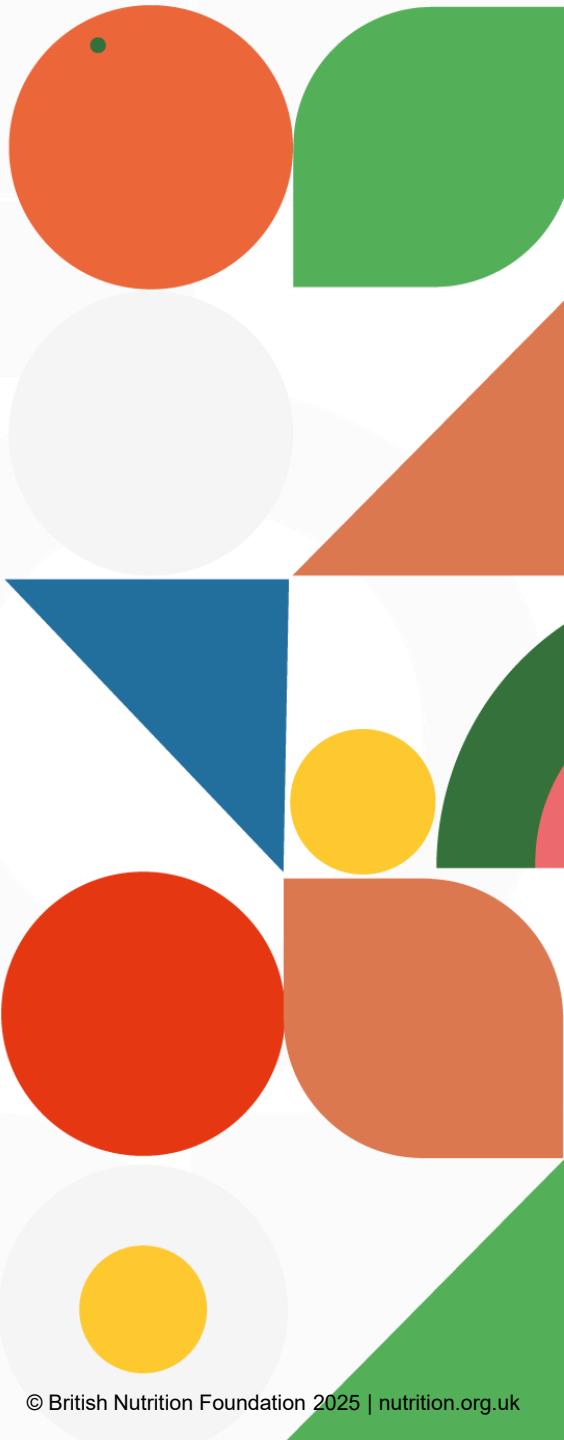


Getting started with Oak

What the new food curriculum offers you

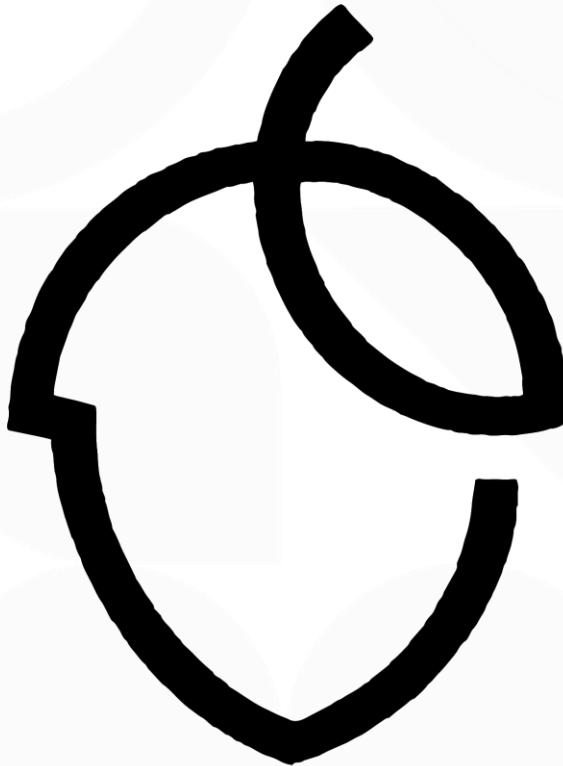
23 September 2025



Welcome

- Welcome and purpose of the Oak National Academy and the new food curriculum
- Explore key principles: knowledge and vocabulary rich, sequenced and coherent, flexible, accessible, diverse and evidence-informed
- Curriculum overview and structure
- Overview of lessons and materials available
- Practical guidance and demonstration - how to access everything for free
- Implementation in your school
- Next steps for you





Oak National Academy

“To improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and pupils to access, a high-quality curriculum.”

Oak’s purpose



Our story

From pandemic response to fully-sequenced, high-quality curricula

2020

Pandemic response:
10,000 online lessons created to support millions of teachers and pupils a week

2021/22

Teacher-led uses: lesson and curriculum planning

We become an **independent curriculum body**, funded by DfE

2023

Curriculum sequences and lessons created for first batch of subjects

2024

Curriculum sequences and lessons created for second batch of subjects

2025

Our impact to date

Latest findings from Oak's fifth annual independent impact evaluation
(November 2024)

1 in 3

teachers use Oak

Use is up 158%

year on year

20% extra use

in schools serving lowest income

Oak users

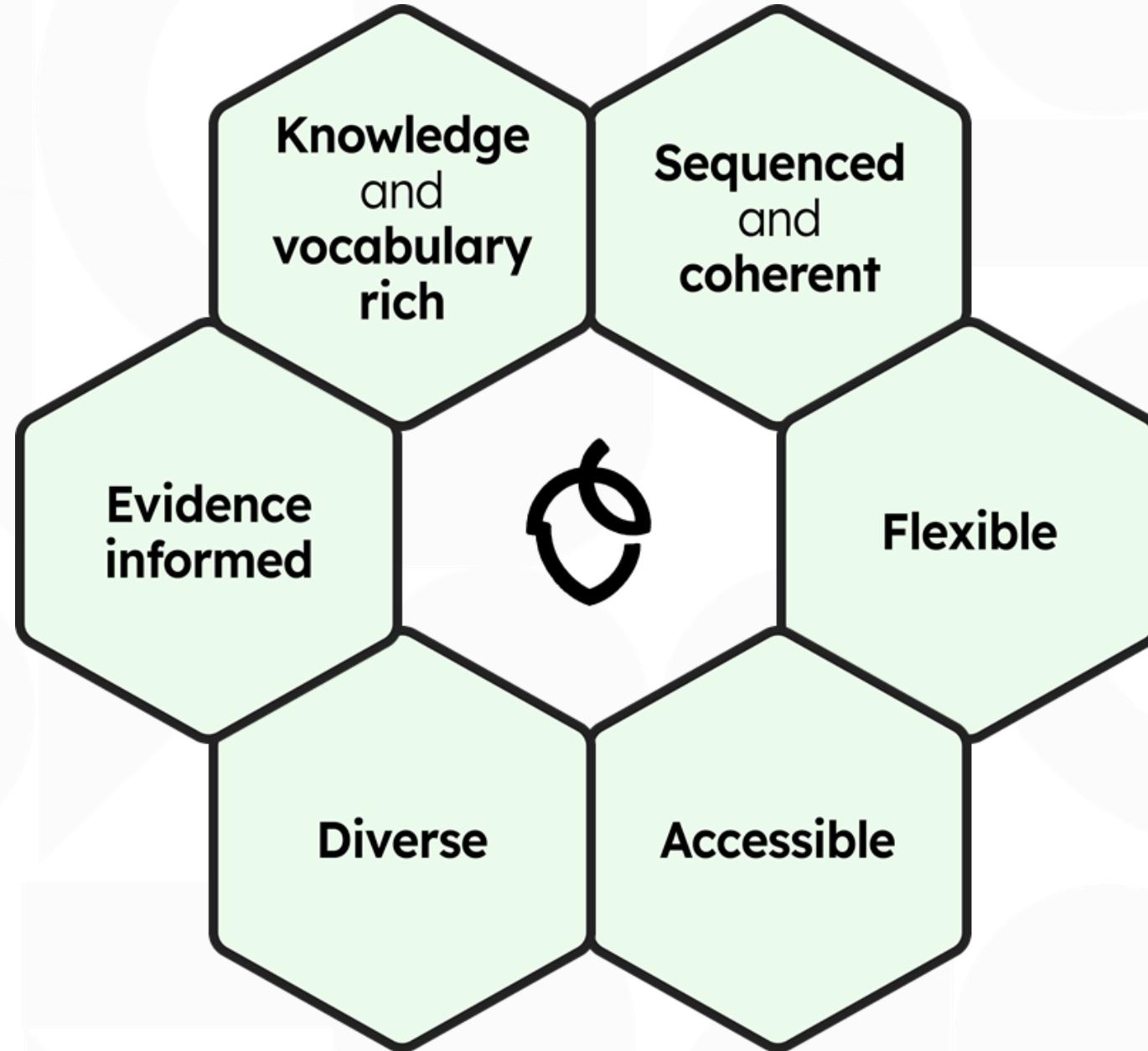
work 5 hours fewer

per week

73% of users reported a

positive impact on workload

Oak's curriculum principles





Overview of curriculum and lessons

Overview of the curriculum

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

- Planned for teaching from year 1 through to year 9.
- Lessons are progressive and are connected yet are also ‘stand-alone’.



Overview of the lessons

- 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.

Cooking and nutrition units New

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

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

Year 7	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link	Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link	Year 9	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 shop.	The food skills involved in making a deli salad are followed by a cooking challenge to make a smoothie.	In specialist food units, the food skills involved in making a deli salad are followed by a cooking challenge to make a smoothie.	I can use food skills to make a smoothie.	There are many pieces of equipment available in a food shop.	Washing up and food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-a-delicatessen-salad	Cooking techniques and proficiency	Making cheesy bean burritos	I can use food skills to make cheesy bean burritos.	Beans form part of a healthy meal. I can make a maximum of 1 portion, no more.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-cheesy-bean-burritos	Cross-curricular links: The Eatwell Guide, food safety.	Making herbify focaccia	I can use food skills to make herbify focaccia.	Focaccia is an Italian bread that is made with herbs, olive oil and yeast.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	Yeast produces carbon dioxide gas that makes the bread to rise. The yeast needs to be activated with water.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-herb-focaccia	Accurate and precise cooking	Making sweet potato katsu curry	I can use food skills to make a sweet potato katsu curry.	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-katsu-curry	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	Recipes and resources.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-katsu-curry
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.	A recipe gives instructions of how to make leek and potato soup, and we usually list ingredients.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The potatoes and leeks cook in the oven.	Washing up and food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-leek-and-potato-soup	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-leek-and-potato-soup	Making herbify focaccia	I can use food skills to make herbify focaccia.	Focaccia is an Italian bread that is made with herbs, olive oil and yeast.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	Some people have an allergy to yeast.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	The food skills used to make a focaccia.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-herb-focaccia	The food skills used to make a sweet potato katsu curry.	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	Recipes and resources.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry								
Making yakisoba noodles	I can use food skills to make yakisoba noodles.	Original recipe from China, yakisoba is a stir-fried dish from Japan. It is a popular street food.	Sensory evaluation: the appearance, taste, texture, smell, and food poisoning.	The food skills to make yakisoba noodles are followed by a smoothie.	The food skills to make yakisoba noodles are followed by a smoothie.	Vegetables need to be cut to the size of the pieces of yakisoba.	Washing up and food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-yakisoba-noodles	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-yakisoba-noodles	Making green mac & cheese	I can use food skills to make green mac & cheese.	Different pasta: vegetables and cheese.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-green-mac-and-cheese	Some people have an allergy to cheese.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-green-mac-and-cheese	The food skills used to make mac and cheese.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-cheese-mac-and-cheese	The food skills used to make a sweet potato katsu curry.	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	Recipes and resources.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry								
The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan my healthy meals.	The Eatwell Guide depicts the food groups and the amount of food eaten.	The Eatwell Guide: meals and diets	The Eatwell Guide depicts the food groups and the amount of food eaten.	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/eat-well-now	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/eat-well-now	Making herbify focaccia	I can use food skills to make herbify focaccia.	Focaccia is an Italian bread that is made with herbs, olive oil and yeast.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	Yeast produces carbon dioxide gas that makes the bread to rise. The yeast needs to be activated with water.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	The food skills used to make a focaccia.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-herb-focaccia	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry										
Making bread and dinner rolls	Making better bread	I can evaluate a diet and justify changes to it.	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-better-bread	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-better-bread	Macronutrients, fibre and water	I can explain why macronutrients, fibre and water are needed for healthy, balanced eating.	There are many different types of macronutrients, fibre and water.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-macronutrients-fibre-and-water	Different pastas: vegetables and cheese.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-macronutrients-fibre-and-water	Yeast produces carbon dioxide gas that makes the bread to rise. The yeast needs to be activated with water.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-herb-focaccia	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry									
Making slooo gold	I can use food skills to make slooo gold.	The food skills to make slooo gold are followed by a smoothie.	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	The Eatwell Guide: meals and diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-slooo-gold	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-slooo-gold	Micronutrients	I can name different micronutrients and explain their function and food sources.	Minerals are known as vitamins, except for iodine.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-micronutrients	Different nutrients provide energy and are needed for growth, repair and maintenance.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-micronutrients	Yeast produces carbon dioxide gas that makes the bread to rise. The yeast needs to be activated with water.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-herb-focaccia	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-chicken-and-herb-focaccia	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-sweet-potato-katsu-curry									
Food origins	Growing, harvesting and catching our food	I can describe the different food groups and ingredients in dishes and meals.	All food produced, consumed and sold in different ways, needs to be traced back to its origin.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/growing-harvesting-and-catching-our-food	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/growing-harvesting-and-catching-our-food	Making lead in the hole	I can use food skills to make lead in the hole.	Shallow lead in the hole is the best way to make lead.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-lead-in-the-hole	Keep our digestive system healthy by eating a variety of foods.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-lead-in-the-hole	Health and dietary needs	Nutritional needs throughout life	I can plan meals for different dietary requirements, with food sources.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/nutritional-needs-throughout-life	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/nutritional-needs-throughout-life	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/nutritional-needs-throughout-life							
Growing, harvesting and catching our food	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/growing-harvesting-and-catching-our-food	I can describe the different food groups and ingredients in dishes and meals.	All food produced, consumed and sold in different ways, needs to be traced back to its origin.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/growing-harvesting-and-catching-our-food	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/growing-harvesting-and-catching-our-food	More sustainable diets	I can identify ways diets can be healthier and more sustainable.	Recipies can be modified to reduce food waste at each stage of the food chain.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Reducing food waste and supporting health.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	When making two different types of meal, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/nutritional-needs-throughout-life	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/nutritional-needs-throughout-life	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life								
Making veggie farts	I can use food skills to make veggie farts.	Quiches have a range of fillings, including vegetables, cheese, meat, herbs and spices.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The outcome of a quiche depends on the amount of fat, salt and sugar to be used.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-veggie-farts	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-veggie-farts	Making burgers with bean burgers, with flatbreads	I can use food skills to make burgers with bean burgers, with flatbreads.	Reducing food waste and supporting health.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-burgers-with-bean-burgers-with-flatbreads	When making two different types of meal, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life											
Making mini stir-fry & orange cakes	I can use food skills to make mini stir-fry & orange cakes.	Cakes cook in an oven, need to be preheated.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The outcome of a stir-fry depends on the amount of fat, salt and sugar to be used.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-mini-stir-fry-and-orange-cakes	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-mini-stir-fry-and-orange-cakes	Making beef and lentil cottage pie	I can use food skills to make a beef and lentil cottage pie.	Burgers rise quickly when the meat is browned.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-burgers-with-bean-burgers-with-flatbreads	To diversify the diet, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life											
Informed food choices	Factors affecting food choice	I can identify and explain the different factors that affect food choice.	The eating and cooking environment, as well as our taste, can affect food choice.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	There are a range of factors affecting food choice, such as taste, smell, texture, appearance, and packaging.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/informed-food-choices	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/informed-food-choices	Local food to worldwide cuisine	I can locate the origin of ingredients for different worldwide cuisines.	There are advantages to using local ingredients, such as taste, smell, texture and availability.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/local-food-to-worldwide-cuisine	When the food journey has been completed, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life											
Making a Chicago style pizza	I can use food skills to make a Chicago style pizza.	Crusts are made from stock (water), yeast, oil and flour.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	We can judge the quality of a pizza by its taste, smell, texture and appearance.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-a-chicago-style-pizza	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-a-chicago-style-pizza	Making mini Victoria sponges	I can use food skills to make mini Victoria sponges.	Cakes rise quickly when the meat is browned.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-burgers-with-bean-burgers-with-flatbreads	When the food journey has been completed, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life											
Making Jollof rice	I can use food skills to make Jollof rice.	The rice grains are absorbed.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	The food skills to make a smoothie are followed by a smoothie.	Preference tests are used to taste the rice.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-jollof-rice	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-jollof-rice	Making a Thai curry	I can use food skills to make a Thai curry.	Cakes rise quickly when the meat is browned.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/making-burgers-with-bean-burgers-with-flatbreads	When the food journey has been completed, it is important to use different amounts of fat, salt and sugar to be aware of the consequences of excess.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/more-sustainable-diets	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	High standards of food safety.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/units/cooking-and-nutrition/lessons/more-sustainable-diets	Katsu curry is a Japanese dish of a pork cutlet in a sweet and sour sauce.	https://www.nutrition.org.uk/secondary/units/food-and-nutrition/lessons/nutritional-needs-throughout-life											



Overview of the lessons

- Main subject content includes: healthy eating, cooking, and where food comes from.
- In addition, 'threads' throughout the curriculum (KS1 to 3) have been weaved in, supporting progression.
- 'Threads' include consumer awareness, food culture, food hygiene and safety, food origins and provenance, food preparation and cooking, healthy eating and nutrition, sensory evaluation, sustainability and climate change, and the science of food.

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



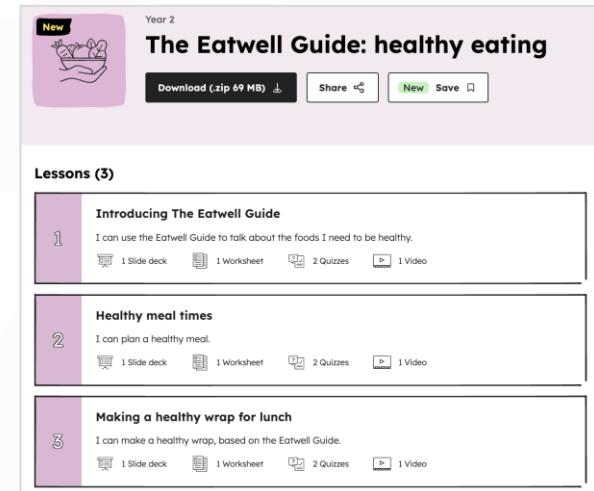
Overview of the lessons

In each year, there are 4 units. Progression is built in throughout the year, as well as over Key Stages.

For example, 'cooking' units in primary are: *Let's start cooking*, *Cooking without heat*, *Cooking around the world*, *Cooking for life*, *Creative cooking*, and *Cooking showcase*.

Generally, each year group comprises:

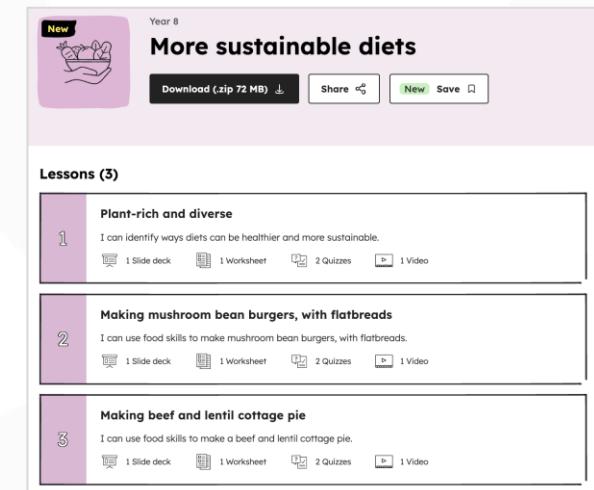
- Unit 1: food preparation and cooking (3 lessons)
- Unit 2: healthy eating and nutrition (3 lessons)
- Unit 3: food origins and provenance (3 lessons)
- Unit 4: social context and dimension (3 lessons)



Year 2
The Eatwell Guide: healthy eating
Download (zip 69 MB) [Share](#) [New](#) [Save](#)

Lessons (3)

- 1 Introducing The Eatwell Guide**
I can use the Eatwell Guide to talk about the foods I need to be healthy.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video
- 2 Healthy meal times**
I can plan a healthy meal.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video
- 3 Making a healthy wrap for lunch**
I can make a healthy wrap, based on the Eatwell Guide.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video



Year 8
More sustainable diets
Download (zip 72 MB) [Share](#) [New](#) [Save](#)

Lessons (3)

- 1 Plant-rich and diverse**
I can identify ways diets can be healthier and more sustainable.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video
- 2 Making mushroom bean burgers, with flatbreads**
I can use food skills to make mushroom bean burgers, with flatbreads.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video
- 3 Making beef and lentil cottage pie**
I can use food skills to make a beef and lentil cottage pie.
1 Slide deck 1 Worksheet 2 Quizzes 1 Video



Slides

- Each of the 108 lessons has a slide deck (PowerPoint/Google Slide).
- The slide deck provides all the detail for the lesson, broken into 'learning cycles', helping not to overload pupils.
- Slides start with a pupil outcome and key words, and end with a summary.
- Throughout the slide deck, 'checks for understanding' are provided, supporting pupils' retention.
- At the end of each 'learning cycle' a task is provided (the task also appears on the pupil worksheet). There is a summary at the end.
- The slide decks are completely editable – use what you want. For example, you might use the entire deck, or a selected slide to support an existing lesson.

Making yakisoba noodles

Cooking and nutrition
Unit Independent and confident cooking

Outcome

I can use food skills to make yakisoba noodles.

Keywords

- yakisoba a Japanese dish of fried noodles, vegetables, and sometimes meat or fish
- food poisoning illness caused by eating something contaminated with bacteria
- sensory evaluation the use of our senses to assess a product

Lesson outline

Making yakisoba noodles

Cooking hygienically

Exploration

Yaki means cooked over heat.
Soba means noodles. In **yakisoba**, noodles made from wheat are used.
Wheat is a plant which is milled into flour, which is used to make noodles.

Lucas says: **Yakisoba** are noodles fried over heat.
Noodles are also made from b

Cooking hygienically

Which of these best describes **yakisoba**?

a noodles steamed over heat
 b noodles fried over heat ✓

Task A Cooking hygienically

Lucas is making a toasted grated cheese, tomato and onion sandwich. What should he do to reduce the risk of **food poisoning**?

Cooking	Hygiene tips for Lucas
Before cooking	
During cooking	
After cooking	Jacob says: I need to get ready to cook and make sure the food is okay.



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 teacher goes through all the slides, asks questions and sets tasks (asking the teacher/pupil to pause the video), and discusses the answers.

The videos could be used in a variety of settings:

- in class, with pupils following and answering questions, guided by the teacher
- independent study, using the worksheet (where appropriate as homework)
- as part of a CPD session, for example to cover new food skills or explore how concepts are explained
- a cover lesson, with worksheet and quizzes to support.

The origins of Glamorgan sausages

Breadcrumbs are 'crumbs' of bread, made by chopping or grating bread into small bits. They can be used for:

making a stuffing to go with chicken a crunchy topping on macaroni cheese **coating** fish to make fish fingers

In this recipe, breadcrumbs are used in the sausage and as a **coating.**

Play 410 10 4:43 / 16:48

Andeep

This screenshot shows a video player interface. The title is 'The origins of Glamorgan sausages'. The video content discusses the use of breadcrumbs in various dishes, including as a stuffing, a topping, and a coating. A callout box highlights that breadcrumbs are used in the sausage and as a coating. The video player shows a progress bar at 4:43 / 16:48 and a 'Play' button. A small video thumbnail in the top right corner shows a teacher, andeep.

Food allergy

Some people have a food **allergy** to these foods:

eggs fish celery

Mayonnaise is made with eggs.

Lucas

This screenshot shows a video player interface. The title is 'Food allergy'. It discusses common food allergies and shows images of eggs, fish, and celery. A callout box states that mayonnaise is made with eggs. The video player shows a progress bar at 7:00 / 18:16 and a 'Play' button. A small video thumbnail in the top right corner shows a teacher, Lucas.



Assessment

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

Key assessment points

- **Starter quiz** – available as a worksheet, which pupils could complete before/at the start of the lesson to check prior knowledge. An answer sheet is also provided. Quizzes are found with each lesson.
- **Exit quiz** - will test your pupils' understanding of the key learning points. An answer sheet is also provided. Quizzes are found with each lesson.
- **'Checks for understanding'** - each 'learning cycle' in a lesson features explanations with 'checks for understanding'
- **'Tasks'** - each 'learning cycle' in a lesson includes a practice task
- **Worksheets** – this has the 'tasks' from the lesson, in a format that can easily be completed by the pupil.

The image shows two versions of a worksheet titled 'Sources of energy and nutrients'. Both versions include a 'Name:' field and a title bar with a 'Worksheet' icon.

Task A: Sources of energy

1) Undertake nutritional analysis:
a) go to: <https://oaklink/explore-food>
b) Calculate the energy provided by 10 foods and drinks per 100 g.

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.)

Food	kJ	kcal
banana	348	(81)
peanuts	2495	(602)
tuna	460	(109)
apple	215	(51)

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?



Recipes

- In primary, six out of 12 lessons are practical; in secondary, eight out of 12 are practical.
- At Key stage 1, all lessons (and therefore recipes) are 'non-heat', and predominately savoury (there is one sweet recipe per year group).
- 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.
- The slide deck goes through the food skills for each recipe.

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.

Name: _____

Task A: Scone recipe origins

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

savoury ingredients
vegetables, beans, cheese, fish, meat, herbs, garlic, chilli ...

basic dough
self-raising flour
baking block
milk

shaping

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

name?

Task B: Making my fruit scone wedges

1) Follow the recipe and make fruit scone wedges.

Before you cook:

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

As you prep and cook:

- be safe and hygienic
- use your food skills

Alex



Recipes

- All recipes are flexible and can be edited.
- Most provide opportunities for pupils to be creative.
- Recipes are plant-rich, with options for fish and meat to be added.
- 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.

Food and religion

We will be making **paska**.

Paska is a traditional Easter bread from the Ukraine.

It is usually made with eggs, butter, sugar, and sometimes raisins, and has a light, sweet taste.

The bread is often beautifully decorated with designs such as crosses (representing Jesus), flowers (symbolising new life), and braids or swirls (eternity and faith).

Top image: Traditional Ukrainian Paska with a Trypillian pysanka egg and willow branches, AMorinioush, 2014, CC BY-SA 3.0



Rice dish origins

Culturally, **Jollof** rice is a symbol of celebration and togetherness.

Jollof rice is a symbol of national pride, history and unity in **West Africa**.

Jollof rice is served at many celebrations, including birthdays and graduations.



Have you eaten **Jollof** rice?



It's great with coleslaw - helping you get your 5 A DAY!



Additional materials

- In the ‘additional materials’ (teacher support), there is additional advice and support, including:
 - recipe
 - food skills
 - cooking practicalities
 - modifications
 - setting up the classroom
 - risk assessment
 - health and safety
 - ingredients

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 35 g baking block (or butter))
20 g sugar
80 g fresh, canned or frozen fruit
100 ml milk

Equipment
Greaseproof paper, baking tray, wet table knife, oven gloves, cooling rack

Method

1. Preheat the oven to 200°C or 180°C fan.
2. Line the baking tray.
3. Prepare the fruit, e.g. peel, slice.
4. Put the flour and cinnamon into a bowl.
5. Rub-in the baking fat into the flour until it forms fine breadcrumbs.
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.
10. Cut four lines over the top, cut the scone into wedges.

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

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

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

Risk assessment
A risk assessment must be completed for any activity in which there is a significant risk of harm from an identified hazard, whether to pupils, teachers, technicians or occasional visitors to the department. Staff training is a critical 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 Open Government Licence v3.0, except where otherwise stated. See [Oak terms & conditions](#).

© British Nutrition Foundation 2025 | nutrition.org.uk

2





Demonstration – access for free

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.

[EYFS](#)[KS1](#)[KS2](#)[KS3](#)[KS4](#)<https://www.thenational.academy/>



Next steps

Next steps for you

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



Curriculum planner decision tree (KS1)

Oak – Food curriculum to classroom

[click here to get started](#)

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 with assess to the right. Click the link and book your courses.

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 (broad/depth-rich, sequenced, coherent, accessible, diverse, meaningful)	<input type="button" value="N/A"/> <small>(W)</small>	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
2. Curriculum planning – Ability to plan and adapt CPD pathways and adapt curriculum resources to school context	<input type="button" value="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 methods	<input type="button" value="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 methods	<input type="button" value="N/A"/>	You've indicated N/A at this present time. If your situation changes, please revisit this planner.
5. Large-scale implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	<input type="button" value="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 pupils' needs	<input type="button" value="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 disabled pupils	<input type="button" value="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	<input type="button" value="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.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/>

Ratings explained

Rating	Descriptor	Supportive Guidance
0 – Not yet started	<i>I have not yet engaged with this area.</i>	This may be a new focus for you. Professional development here could open exciting opportunities.
1 – Emerging awareness	<i>I have a basic awareness and understanding of this area.</i>	You may need initial support, for example, to increase your confidence.
2 – Early development	<i>I have used this and can apply it in limited situations.</i>	Take part in training conferences, webinars, or online learning.
3 – Established practice	<i>I can apply this in most situations with some support if needed.</i>	I can apply this in most situations with some support if needed. Refinement CPD could help you apply it more flexibly.
4 – Confident and consistent	<i>I apply this consistently and adapt it to different contexts.</i>	Take part in training courses or webinars. CPD could focus on developing your confidence.
5 – Expert / role model	<i>I consistently model excellent practice and support others to develop.</i>	You could share your expertise and lead CPD in this area.

© British Nutrition Foundation 2025 | nutrition.org.uk



Training

- **23/9 – Getting started with Oak - *recording available soon***
- 30/9 – Map your own path (CPD)
- 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)



Find out more
about the training
by following this
QR code





Thank you for attending.

For further advice, support and training, go to:

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

