

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





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 ...

Contents	Aims and purpose
1 Aims and purpose	What are the aims and purpose of our curriculum?
2 Oak curriculum principles	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.
3 Oak subject principles	
4 National curriculum	
5 Curriculum delivery	
6 Curriculum coherence	Oak curriculum principles
7 Recommendations from subject specific reports	What overarching curriculum principles inform the design of our curriculum?
8 Subject-specific needs	Knowledge and vocabulary rich
9 Our curriculum partner	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 developments 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.

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.



Laura

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).




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.	<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.	<ul style="list-style-type: none">▪ understand and apply the principles of nutrition and health.
<ul style="list-style-type: none">▪ understand where food comes from.	<ul style="list-style-type: none">▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<ul style="list-style-type: none">▪ 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▪ understand 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 image: 'Taisei Bunsan' by Marugame Mitsun (1872-1944), Tokyo Metropolitan Library. 1872, over udon noodles image: Marugame Mitsun Curry video, Kyoto, 2020, CC-BY-SA 4.0; no curry bread image: Doronwong, 18 is curry from Queen House, Curry Road 18, 2020, 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: I like the **appearance** of this fruit.

Jun: Why? What is it?





Alex: Because it looks spiky! It's a dragon fruit.



Couscous origins

Some foods are sold fresh.

Most fresh food should be stored in the fridge.



Andeep: 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.

Aisha: 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
<i>Age Range (Years)</i>	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 Podding	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’.

[Catch up on previous webinars](#)

The screenshot displays the Oak curriculum interface, organized by year level. 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

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)

Cooking and nutrition units **New** **Full primary curriculum**

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

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

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

New Year 1

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](#) **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

Plant or animal?

Cooking and nutrition

Unit Food from plants and animals

Oak National Academy

[Google Slides](#)



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	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 spreading.	We should have breakfast everyday.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Let's make some veggie snacks	I can make veggie snacks.	After cooking, we need to wash-up equipment, and clean and tidy work surfaces.	Before cooking, we need to get ready to cook to be safe and hygienic.	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.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		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 spreading.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	Food and drink for life	Eat, drink and grow	I can list the reasons why we need food and drink.	We need food to grow, be active and maintain health.	We need food to grow, be active and maintain health.	We need to drink to be healthy.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	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.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make some fruit salad kebabs	I can make fruit salad kebabs.	All food comes from plants or animals.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	Food from plants and animals	Plant or animal?	I can sort foods into plants and animals.					https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	Food sources	I can describe foods from plants and animals.	Food is purchased from shops, farms and markets, or grown at home.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		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 spreading.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	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.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking	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.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
		Let's make a striped salad pot	I can make a striped salad pot.	A vegetable peeler is used to peel away the skin of carrots and other vegetables.				https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition-primary-ks1/units/lets-start-cooking
								https://www.thenationalacademy/teachers/programmes/cooking-nutrition

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	In specialist food rooms there are procedures that must be followed to ensure safe and	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	Washing up and wiping work surfaces, prevents bacteria from spreading that could	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking/
	https://www.thenationalacademy/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 purees the pieces of potato and leek into a smooth soup. Care must be taken as	A recipe gives instructions of how to make a dish. It usually lists title, ingredients,	Leeks are the national emblem of Wales, and are in season from September to March.	The food skills used to make a leek and potato soup are measuring, peeling, slicing, using the	The potatoes and leeks cook in the soup through the transfer of heat from the liquid, known as	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking/
		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.	Good food hygiene is essential to reduce the risk of food poisoning.	Sensory evaluation provides feedback about the appearance, odour, taste and texture of	The food skills to make yakisoba are measuring, peeling, slicing, mixing and using the hob (stir-	Vegetables need to be cut to the same size to ensure even cooking (via conduction in the	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking/
	The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels on packaged foods should be checked, choosing those lower in fat, salt and	We need a variety of foods in each food group to provide a healthy, balanced diet, as well as foods	The Eatwell Guide, 8 tips, and food portion and size, can be used to evaluate and justify healthier	When choosing food and drinks, current healthy eating and drinking guidelines should be followed.		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide/
	https://www.thenationalacademy/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 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 need are similar, the	The Eatwell Guide, 8 tips, and food portion and size, can be used to evaluate and justify healthier	The Eatwell Guide and the 8 tips for healthy eating set out the principles for a varied, balanced	There is a suggested number of daily portions needed from each Eatwell Guide food	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide/
		Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi is a vegetarian dish originating from India, comprising potato, cauliflower	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 results from sensory tests and other feedback helps to justify future changes to a recipe.	UK cauliflower is grown and harvested all year. Frozen cauliflower could be used, as	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide/
	Food origins	Growing, rearing and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food produced, processed and consumed around the world must be grown, reared or	Dishes and meals can be traced back to their food origins, including geographic location and season.	Food is sourced, processed and sold in different ways, helping to ensure it is edible and safe to	Food labels must show where the food originates. Other labels may be added for additional		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins/
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins/	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, the pastry becomes crisp (due to the fat in the flour) and the egg mixture sets (known	Eggs that have the British Lion mark have been produced to ensure high levels of food safety and	Quiches are savoury tarts, comprising a pastry crust and a filling of eggs and milk and/or cream.	The food skills used to make tarts are measuring, rubbing-in, rolling-out, forming, cutting,	The outcome of a final dish can be judged by a set of criteria.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins/
		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) and conduction (the cake mix touching	Cakes rise due to self-raising flour (chemical raising agent) and beaten eggs, with the action	Ingredients in a recipe can be traced to their origins, such as flour from UK wheat, or oranges	The food skills used to make mini carrot cakes are measuring, grating, zesting, juicing and	The origins of carrot cake are from medieval cooking of puddings. It was revived due to	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins/
	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	Food labels can be used to make informed food choices, such as nutrition and allergy	The eating occasion and location, as well as who we eat with, can change our food choices.	There are a range of factors affecting food choice, including preference, religion, health,	When planning to cook the time available, cost of ingredients, and food skill experience	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices/
	https://www.thenationalacademy/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 food skills used in should be greased with oil and/or lined, acting as a barrier to	The food skills used to make a Chicago style pizza are measuring, rubbing-in, forming a dough,	To make a dish more quickly, ready-made components can be used, e.g. ready grated cheese,	Uniquely, a Chicago pizza has a deep dish crust, allowing for extra sauce and toppings.	We can judge independent and confident use of food skills when cooking and suggest	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices/
		Making Jollof rice	I can use food skills to make Jollof rice.	Heat from the stock (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, de-seeding, cutting, blending		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices/

<https://www.foodfactoflife.org.uk/media/g41cxrk/oak-curriculum-units-and-lessons.xlsx>



Covering curriculum content

Year 7	Units, with links	Lessons	Outcome	Key learn	Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link				
	Independent and confident cooking	Making a mini deli salad	I can make a mini deli salad in my new food room.	Food is ingrained in our culture and has an ingredient from another country.		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.thenationalacademy/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.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking	Making herby focaccia	I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and some olives and		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking	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	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking			
		Making yakisoba noodles	I can use food skills to make yakisoba noodles.	Originated 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 vegetables 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	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking			
	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 a		Health and dietary needs	Nutritional needs throughout life	I can plan meals for different dietary requirements, with justification.	Dietary needs change at key age and life stages.	Portion sizes change through life. There are consequences of excess (servings of food and their	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide		
	https://www.thenationalacademy/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 to and drink person's over a pe		https://www.thenationalacademy/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 provided by can be calculated and changed made to im		https://www.thenationalacademy/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	Meals and diets can be planned and evaluated for the needs of different groups of people.	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide		
		Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi is a vegetable originating in India, on potato, ce			Making toad in the hole	I can use food skills to make toad in the hole.	Steam from 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	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs		
	Food origins	Growing, rearing and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food products processed consumer the world grown, re		More sustainable diets	Plant-rich and diverse	I can identify ways diets can be healthier and more sustainable.	Recipes can be modified to healthier a 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	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins	
	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking pastry be (due to th flour) and mixture se		https://www.thenationalacademy/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 allows the fat, salt an to be contr compared		https://www.thenationalacademy/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,	Fish is dipped in flour, egg and breadcrumbs to form a coat. Cooking coagulates the egg	Street foods are world-wide, offering regional and international foods for immediate	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins	
		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 oven via (circulation) and cond cake mix i			Making beef and lentil cottage pie	I can use food skills to make a beef and lentil cottage pie.	Bacteria can spread from meat and food handling re			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	Care should be taken when preparing fresh chillies as the membrane and	Diets should have more range of fruit, vegetables, beans, lentils and legumes	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges	
	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 ir		Local food to worldwide cuisine	Eat local to taste the world	I can locate the origin of ingredients for different worldwide cuisines.	58% of food consumed from the UK from the EU 19% world		Food culture and custom	Our dynamic food culture	I can describe a range of food cultures and customs.	Chefs and others take inspiration their own food culture, and others, creating dishes and	Food culture is the set of beliefs, attitudes, and practices related to producing and	Food plays a significant role in cultural identity, passing on intangible cultural heritage from	Traditional food, cooking and customs forms cultural identity, representing our	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins
	https://www.thenationalacademy/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 tin should be greased with oil and/or lined with a barrier		https://www.thenationalacademy/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 smaller tins cases cook quickly as I can transfer		https://www.thenationalacademy/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	Food is sometimes eaten on specific occasions, such as snacks, starters and picnics. This might	The origin of a Scotch egg are mixed: inspired by Indian koftas; invented for	We should try to choose a range of protein foods, such as beans and pulses, as well as	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices
		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 p			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.	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, peeling, slicing, draining, mixing and	https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food
																		https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food



Embedding subject content

Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
	Cooking techniques and proficiency https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons	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/lessons
		Making focaccia	I can use food skills to make focaccia.	Focaccia is an Italian bread flavoured with olive oil 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 can form the basis of other dishes, such as pizza bases, Chelsea 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/lessons
		Making green mac & cheese	I can use food skills to make green mac & cheese, making a roux sauce.	Macaroni, 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.	When making mac & cheese, using reduced fat cheese and adding extra veg.	Macaroni is made in small tubes and is cooked in liquid. When in liquid, it is called a sauce, a process called gelatinisation.	The food skills used to make green mac & cheese are 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/lessons

science

health

social aspect

consumer

food skills

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 \(5 – 16 years\)](#)

[illegible][illegible]



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




Traditionally, these are coated in Japanese 'panko' breadcrumbs (light, flaky texture) and deep fried.

Japanese rice



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.

curry sauce



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.



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

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



Pear and cinnamon

Equipment

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

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.

Method

1. Preheat the oven to 200°C or gas mark 6.
2. Line the baking tray.
3. Prepare the fruit, e.g. peel, slice or dice.
4. Put the flour and cinnamon into the mixing bowl.
5. Rub-in the baking block into the flour with your fine breads.
6. Stir in the sugar and fruit.
7. Add the milk and mix to form a soft dough.
8. Roll the dough very lightly on a floured surface.
9. Place on the lined baking tray and press out.
10. Cut four lines over the top, cutting deeply, to make wedges.

© Oak National Academy 2025. Produced in partnership with the British Nutrition Foundation. Licensed on the [Oak Government Licence v3.0](#), except where otherwise stated. See [Oak terms & conditions](#).

Lesson title

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 sauces as these can be expensive and are more tricky to bring in 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 yakisoba can be modified. For example:

- using different noodles, such as ramen, udon and sobo (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 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. Pupils following vegetarian or vegan diets will need to omit the Worcestershire sauce as it contains fish. For allergens, soy sauce contains soya and may contain wheat flour, and Worcestershire sauce contains fish (anchovies). Always check labels for potential allergens.

© Oak National Academy 2024. Produced in partnership with the British Nutrition Foundation. Licensed on the [Oak Government Licence v3.0](#), except where otherwise stated. See [Oak terms & conditions](#).

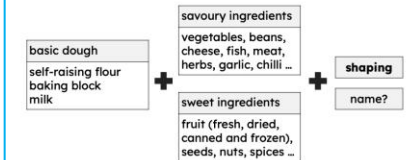
Name: _____

Worksheet

Making fruit scone wedges

Task A: Scone recipe origins

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



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



Alex

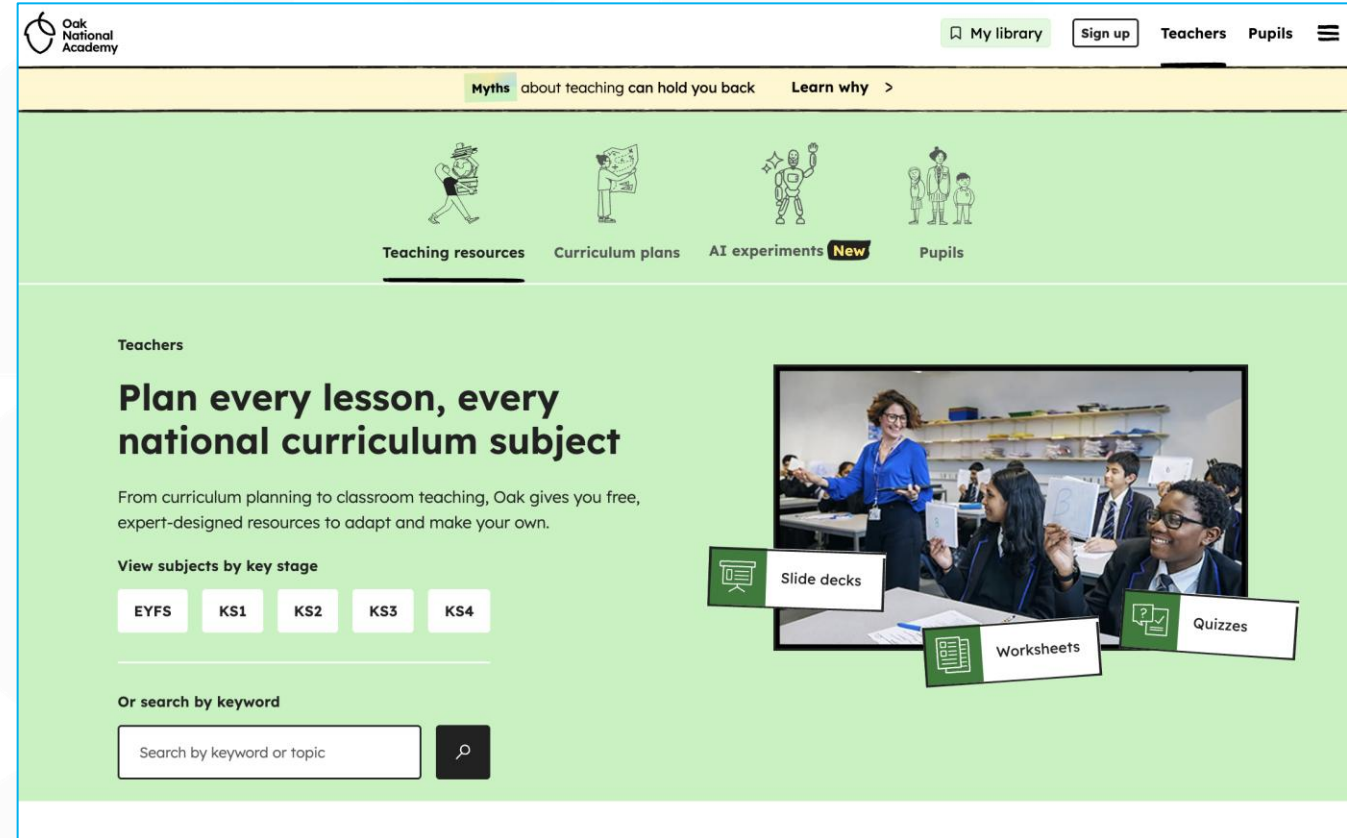




Using tools, planners and AI to build great lessons with rigour

Your Oak foundation

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



<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.foodfactoflife.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 cultural dishes.
- 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.
- Conduct a '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

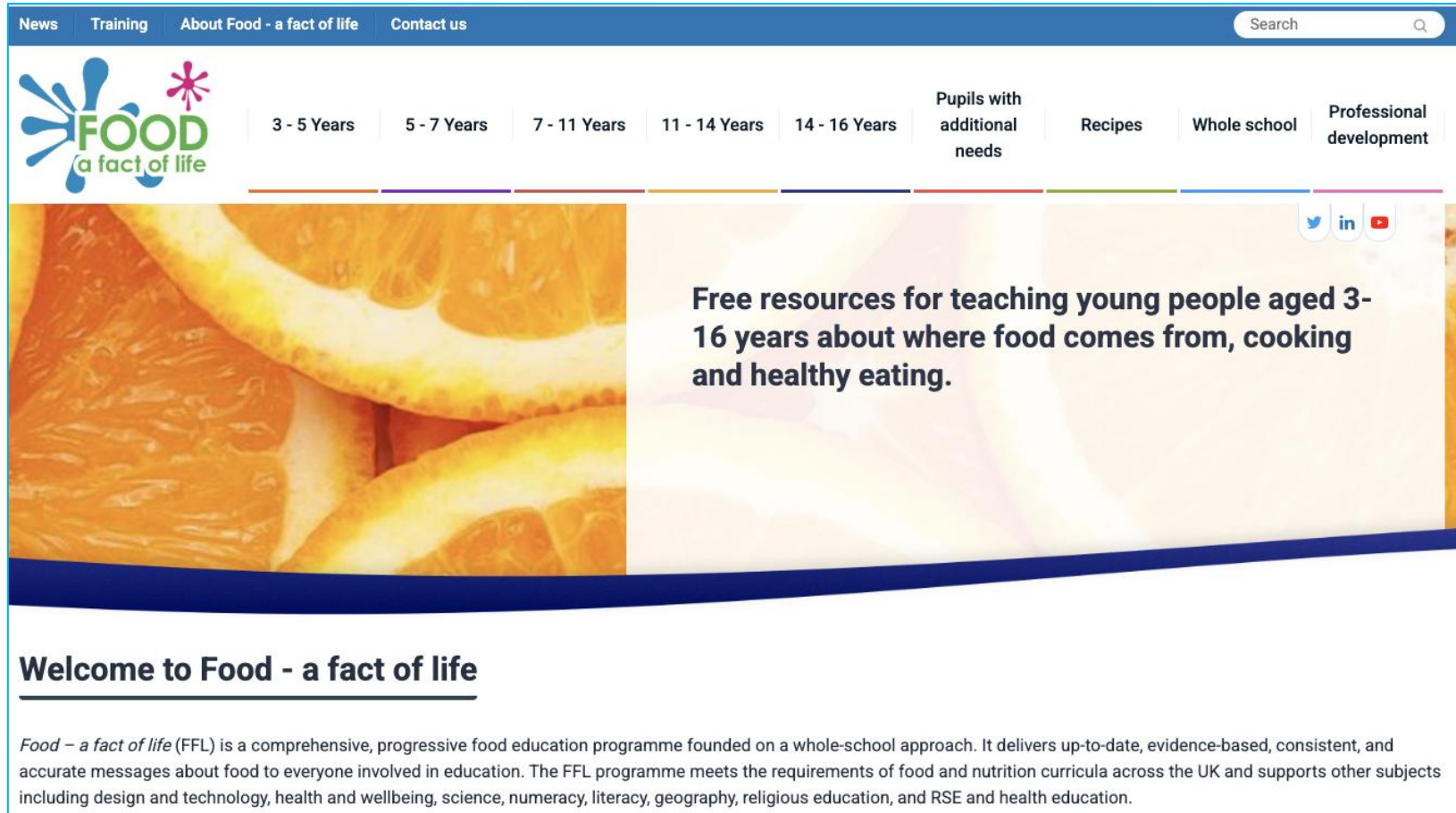
Integrating Oak's *Cooking & nutrition* resources offers a complete, progressive pathway from KS1 to KS3 that can be mapped into your existing curriculum without overloading staff. The step-by-step plan ensures content is relevant, engaging, and sustainable in the long term.

1. Download relevant Oak units, or lessons, for each year group.
2. Audit your current curriculum and note overlaps and gaps.
3. Map units into your annual curriculum plan 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://foodfactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>



Food – a fact of life support



The screenshot shows the homepage of the 'Food - a fact of life' website. At the top is a blue navigation bar with links for 'News', 'Training', 'About Food - a fact of life', and 'Contact us', along with a search bar. Below this is a horizontal menu with categories: '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. The main banner features a close-up image of orange slices on the left and a text box on the right that reads: 'Free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.' Below the banner, the heading 'Welcome to Food - a fact of life' is followed by a paragraph describing the FFL programme as a comprehensive, progressive food education programme founded on a whole-school approach, delivering up-to-date, evidence-based, consistent, and accurate messages about food to everyone involved in education. The 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.

News Training About Food - a fact of life Contact us Search

FOOD a fact of life

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

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

Welcome to Food - a fact of life

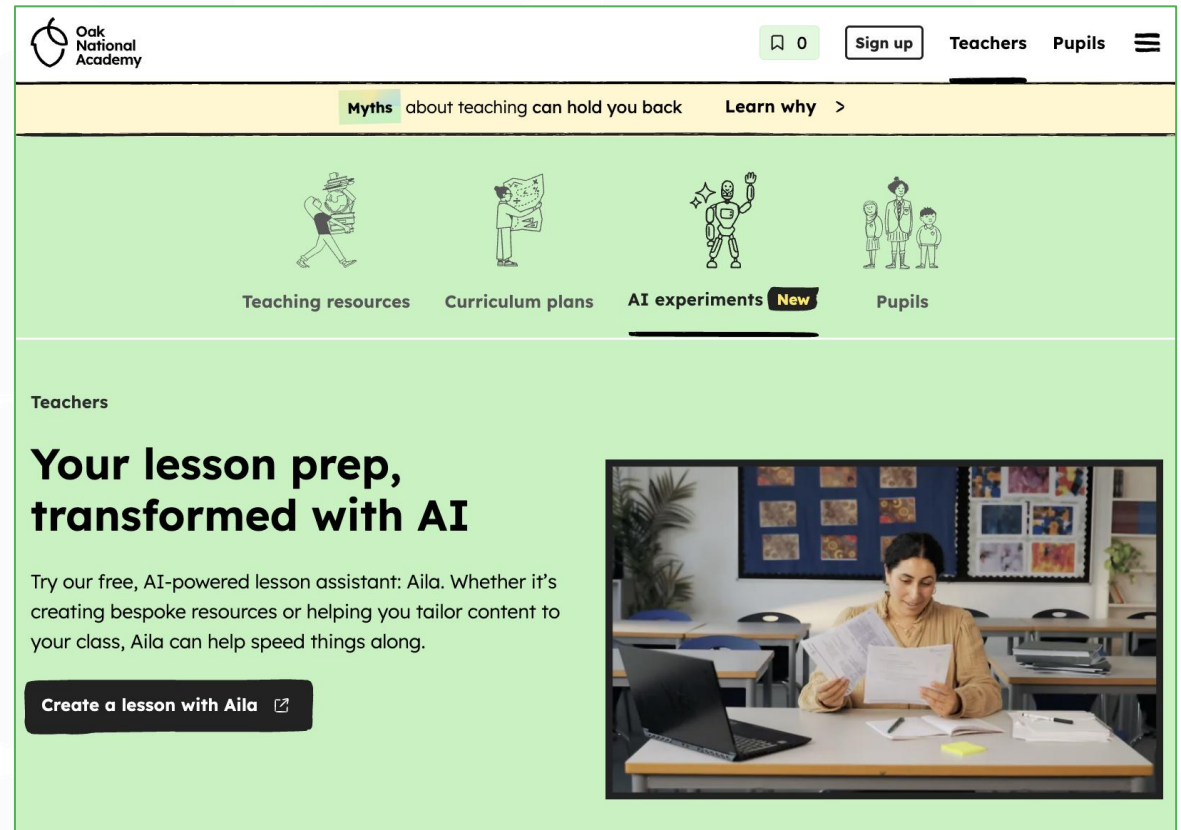
Food – a fact of life (FFL) is a comprehensive, progressive food education programme founded on a whole-school approach. It delivers up-to-date, evidence-based, consistent, and accurate messages about food to everyone involved in education. The FFL programme meets the requirements of food and nutrition 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 tasks and quizzes



<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			
			
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			
Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health			
Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where food comes from			
Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
© British Nutrition Foundation 2025			

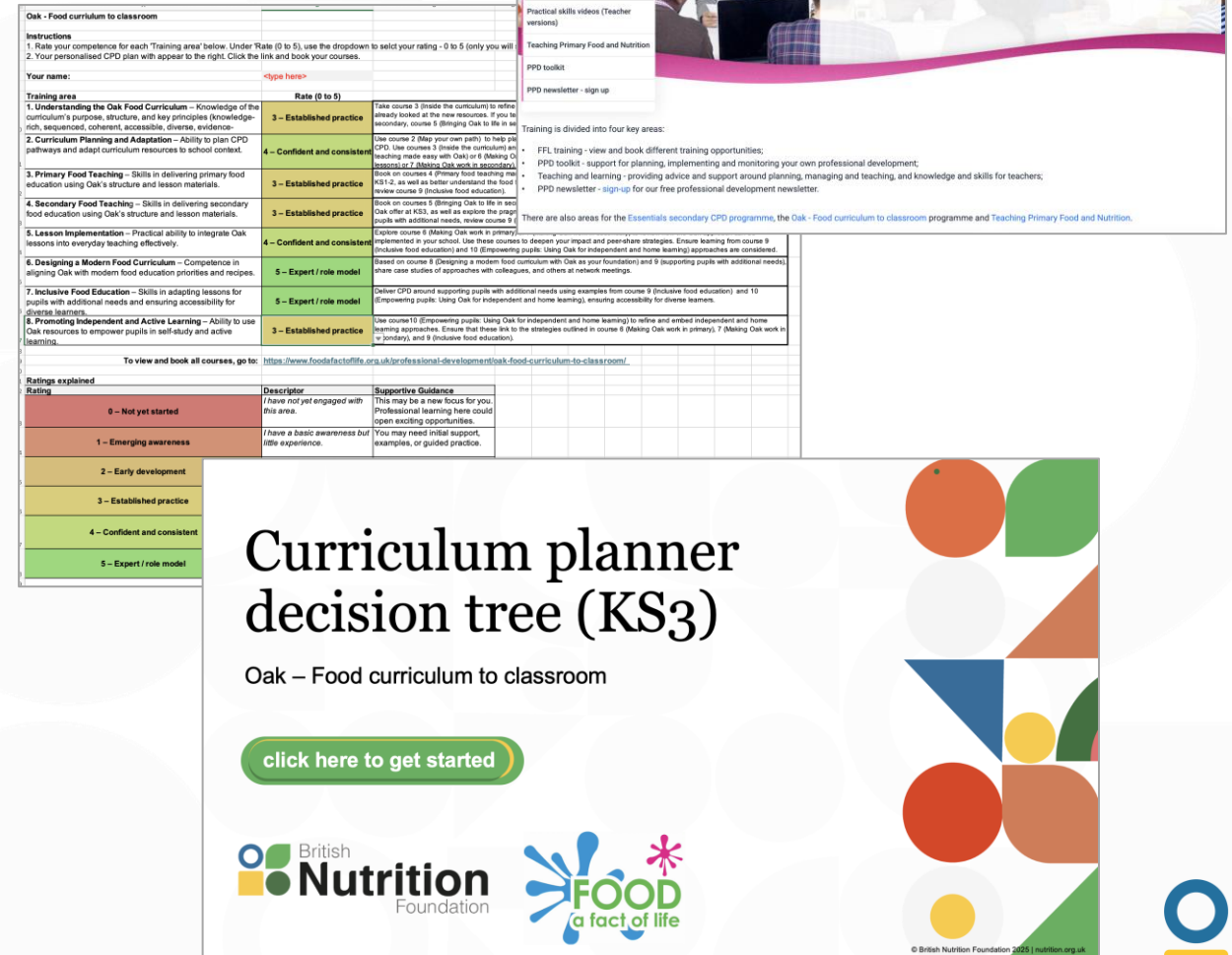


Support and resources

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)



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. The main content area is titled 'Professional development' and features a welcome message, a list of resources (FFL training, Teaching and learning, Essentials CPD course, Oak - Food curriculum to classroom, Practical skills videos, Teaching Primary Food and Nutrition, PPD toolkit, PPD newsletter), and a list of training opportunities. A sidebar on the left lists various resources. Below the main content, there is a section for 'Curriculum planner decision tree (KS3)' for 'Oak - Food curriculum to classroom', which includes a 'click here to get started' button and the British Nutrition Foundation logo.

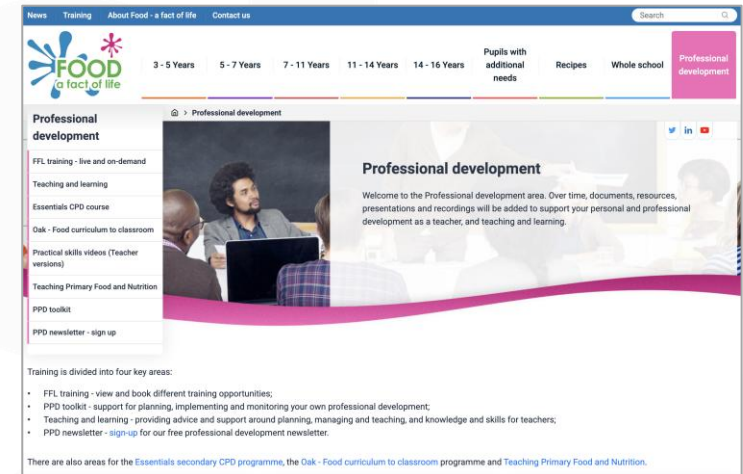
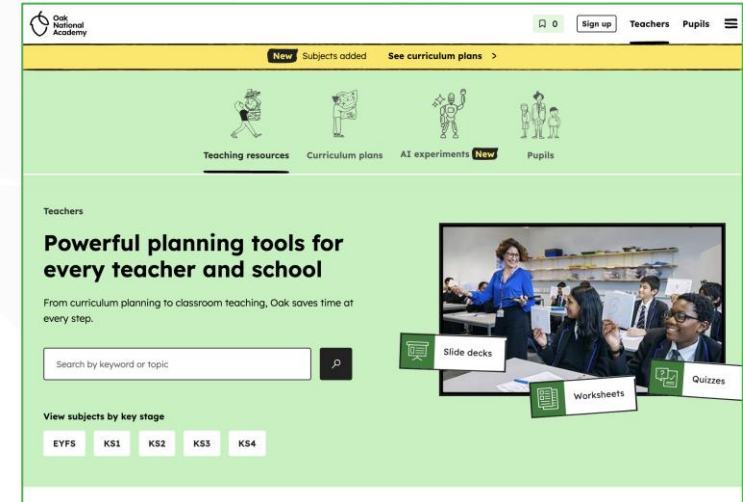
Rating	Descriptor	Supportive Guidance
0 - Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Professional learning here could open exciting opportunities.
1 - Emerging awareness	I have a basic awareness but little experience.	You may need initial support, examples,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



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!



Training



Find out more
about the training
by following this
QR code

- 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)

