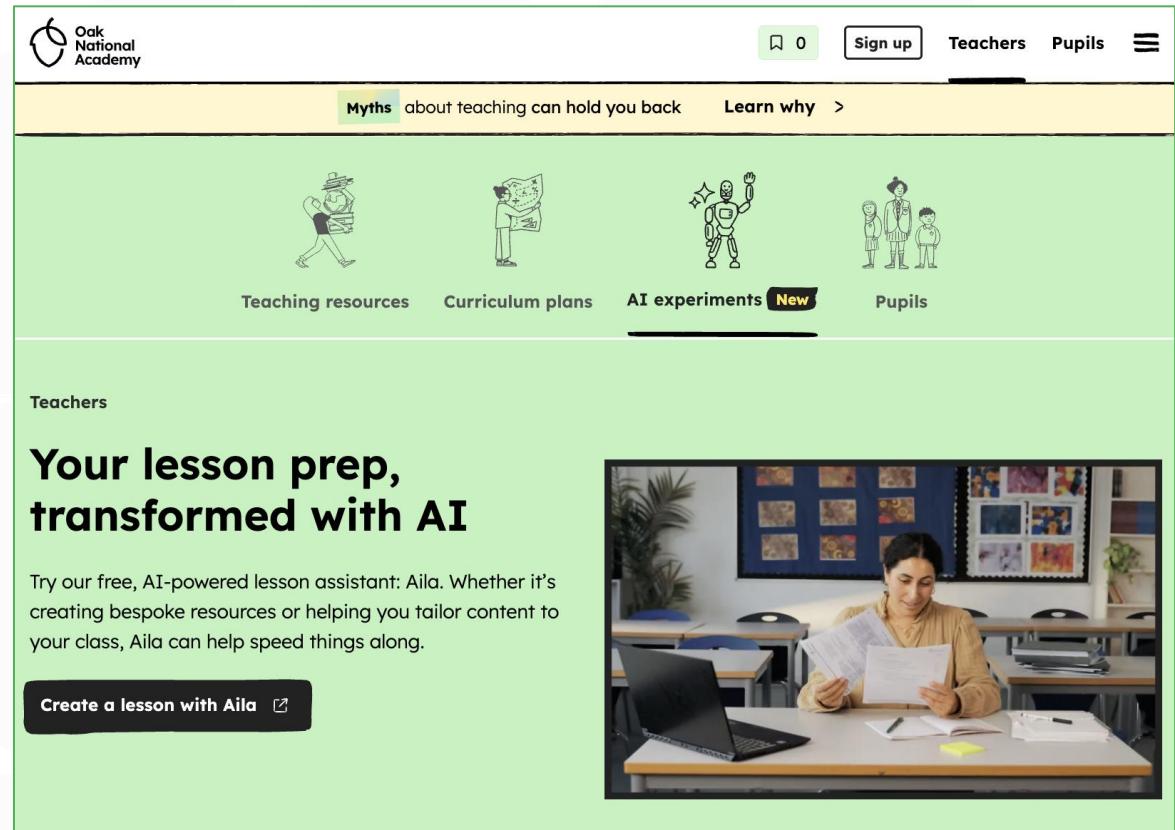
<https://foodafactoflife.org.uk/>



Hello Aila (your Oak AI foundation)

- Based on Oak lesson data
- Age appropriate
- NC based
- Tweak and modify: step-by-step

- Create a lesson (plan, slides, quizzes and worksheet)
- Create glossaries, comprehension on tasks and quizzes



The screenshot shows the Oak National Academy website's homepage. At the top, there is a navigation bar with the Oak National Academy logo, a 'Sign up' button, and 'Teachers' and 'Pupils' links. A green banner with the text 'Myths about teaching can hold you back' and a 'Learn why >' link is visible. Below the banner, there are four icons representing 'Teaching resources', 'Curriculum plans', 'AI experiments' (which is highlighted with a 'New' badge), and 'Pupils'. The main content area is titled 'Teachers' and features the heading 'Your lesson prep, transformed with AI'. It includes a subtext: 'Try our free, AI-powered lesson assistant: Aila. Whether it's creating bespoke resources or helping you tailor content to your class, Aila can help speed things along.' A 'Create a lesson with Aila' button is present. To the right, there is a photograph of a teacher sitting at a desk in a classroom, looking at a document.

<https://labs.thenational.academy>





Review your CPD opportunities

Your CPD

- Audit what you do – discover what you don't
- Go through the planning guide & SMART planner
- Review and use the Oak materials

Oak - Food curriculum to classroom			
British Nutrition Foundation			
Review your existing scheme of learning (work). Consider which of these areas you cover. Tick the areas in each Year group you currently cover, highlighting gaps in subject content. Think about progression throughout each Year Group, as well as across a Key Stage.			
Key			
	Year 7	Year 8	Year 9
Cooking			
1 Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health			
4 Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where food comes from			
5 Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2			
3			
4	© British Nutrition Foundation 2025		



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
- previous training sessions (recordings and presentations)

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:

Training area

Training area	Rate (0 to 5)	Description
1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's structure, aims, food education priorities, evidence required, coherent, accessible, diverse, evidence	3 – Established practice	Take course 3 (inside the curriculum) to refine your understanding of the Oak Food Curriculum in secondary, course 1 (Blogging 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 adaptation) 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 diverse learners)
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials	3 – Established practice	Book on courses 5 (Blogging Oak to life in secondary) and 6 (Secondary food teaching methods)
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 strategies. Ensure learning from course 9 (including food education) is embedded in your school. Use course 10 (Empowering pupils, Using Oak for independent and home learning) approaches are 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) share case studies of approaches with colleagues, and others at network meetings.
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 secondary), 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

Rating	Descriptor	Supportive Guidance
0 – Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Please consider where here could open exciting opportunities.
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

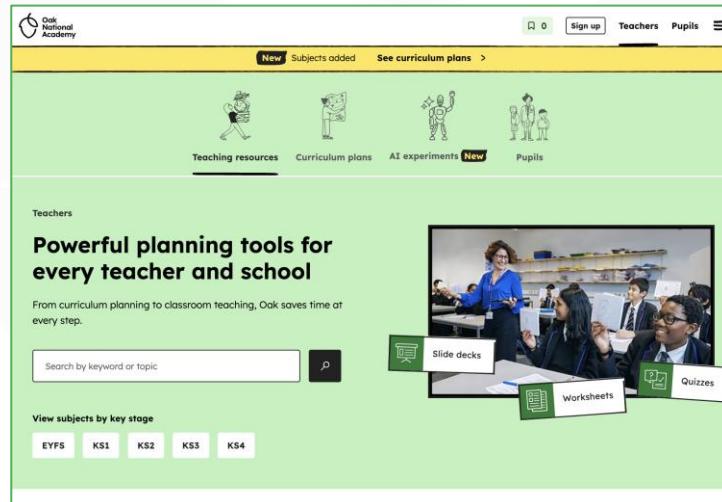




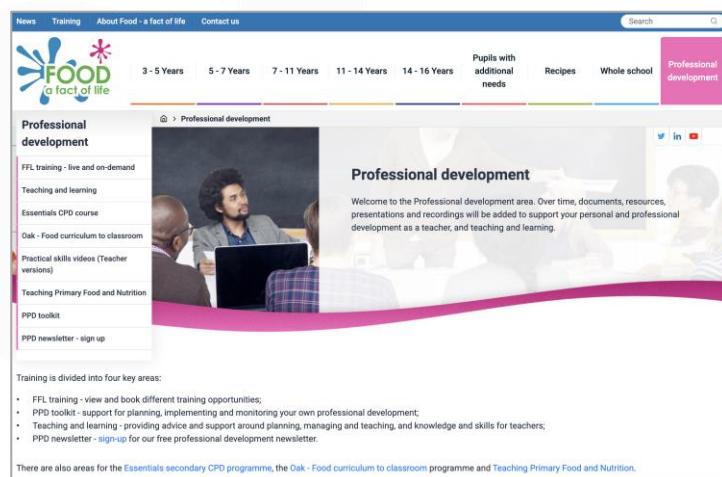
Next steps

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*
- Join us for the next training session!



The screenshot shows the Oak National Academy website for teachers. The top navigation bar includes 'Sign up', 'Teachers', 'Pupils', and a search bar. Below the bar, there are icons for 'Teaching resources', 'Curriculum plans', 'AI experiments', and 'Pupils'. The main content area is titled 'Teachers' and features a section on 'Powerful planning tools for every teacher and school'. It includes a search bar, a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4, and a video thumbnail of a teacher in a classroom. To the right, there are icons for 'Slide decks', 'Worksheets', and 'Quizzes'.



The screenshot shows the 'Food - a fact of life' website's professional development section. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', and a search bar. The main content area is titled 'Professional development' and features a video thumbnail of a teacher in a classroom. To the left, 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'. The right side of the page has a 'Professional development' section with a welcome message and a list of training areas: FFL training, PPD toolkit, Teaching and learning, and PPD newsletter. There are also links to the 'Essentials secondary CPD programme', the 'Oak - Food curriculum to classroom' programme, and 'Teaching Primary Food and Nutrition'.



Training

- 23/9/25 – Getting started with Oak - [*recording available*](#)
- 30/9/25 – Map your own path (CPD) - [*recording available*](#)
- 7/10/25 – Inside the curriculum – [*recording available*](#)
- 21/10/25 – Primary food teaching made easy with Oak – [*recording available*](#)
- 21/10/25 – Bringing Oak to life in secondary food lessons – [*recording available*](#)
- 11/11/25 – Making Oak work in primary (practical tips) – [*recording available*](#)
- 11/11/25 – Making Oak work in secondary (strategies for success) – [*recording available*](#)
- 20/1/26 – Designing a modern food curriculum - *recording available soon*
- **3/2/26 – Inclusive food education (learners with additional needs)**
- 17/2/26 – Empowering pupils (independent and home learning)



Find out more
about the training
by following this
QR code

