

# Map your own path

Planning CPD that works for you and your team

30 September 2025



# Welcome

Welcome and thanks to [All Saints Educational Trust](#)

Exploring Oak's curriculum and teaching resources

Using Oak materials for CPD development:

- a) lesson videos: watch to observe pedagogy, vocabulary use, modelling
- b) lesson slides, quizzes and worksheets: reflect on what subject knowledge teachers need to support these
- c) recipes: opportunities for departmental practice, rehearsal, resource planning

Planning your own CPD using interactive tools:

- a) competence rating and personalised plans
- b) SMART goal setting

Next steps for you

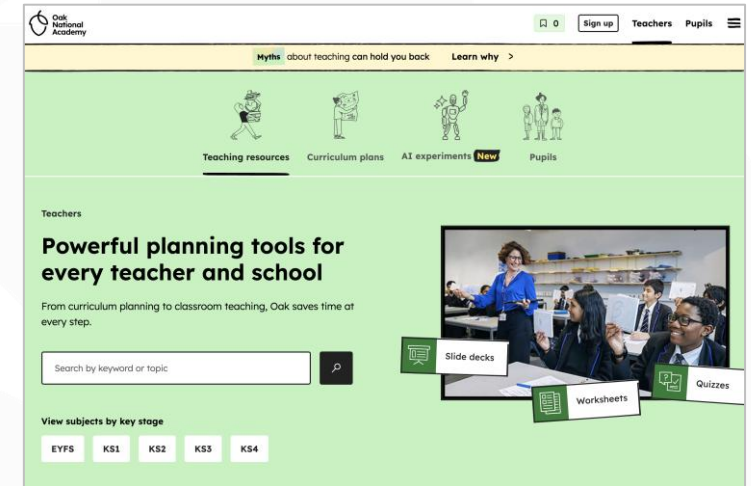




# Exploring Oak's curriculum and teaching resources

# Curriculum and teaching resources

- New curriculum overview.
- There are 108 lessons in total – 12 for each year (year 1 to 9).
- The lessons are delivered in units; there are four units per year.
- All lessons and resources are flexible – only use what you want.
- All content covers National Curriculum D&T: Cooking and nutrition.



# Curriculum and teaching resources

In each year, there are 4 units of lessons.

Each unit comprises 3 lessons (around 1 hour each).

Progression is built in throughout the year, as well as over Key Stages.


Generally, each year group comprises:

- Unit 1: food preparation and cooking (3 lessons)
- Unit 2: healthy eating and nutrition (3 lessons)
- Unit 3: food origins and provenance (3 lessons)
- Unit 4: social context and dimension (3 lessons)

Cooking and nutrition units <span>New</span>				Full primary curriculum >
Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.				
1	Creative cooking	Year 5	3 lessons	Save
2	Food for energy and nutrients	Year 5	3 lessons	Save
3	Food production	Year 5	3 lessons	Save
4	Our rich global food cuisine	Year 5	3 lessons	Save

New

Year 5



## Creative cooking

Download unit

Share

New Save

Lessons (3)

1

**Making a poke bowl**

I can use food skills to make a poke bowl.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

2

**Making fruit scone wedges**

I can use food skills to make fruit scone wedges.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

3

**Making Mexican pockets**

I can use food skills to make Mexican pockets.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video



# Slides

- Each of the 108 lessons has a slide deck (PowerPoint/Google Slide).
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet). There is a summary at the end.
- The slide decks are completely editable – use what you want.

The collage displays several slides from a lesson deck. The top slide, titled 'Making yakisoba noodles', includes a green header, a small illustration of a bowl of noodles, and text indicating the unit is 'Independent and confident cooking'. Below this, a slide shows the 'Outcome': 'I can use food skills to make yakisoba noodles.' Another slide lists 'Keywords': 'yakisoba' (a Japanese dish of fried noodles, vegetables, and sometimes meat or fish), 'food poisoning' (illness caused by eating something contaminated with bacteria), and 'sensory evaluation' (the use of our senses to assess a food). A 'Lesson outline' slide shows two topics: 'Cooking hygienically' and 'Making and evaluating my yakisoba noodles'. The 'Cooking hygienically' slide explains that 'Yaki' means cooked over heat and 'Soba' means noodles made from wheat. It includes a cartoon character Lucas saying 'Yakisoba are noodles fried over heat.' and a multiple-choice question: 'Which of these best describes yakisoba?' with options 'a noodles steamed over heat' and 'b noodles fried over heat', where 'b' is marked correct. The final slide, 'Task A Cooking hygienically', presents a scenario where Lucas is making a sandwich and asks how to reduce the risk of food poisoning. It includes a table for 'Hygiene tips for Lucas' with rows for 'Before cooking', 'During cooking', and 'After cooking'. A cartoon character Jacob says, 'I need to get ready to cook and make sure the food is okay.'

Co	Hygiene tips for Lucas
Before cooking	
During cooking	
After cooking	



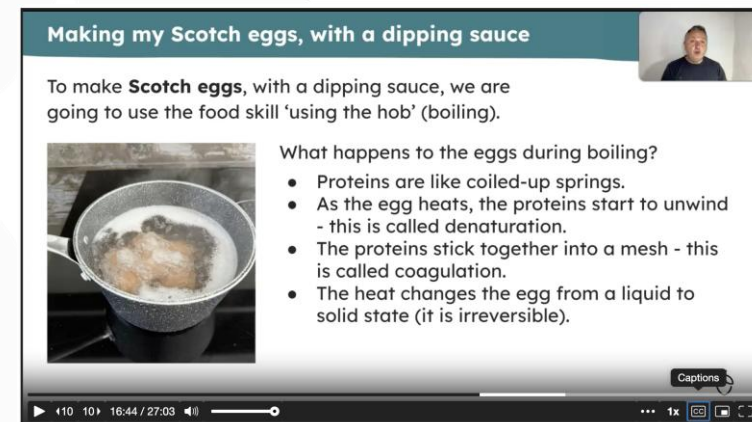
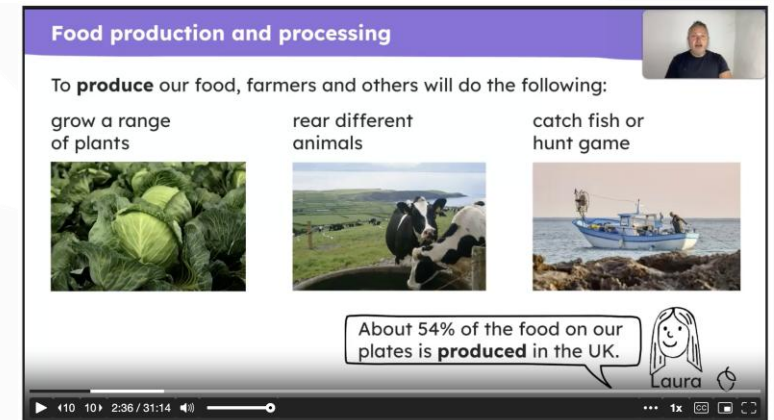
# Videos

Each of the 108 primary lessons has a video.

The video is a complete presentation of the entire lesson by a food and nutrition teacher.

The videos could be used in a variety of settings:

- in class, with pupils following and answering questions, guided by the teacher
- independent study, using the worksheet (where appropriate as homework)
- a cover lesson, with worksheet and quizzes to support.



# Assessment

Each lesson has several assessment points which could be used in your own teaching.

## Key assessment points

- starter quiz
- exit quiz
- checks for understanding
- tasks
- worksheets

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

**Sources of energy and nutrients**

1 Food and drinks are the body's source of \_\_\_\_\_. (Fill in the blank)

2 What types of foods provide fibre? (Tick 3 correct answers)

☐ beans and pulses  
☐ milk and cheese  
☐ vegetables and fruit  
☐ eggs and fish  
☐ potatoes and pasta

3 Which activity uses the least amount of energy per 15 minutes? (Tick 1 correct answer)

☐ swimming 357 kJ (84 kcal)  
☐ walking 114 kJ (27 kcal)  
☐ reading 38 kJ (9 kcal)  
☐ dancing 162 kJ (39 kcal)

4 We should have between \_\_\_\_\_ drinks a day. (Tick 1 correct answer)

☐ 2 - 4  
☐ 4 - 6  
☐ 6 - 8  
☐ 8 - 10

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

**Sources of energy and nutrients**

**Task A: Sources of energy**

1) Undertake **nutritional analysis**:

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

Food or drink	kJ	kcal

**Task B: Sources of nutrients**

1) Answer the pupils' questions about the source and function (job) of nutrients.





Sam: What are the three main nutrients called?

Alex: Why do we need **vitamin A**?

Izzy: What is the main role of carbohydrate and protein?

**Sources of energy**

Which food provides the least amount of energy?  
(All foods are per 100 g.)

			
banana 348 kJ (81 kcal) <b>a</b>	peanuts 2495 kJ (602 kcal) <b>b</b>	tuna 460 kJ (109 kcal) <b>c</b>	

**Task B Sources of nutrients**

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Sam: What are the three main nutrients called?

Alex: Why do we need **vitamin A**?

Izzy: What is the main role of carbohydrate and protein?



# Recipes

- 60 practical lessons across Key stages 1 to 3
- Food skill progression has been built into the lessons, based on research evidence and published frameworks, and pupil motor skill development.
- All recipes are found within each lesson. They are in the slide deck, pupil worksheet and teacher additional information.
- Recipes link to other learning, such as health or food origins, as well as exploring the social context and dimension of food.
- A range of recipes have been included, celebrating diversity and inclusivity.
- 'Additional information' also provided.

Making curry in a hurry Worksheet

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


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

**Before you cook:**

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

**As you prep and cook:**

- be safe and hygienic
- use your food skills



**Recipe: Curry in a hurry**

**Ingredients**

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

**Equipment**

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

**Method**

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



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2

### Making my curry in a hurry


To make curry in a hurry, we will be:

slicing



We will slice the onion and mushrooms.

We will use the claw grip cutting technique.



Laura

© Food - a fact of life

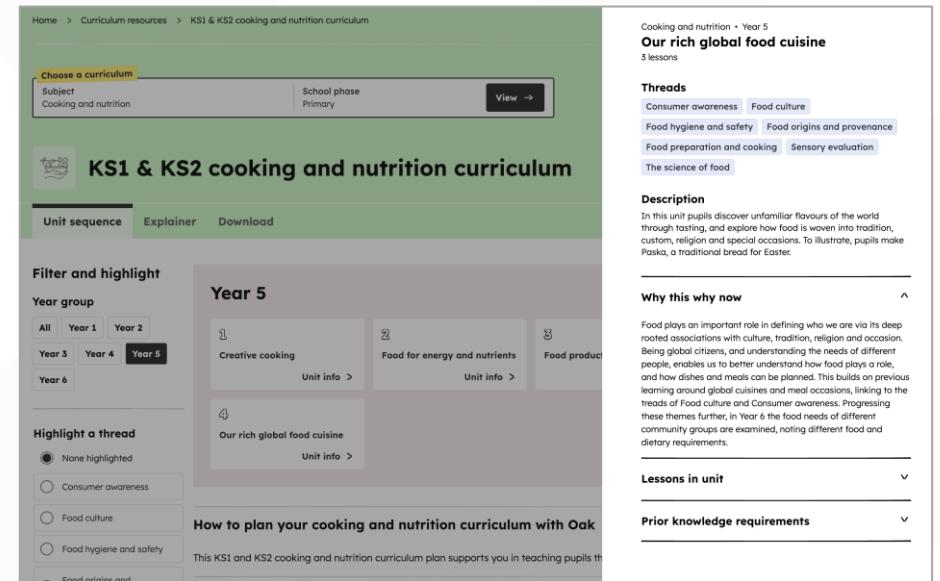




# Using Oak materials for CPD development

# Oak curriculum overview

- explore the curriculum – look at its construction, content, threads ..
- review curriculum plans (description, ‘why this, why now’)
- assess content, progression, explanations, cognitive overload ...
- consider assessment approaches and styles
- use as an example of curriculum planning (SoL/W)
- How could this be used in your school for planning?



# Lesson slides, quizzes and worksheets

- review lessons (title, overviews ...)
- check the 'teacher tip' and 'common misconceptions'
- reflect on what subject knowledge teachers need to support different lessons
- consider where to go for additional support and training, e.g. *Food – a fact of life*, Food Teachers Centre
- How do you plan your own CPD? How do you know what skills and knowledge need to be developed?

## Lesson details

### Key learning points

1. Eating habits, traditions, customs, religion, history, and location influence the food that is eaten globally.
2. Depending on where you live, the food commonly eaten, as well as served at celebrations, is different.
3. Food dishes with significant meaning are often served at special celebrations.
4. Meals and dishes can be planned and prepared to meet the needs of different traditions and celebrations.

### Keywords

**Tradition** - custom or belief passed from one generation to another generation

**Custom** - everyday behaviours, social interactions, or local practices

**Injera** - a spongy flatbread from Ethiopia

### Common misconception

**The cuisine, ingredients and food customs in different countries have not changed over time.**

History has changed the cuisine, ingredients and food customs. This has happened because of travel, trade and wars.

When exploring food customs and traditions, use experiences from other members of staff, pupils and families to bring the topic alive. Linking to other learning, such as that in geography, history or religious education, helps to provide real life context about the food eaten throughout the world.

Teacher tip

### Equipment

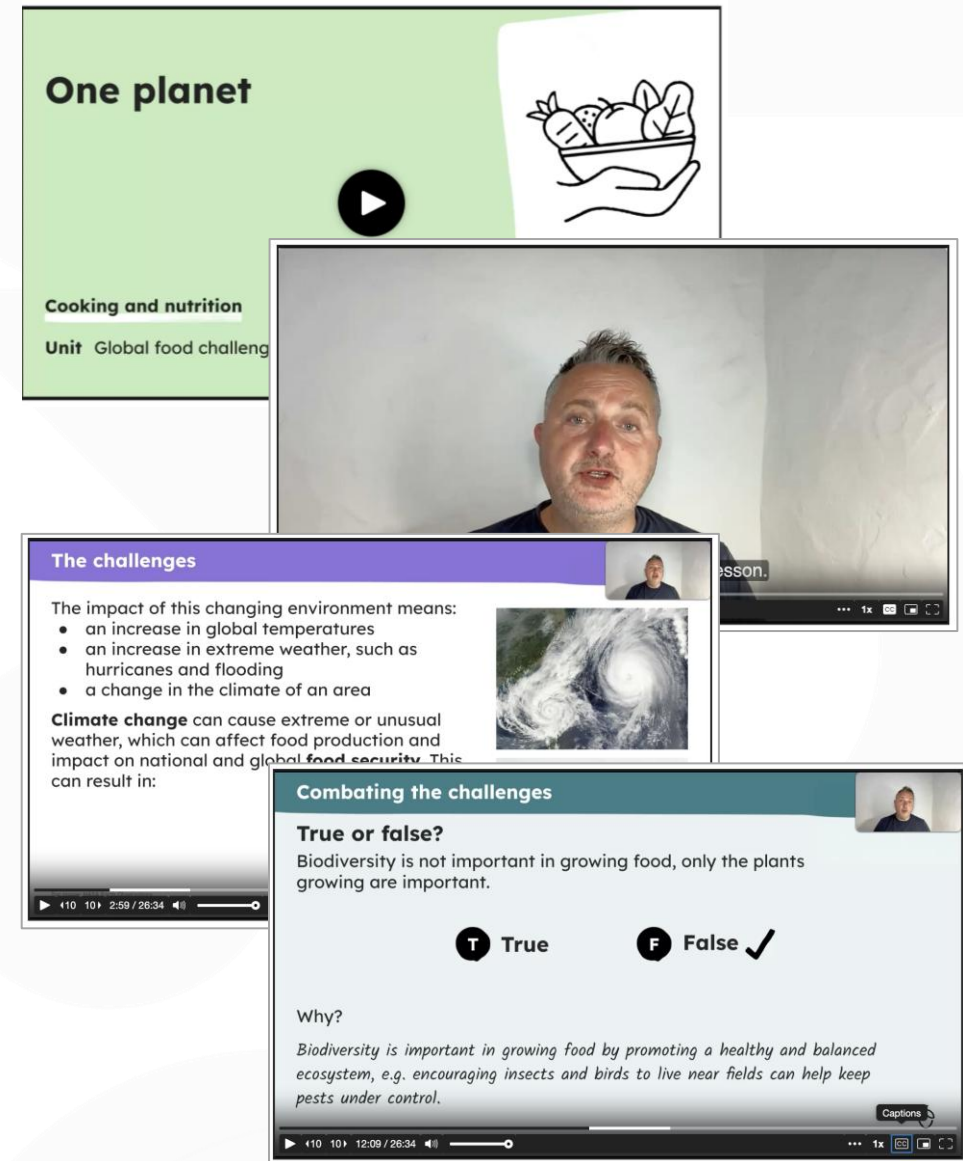
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# Lesson videos

- watch the videos to observe pedagogy, vocabulary use (key words), and modelling
- consider your areas of development and watch to update your teaching
- use the videos as part of a CPD session, for example to cover new food skills or explore how concepts are explained
- Have you watched other lessons?
  - If so, how did this benefit you?
  - If not, what do you think you might gain from the experience?



# Recipes


- reflect on your current selection in terms of learning, progression, cost, diversity, pupil appeal ...
  - What do you consider when planning recipes to use in lessons?
- consider opportunities for personal/departmental practice and rehearsal – have a go and think about:
  - ingredient type and quantities
  - equipment needed
  - more complex elements of recipes
  - timing
  - hygiene and safety
  - food skills – yours and pupils
  - other learning, e.g. health, sustainability, science
- resource planning
  - What would it take to implement?



# Additional materials

- 'Additional materials' provide additional support
- Useful for considering your competence and CPD in relation to:
  - classroom management and organisation
  - modifying the recipe, especially in relation to allergies and pupils following vegetarian/vegan diets
  - risk assessment
- How do you assess your 'practical' classroom management and food skills?
- What are your strengths and areas for development?

## Making a healthy wrap

**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 a healthy wrap

#### Task B Recipe - A healthy wrap

Pupils will make a healthy wrap each. They will grate the cheese, spread the mayonnaise, arrange the salad items and fold the wrap. Have some salad items already prepared for them to choose from, such as sliced tomato, shredded lettuce and canned sweetcorn.

**Ingredients**  
20 g Cheddar cheese (or another hard cheese)  
1 wrap (wholemeal)  
1 x 5 ml spoon mayonnaise (reduced fat)  
2 salad items, e.g. sliced tomato, shredded lettuce

**Equipment**  
Chopping board, grater, 5 ml spoon, table knife

**Method**

1. Grate the cheese.
2. Place the wrap on a plate.
3. Spread some mayonnaise down the middle.
4. Sprinkle the grated cheese on top.
5. Arrange two salad items on top.
6. Fold the bottom of the tortilla up, over the filling.
7. Fold over one side.
8. Fold over the other side.

**Food skills**  
Grating, spreading, arranging and folding.

**Making a healthy wrap**  
**Additional material**

#### Cooking practicalities

Pupils should spread the mayonnaise using a table knife. However, if they are not confident using a knife, or are in short supply, they could spread the mayonnaise using the back of a spoon.

While some pupils could slice the cheese with a knife, a key learning point for this lesson is to use a grater safely.

#### Modification to the recipe

There are many different ways a wrap can be modified. For example:

- changing the wrap type and/or size
- using a wide variety of fruit and vegetables
- omitting mayonnaise, if using hummus or cheese spread (or something similar)
- using different bean, fish, egg and meat based fillings.

#### Setting up the classroom

Proper planning and advance preparation are essential to ensuring that all food sessions are safe and enjoyable. [Please click here](#) to read our guidance on how to 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.

You may need to modify the recipe accordingly. For example, for pupils following a vegan diet, a dairy-free cheese or hummus could be used, and for pupils following a coeliac diet, use gluten-free wraps.

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# Planning your own CPD using interactive tools, from *Food – a fact of life*

# Competence rating and personalised plans

## Interactive CPD planner

- Help to plan your CPD in relation to Oak curriculum and lessons

## Tip

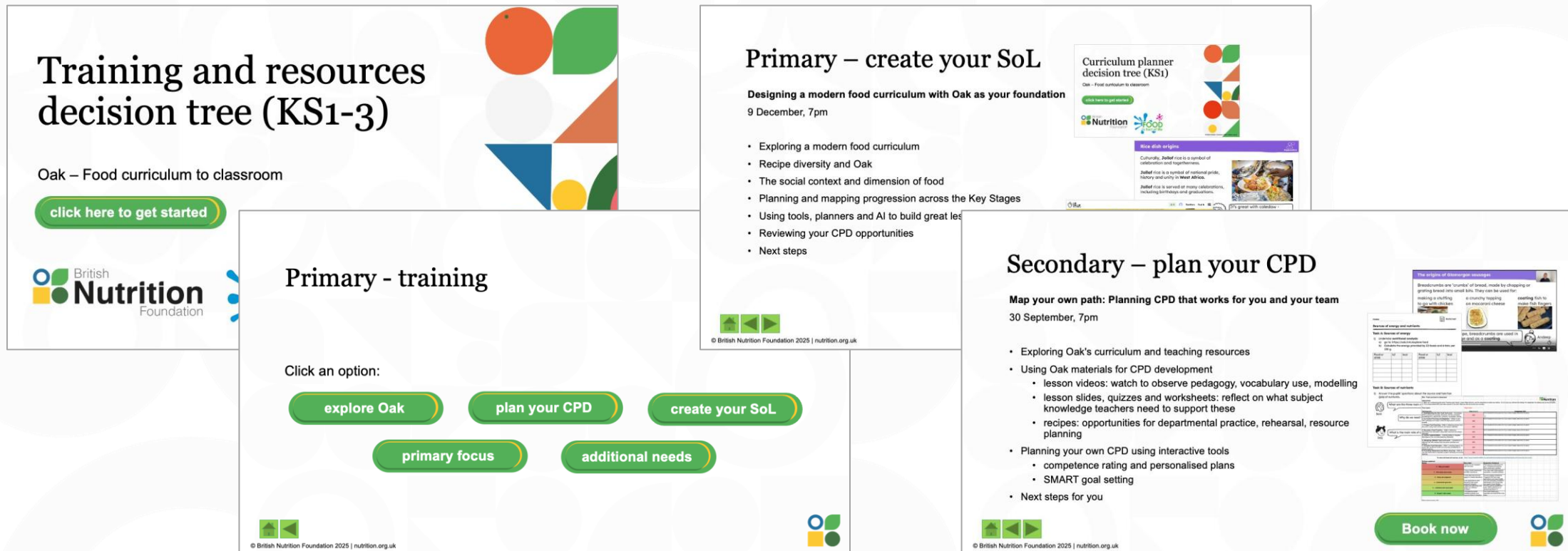
- Use the approach against other criteria, such as nutrition, food skills, food provenance sustainability, classroom management ...

Oak - Food curriculum to classroom		
<b>Instructions</b> 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 the rating). An explanation for ratings can be found below. 2. Your personalised CPD plan will appear to the right. Click the link and book your courses.		
Your name: <type here>		
Training area	Rate (0 to 5)	Suggested CPD
1. <b>Understanding the Oak Food Curriculum</b> – Knowledge of the curriculum's purpose, structure, and key principles (knowledge-rich, sequenced, coherent, accessible, diverse, evidence-based).	3 – Established practice	Take course 3 (Inside the curriculum) to refine curriculum mapping and embed principles across your planning, as you may have already looked at the new resources. If you teach primary, join course 4 (Primary food teaching made easy with Oak), and if secondary, course 5 (Bringing Oak to life in secondary food lessons).
2. <b>Curriculum Planning and Adaptation</b> – 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 your food CPD using the interactive tools available, as well as lead departmental CPD. Use courses 3 (Inside the curriculum) and 8 to deepen strategic planning. If you teach primary, join course 4 (Primary food teaching made easy with Oak) or 6 (Making Oak work in primary), and if secondary, course 5 (Bringing Oak to life in secondary food lessons) or 7 (Making Oak work in secondary).
3. <b>Primary Food Teaching</b> – Skills in delivering primary food education using Oak's structure and lesson materials.	3 – Established practice	Book on courses 4 (Primary food teaching made easy with Oak) and 6 (Making Oak work in primary) to refine teaching techniques at KS1-2, as well as better understand the food teaching possibilities in primary schools. For support for pupils with additional needs, review course 9 (Inclusive food education).
4. <b>Secondary Food Teaching</b> – Skills in delivering secondary food education using Oak's structure and lesson materials.	3 – Established practice	Book on courses 5 (Bringing Oak to life in secondary food lessons) and 7 (Making Oak work in secondary) to better understand the Oak offer at KS3, as well as explore the pragmatic approaches to food teaching and how Oak resources can support. For support for pupils with additional needs, review course 9 (Inclusive food education).
5. <b>Lesson Implementation</b> – Practical ability to integrate Oak lessons into everyday teaching effectively.	4 – Confident and consistent	Explore course 6 (Making Oak work in primary) or 7 (Making Oak work in secondary) to review how the Oak approach can be implemented in your school. Use these courses to deepen your impact and peer-share strategies. Ensure learning from course 9 (Inclusive food education) and 10 (Empowering pupils: Using Oak for independent and home learning) approaches are considered.
6. <b>Designing a Modern Food Curriculum</b> – 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. <b>Inclusive Food Education</b> – 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. <b>Promoting Independent and Active Learning</b> – Ability to use Oak resources to empower pupils in self-study and active learning.	3 – Established practice	Use 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 6 (Making Oak work in primary), 7 (Making Oak work in secondary), and 9 (Inclusive food education).
To view and book all courses, go to: <a href="https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/">https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/</a>		
<b>Ratings explained</b>		
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	I have tried this and can apply it in limited situations.	You're building confidence. Targeted CPD can help strengthen and extend skills.
3 – Established practice	I can apply this in most situations with some support if needed.	You are becoming consistent. Refinement CPD could help you apply it more flexibly.
4 – Confident and consistent	I apply this effectively and adapt it to different contexts.	You're a strong practitioner here. CPD could focus on deepening impact or supporting peers.
5 – Expert / role model	I consistently model excellent practice and support others to develop in this area.	You could share your expertise and lead CPD in this area.



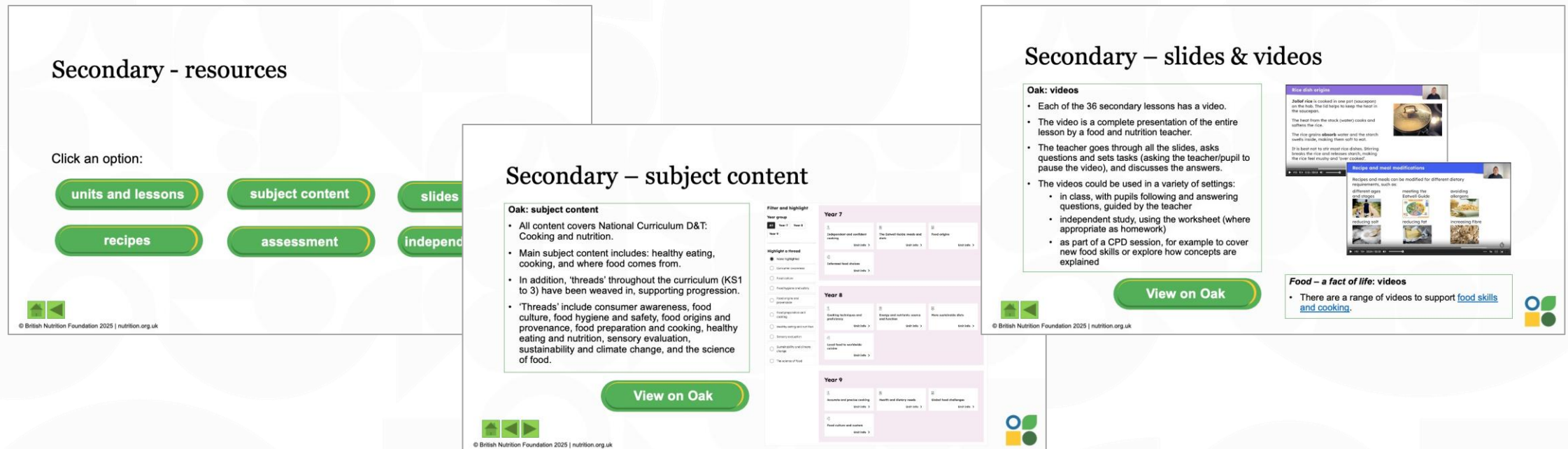
# Competence rating and personalised plans

## Training and resources decision tree



# Competence rating and personalised plans

## Training and resources decision tree



# SMART goal setting

This SMART goal planning sheet can help you set focused, achievable professional goals that can help improve pupil learning outcomes.

SMART goals are **Specific, Measurable, Achievable, Relevant, and Time-bound** targets that help focus improvement efforts and track progress.

Reflect on any Oak related CPD you have completed, as well as curriculum audits and exploring the Oak curriculum plans and lessons in more depth.



## Oak – Food curriculum to classroom

### SMART Goal planning sheet

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Reflect on any Oak related CPD you have completed, as well as curriculum audits and exploring the Oak curriculum plans and lessons in more depth.

Consider how you want to proceed, being mindful of your school and personal professional development plans, subject content needs, and raising pupil outcomes.

It is important to keep the total number of goals realistic. Teachers are encouraged to set a maximum of three goals per year:

- 1 core subject-specific
- 1 whole-school priority
- 1 optional personal CPD goal.

**Teacher Information**  
Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Date: \_\_\_\_\_

For details about the Oak curriculum, [click here](#).

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# SMART goal setting

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- 1 whole-school priority
- 1 optional personal CPD goal.

## SMART Goal 1

Goal: \_\_\_\_\_

SMART	Details
<b>Specific</b> What exactly do you want to achieve?	
<b>Measurable</b> How will you know it's achieved? What evidence will you collect?	
<b>Achievable</b> What actions will you take? What resources/support will you need?	
<b>Relevant</b> Why is this important for pupil learning or school priorities?	
<b>Time-bound</b> When will this be completed? (Start date, milestones, completion date.)	

## Review & reflection – Progress summary and final outcome

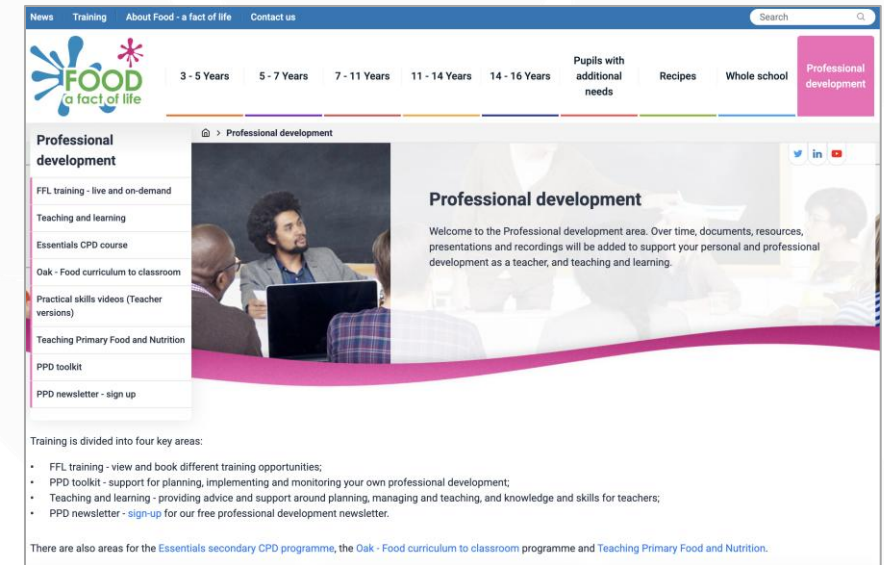
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# Other CPD support

*Food – a fact of life* has a dedicated ‘professional development’ area

- Latest live events
- Support around teaching and learning (planning and teaching)
- [Essentials course](#) – new
- Oak
- Practical skills videos (teacher)
- Toolkits
- Newsletter





# Demonstration – where to find support

0

Sign up

Teachers

Pupils

New

Subjects added

See curriculum plans >

Teaching resources

Curriculum plans

AI experiments

New

Pupils

Teachers

Powerful planning tools for every teacher and school

From curriculum planning to classroom teaching, Oak saves time at every step.

Search by keyword or topic

View subjects by key stage

EYFS

KS1

KS2

KS3

KS4

Slide decks

Worksheets

Quizzes

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



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 the rating). An explanation for ratings can be found below.  
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Your name:

<type here>

Training area

Rate (0 to 5)

Suggested CPD

1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's purpose, structure, and key principles (knowledge-rich, sequenced, coherent, accessible, diverse).	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and needs.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning.	N/A	You've indicated N/A at this present time. If your situation changes, please revisit this planner.

To view and book all courses, go to:

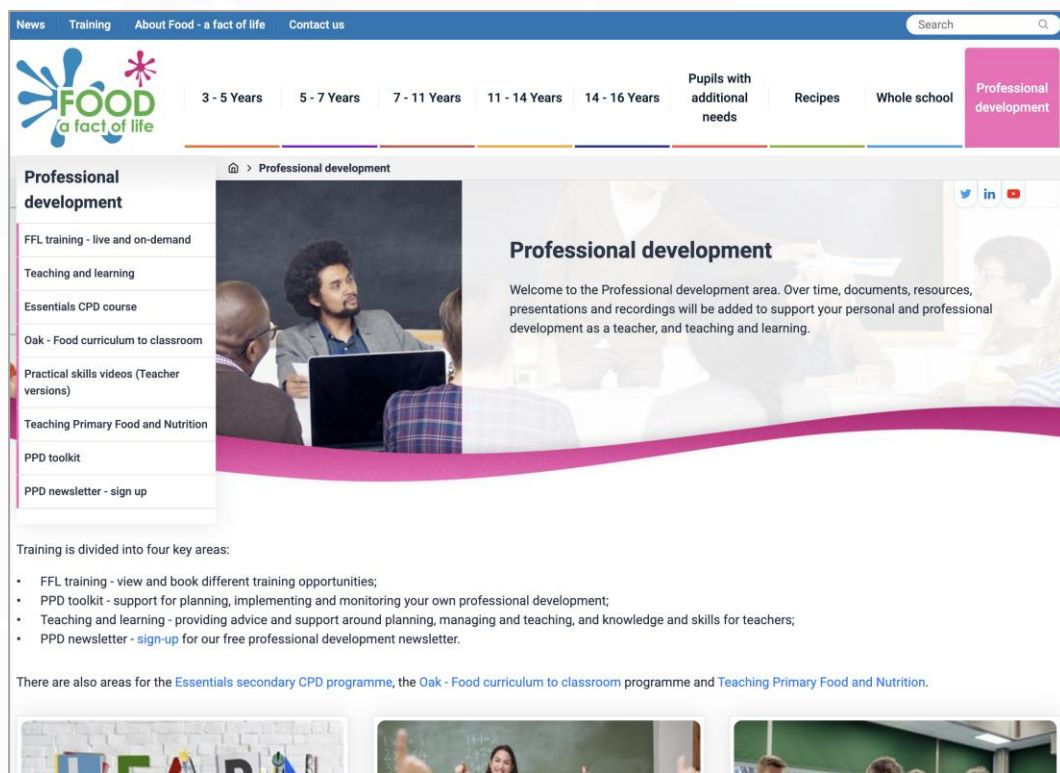
<https://www.foodfactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

Ratings explained

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4 – Confident and consistent	I apply this effectively and adapt it to different contexts.	You're a strong practitioner here. CPD could focus on deepening impact or
5 – Expert / role model	I consistently model excellent practice and support others to develop	You could share your expertise and lead CPD in this area.

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





<https://www.foodafactoflife.org.uk/professional-development/>



<https://foodteacherscentre.co.uk/>





# Next steps

# Next steps for you

- Consider your own CPD – use the interactive CPD planner
- Audit what you currently do and where do you need support, e.g. theory, food skills, planning, classroom management
- Check out the primary and/or secondary Oak curriculum and lessons – use to support your planning
- Use these tools to help on *Food – a fact of life*:
  - Training and resources decision tree
  - Oak curriculum and lessons overview (with direct links)
- Review other CPD available from *Food – a fact of life*
- Join us for the next training session

**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 the rating). An explanation for ratings can be found below.  
 2. Your personalised CPD plan will appear to the right. Click the link and book your courses.

Your name:

Training area	Rate (0 to 5)	Suggested CPD
1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's purpose, structure, and key principles (knowledge-rich, sequenced, coherent, accessible, diverse).	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
4. Secondary Food Teaching – Skills in delivering secondary food education using Oak's structure and lesson materials.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and models.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning.	N/A	You've indicated N/A at the present time. If your situation changes, please revisit this planner.

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

Ratings explained	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	I have tried this and can apply it in limited situations.	You're building confidence. Targeted CPD can help strengthen and extend skills.
3 – Established practice	I can apply this in most situations with some support if needed.	You are becoming consistent. Refinement CPD could help you apply it more flexibly.
4 – Confident and consistent	I apply this effectively and adapt it to different contexts.	You're a strong practitioner now. CPD could focus on deepening impact or expertise.
5 – Expert / role model	I consistently model excellent practice and support others to develop.	You could share your expertise and lead CPD in this area.

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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.



# Training

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





**Thank you for attending.**

For further advice, support and training, go to:  
<https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

