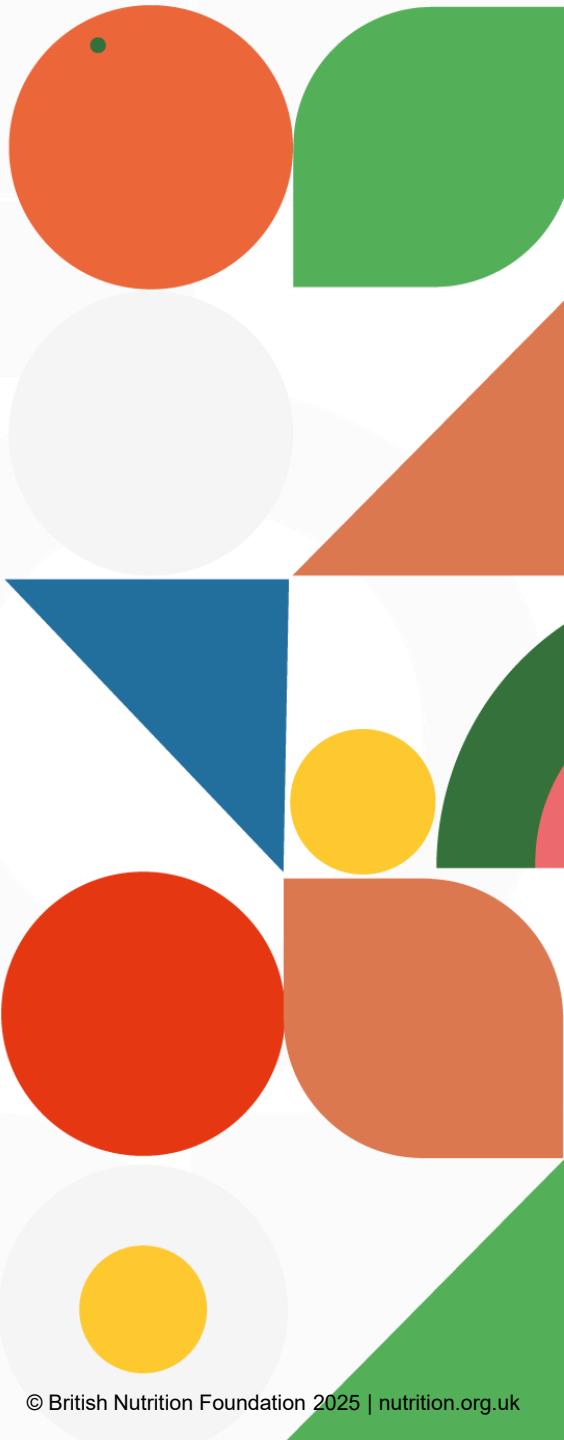


# Inside the curriculum

Unpacking Oak's approach to food

7 October 2025



# Welcome

- Welcome and thanks to All Saints Educational Trust
- Curriculum aims and purpose, including aspects of practical work, health and sustainable eating, and cultural appreciation
- Curriculum structure, threads, units and lessons, within a social context
- Exploring the 108 lessons: slides, videos, worksheets, quizzes, recipes, and teacher support materials
- Practical food work and embedding knowledge
- Support and resources available for FREE for you
- Next steps for you

[Catch up on previous webinars](#)





# Curriculum aims and purpose



# Oak Curriculum Principles

## **Knowledge and vocabulary rich**

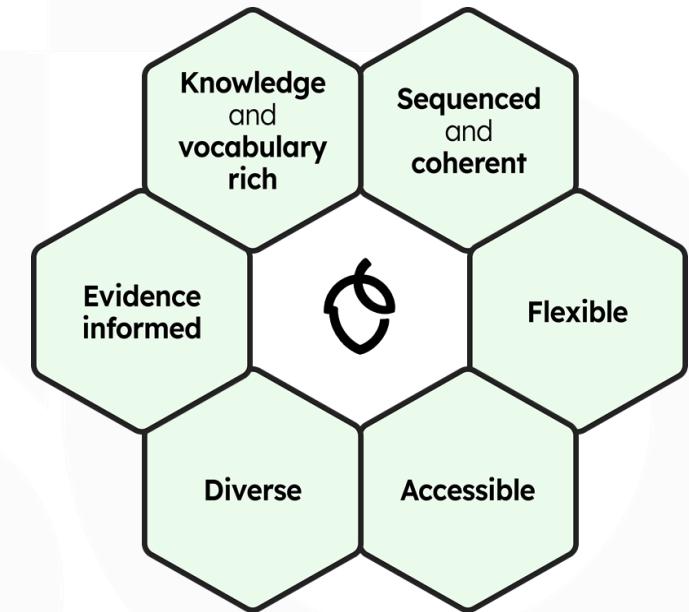
The curriculum builds pupils' substantive and procedural knowledge over time, explicitly mapping and revisiting key vocabulary to support learning.

## **Sequenced and coherent**

Content is carefully ordered so new learning builds on prior knowledge, with vertical threads ensuring concepts develop logically across year groups.

## **Evidence-informed**

The curriculum and resources are grounded in educational research, subject-specific guidance, and national recommendations for effective teaching and learning.



# Oak Curriculum Principles

## Flexible

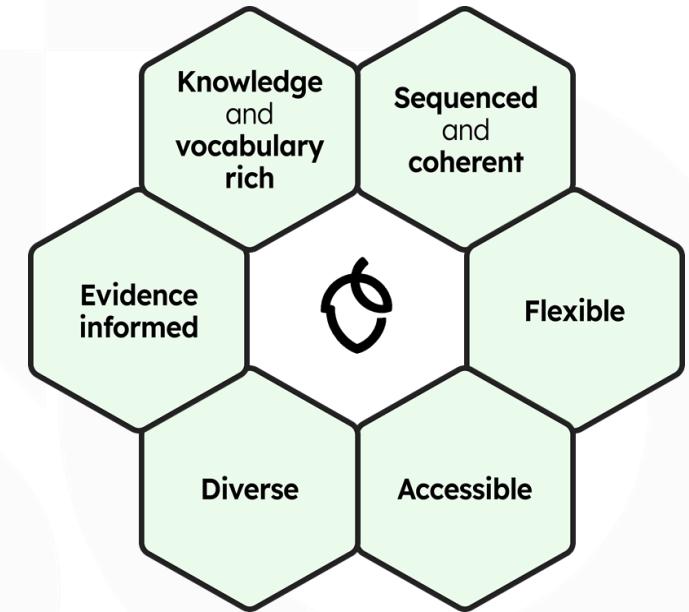
Schools can adapt and use the curriculum in full or in parts to suit their context, resources, pupil needs, and teaching priorities.

## Diverse

The curriculum reflects a wide range of cultures, foods, contexts, and perspectives to broaden pupils' understanding and experiences.

## Accessible

Resources are designed to support all learners, including those with SEND, through clear instruction, reduced cognitive load, inclusive design, and flexible use.



# Aims and Purpose

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



# Oak Subject Principles

Focuses on the knowledge and skills specific to food and nutrition, including:

- Planning, preparing and cooking a repertoire of predominantly savoury dishes using a range of ingredients and cooking techniques;
- The principles of nutrition and health.

- Units are sequenced to cover food preparation and cooking, healthy eating, food provenance and consumer awareness.
- Pupils are taught to plan, prepare and cook a wide range of mainly savoury dishes safely and hygienically.
- They apply their food knowledge to make informed decisions about nutrition and health.



# Oak Subject Principles

Applies our diversity principle by enriching learning through the experience of a range of international cuisines.

- The curriculum explores how food, cuisine, culture, custom and heritage influence personal food choices.
- Cooking experiences and references to a range of cultures broaden pupils' exposure to diverse foods and traditions.





# Curriculum structure

# How it was built

- Set parameters: 12 lessons per year across KS1-3
- All content covers National Curriculum D&T: Cooking and nutrition.
- Unpacked the NC statements (2, 3 and 4 sentences), considering progression and content.
- Details all learning via outcomes and key learning points for 108 lessons.

## 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.

### 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.



# How it was built

## Took into consideration:

- Core food competences
- DfE teacher framework documents
- *Food – a fact of life* (FFL) key facts
- D&TA and FFL good practice documents
- Reputable sources of information, e.g. Eatwell Guide, FSA, Defra, UN, UNESCO ...
- Food skill development research and best practice
- Learning first (skills, Eatwell Guide, diversity ...), recipe second
- Social and culture connection with food and our lives
- Discussion with an expert panel, which included teachers

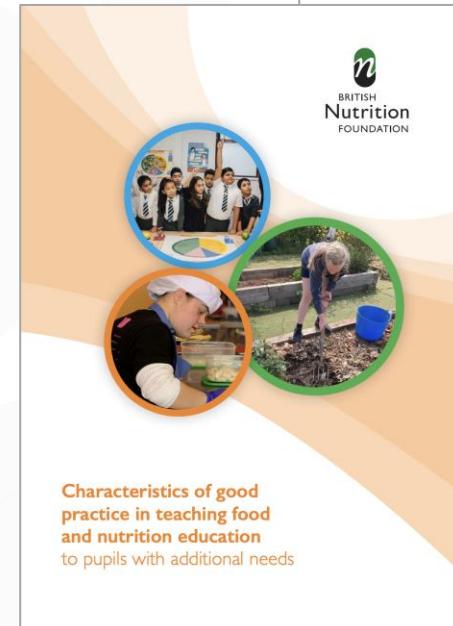
Core competences for children and young people aged 5-16 years			
<ul style="list-style-type: none"><li>○ The competences represent core skills and knowledge around the themes of Diet (food and drink), Consumer Awareness, Cooking (Food Preparation and Handling), and Food Safety (Food Hygiene and Food Safety) and provide an essential benchmark.</li><li>○ The competences are progressive and cumulative from one age phase to the next.</li><li>○ They could be met at home, school or through other activities.</li><li>○ They show essential knowledge and capability – they are neither a curriculum nor an examination specification.</li><li>○ The competences reflect UK-wide practice.</li><li>○ Their aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.</li></ul>			
Diet (food and drink)	By the age of 7, children should:  ... recognise that food and water are essential for life. ... be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the eatwell guide. ... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day. ... know that food and drink provide energy and in different amounts. ... know that it is important to eat breakfast every day. ... know that some people eat or avoid certain foods for different reasons, e.g. due to allergy/intolerance, religion. ... drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.	By the age of 11, children should:  ... make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the eatwell guide. ... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing. ... know that food and drink provide energy and in different amounts. ... know that a variety of food is needed in the diet because different foods provide different substances needed for different needs, e.g. nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre. ... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. ... know that it is important to drink regularly throughout the day to stay hydrated.	By the age of 14, pupils should:  ... use current healthy eating advice to choose a varied balanced diet for their needs and those of others. ... know that food and drink provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years. ... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight. ... know that their bodies contain water and that they need fluid from food and drink to keep the body working properly.
			By the age of 16, students should:  ... be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding.



Public Health  
England

Protecting and improving the nation's health

**Food teaching in secondary schools:**  
A framework of knowledge and skills



# How it was built

- Curriculum statement
- Unit titles
- Lesson titles
- Lesson content

[View unit](#) **New**

Lesson 1 of 3

Year 7

## Factors affecting food choice

I can identify and explain the different factors that affect food choice.

[Download all](#) [Share activities with pupils](#) [Add teacher note and share](#)

Lesson slides [Download lesson slides](#)

**Factors affecting food choice**

Cooking and nutrition

Unit Informed food choices

Lesson details

Contents

- 1 Aims and purpose
- 2 Oak curriculum principles
- 3 Oak subject principles
- 4 National curriculum
- 5 Curriculum delivery
- 6 Curriculum coherence
- 7 Recommendations from subject specific reports
- 8 Subject-specific needs
- 9 Our curriculum partner

**Aims and purpose**

**What are the aims and purpose of our curriculum?**

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

**Oak curriculum principles**

**What overarching curriculum principles inform the design of our curriculum?**

**Knowledge and vocabulary rich**

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, play in learning. Substantive knowledge, such as healthy eating or food science, is the knowledge that pupils need to learn in order to make sense of the world. This 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.

**Cooking and nutrition units** **New** [Full secondary curriculum](#)

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

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

**Factors affecting food choice**

I can identify and explain the different factors that affect food choice.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

**Making a Chicago style pizza**

I can use food skills to make a Chicago style pizza, using a scone based dough.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video

**Making Jollof rice**

I can use food skills to make Jollof rice.

1 Slide deck 1 Worksheet 2 Quizzes 1 Video





# Exploring the lessons

# Lessons - overview

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

- There are 108 lessons in total – 12 for each year (year 1 to 9).
- Lessons are progressive and are connected yet are also ‘stand-alone’ (so, in Year 9 the learning is based on the pupil starting in Year 1, and following the Oak curriculum)
- All lessons and resources are flexible – only use what you want.
- Learn more – [catch-up recordings](#)

### 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



# What are the lessons?

- Lessons are units
  - 4 units of 3 lessons per year
  - Same 'topic' format (cooking, health, provenance and social context – easier to follow across Year groups)
  - Description
  - Why this, why now
- Each lesson has:
  - Outcome
  - Key learning
  - Key words
  - Teacher tip
  - Common misconception
  - Resources

**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](#)



**Filters**

Year

All **Year 7** Year 8

Year 9

**Threads**

All

- Consumer awareness
- Food culture
- Food hygiene and safety
- Food origins and provenance
- Food preparation and cooking
- Healthy eating and nutrition

**Units (4)**

**Cooking and nutrition units** New

Full secondary curriculum [>](#)

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

Rank	Lesson Title	Year	Lessons	Action
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

**Why this why now**

Energy, nutrients, fibre and water are needed in different amounts, are from a range of sources, and have specific functions for health. This builds on previous Eatwell Guide learning, food groups and proportions in Year 8, enabling pupils to apply nutritional knowledge when making healthier choices and modifying recipes, through linking food source and function. In Year 9, pupils explore changing nutritional needs throughout life, as well as allergies and health conditions.



# What does a lesson include?

Each of the 108 lessons comprise:

**Cooking around the world**

There are lots of different types of **equipment**, such as:

tagine	paella pan	spurtle	whisk	ladle
				
to roast	to fry	to mix	to whisk	to serve

What are these used for? 

**Task A** Cooking around the world

2) Name these pieces of **equipment**.  
What are they used for?

Image	wok	rolling pin	grater	juicer
				
Name	wok	rolling pin	grater	juicer
Use	stir-frying food	rolling-out pastry	grating cheese	juicing an orange

Slides

Videos



# What does a lesson include?

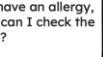
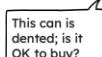
Each of the 108 lessons comprise:

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

### Food labels for safety

**Task A: Buying safe food**

1) Izzy and Alex are buying food for a recipe they want to cook. Answer their questions.

 Alex: What would happen if the food wasn't safe to eat?  
 Izzy: If I have an allergy, how can I check the food?  
 How do I know that the food is safe to eat?  
 This can is dented; is it OK to buy?

1 

Name: \_\_\_\_\_ Exit quiz

### Food labels for safety

1 Do not buy food with \_\_\_\_\_ packaging, such as torn bags, trays or boxes, or dented cans or cartons. (Tick 1 correct answer)

attractive  
 secure  
 sealed  
 damaged

2 Match the following for good food storage: (Write the correct letter in each box)

a	Food stored in sealed cans and packets	in the fridge, such as cheese and cooked meats.
b	Some foods are kept cold	are usually kept in the cupboard.
c	Foods are also kept frozen	in the freezer, such as ice cream and frozen peas.

3 True or false? 'Use by' and 'best before' date marks are the same. The food is still safe to eat after the date passes. (Tick 1 correct answer)

True  
 False

4 When storing food, we should keep the fridge \_\_\_\_\_ and the freezer \_\_\_\_\_. (Tick 2 correct answers)

below 5°C  
 above 5°C  
 below -18°C  
 above -18°C

1 

**Answers** Exit quiz

### Food labels for safety

1 Do not buy food with \_\_\_\_\_ packaging, such as torn bags, trays or boxes, or dented cans or cartons. (Tick 1 correct answer)

attractive  
 secure  
 sealed  
 damaged

2 Match the following for good food storage: (Write the correct letter in each box)

a	Food stored in sealed cans and packets	<b>b</b> in the fridge, such as cheese and cooked meats.
b	Some foods are kept cold	<b>a</b> are usually kept in the cupboard.
c	Foods are also kept frozen	<b>c</b> in the freezer, such as ice cream and frozen peas.

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below 5°C  
 above 5°C  
 below -18°C  
 above -18°C

1 

Worksheets

Quizzes – starter and exit (plus answers)



# What does a lesson include?

## The 'practical' lessons include:

**Let's make a potato salad**

**Worksheet**

**Recipe:** Potato salad

**Ingredients**

- 150 g potatoes
- 1 spring onion
- 1 x 15 ml spoon yogurt
- 1 x 5 ml spoon vinegar
- ½ x 5 ml spoon mustard

**Equipment**

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

**Method**

1. Cut the potatoes in half.
2. Put the potatoes in the bowl.
3. Put the yogurt, vinegar and mustard in the bowl.
4. Cut the spring onion.
5. Put half of the spring onion in the bowl.
6. Mix everything together.
7. Sprinkle the leftover spring onion on top.

**Task B Making my potato salad**

**Practice**

**Recipe:** Potato salad

**Ingredients**

- 150 g potatoes
- 1 spring onion
- 1 x 15 ml spoon yogurt
- 1 x 5 ml spoon vinegar
- ½ x 5 ml spoon mustard

**Equipment**

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

**Weigh and measure carefully.**

Laura

**Task B Making my potato salad**

**Practice**

**Recipe:** Potato salad

**Ingredients**

- 150 g potatoes
- 1 spring onion
- 1 x 15 ml spoon yogurt
- 1 x 5 ml spoon vinegar
- ½ x 5 ml spoon mustard

**Equipment**

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

**Weigh and measure carefully.**

Laura

**Let's make potato salad**

**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 potato salad**

**Task B Recipe - Potato salad**

Pupils will make potato salad. They will help to weigh and measure ingredients, cut the potatoes and spring onions, and mix everything together. Lastly, they will sprinkle chopped spring onion on top.

**Ingredients**

- 150 g potatoes (small, canned or cooked)
- 1 spring onion
- 1 x 15 ml spoon yogurt (plain)
- 1 x 5 ml spoon vinegar
- ½ x 5 ml spoon mustard

**Equipment**

Weighing scales, chopping board, table knife, kitchen scissors, measuring spoon, bowl.

**Method**

1. Cut the potatoes in half. (Cut into quarters if they are too big.)
2. Put the potatoes in the bowl.
3. Put the yogurt, vinegar and mustard in the bowl.
4. Cut the spring onion.
5. Put half of the spring onion in the bowl.
6. Mix everything together.
7. Sprinkle the leftover spring onion on top.

**Food skills**

Weighing, measuring, cutting, mixing and sprinkling.

**Lesson title**

**Additional material**

**Cooking practicalities**

This lesson introduces weighing and measuring ingredients. Take time to demonstrate how to weigh using weighing scales, and measure using measuring spoons. Pupils will need to share. The lesson also reinforces using the bridge hold - a safe cutting technique. If you do not have enough chopping boards, pupils could share or plates could be used. Pupils could work together to make the potato salad, sharing the tasks of weighing, measuring, cutting and sprinkling; this would reduce ingredients and equipment used. Allow pupils, one or two at a time, to collect the ingredients they need to make their potato salad from a central ingredient station.

**Modification to the recipe**

There are many different ways the potato salad can be modified. For example:

- using ready boiled potatoes
- changing to seasonal potatoes, grown at school
- adding other vegetables and fresh herbs.

**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 HSS 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.

For pupils following a vegan diet or with a dairy intolerance, use a non-dairy alternative for the yogurt. Check for allergies to mustard, and swap to fresh herbs.

## Recipes

## Additional information





# Practical food work and embedding knowledge

# Just cooking?

- In the primary phase, six out of 12 lessons are ‘practically’ based. In secondary, eight out of 12 lessons are ‘practically’ based.
- The weighting reflects the practical nature of the subject and often minimal time in schools.
- Food skills are developed:
  - considered motor skills
  - research into food skill development for children
  - teacher experience and practice
  - complexity increased
  - more accurate and precise
  - longer recipes, involving more components

**Making my layered breakfast**

Spoons have many uses.

measuring      adding foods      mixing food      layering food



Explanation

**Making my mushroom bean burgers, with flatbreads**

We will be making two dishes: mushroom bean burgers, and flatbreads.

When making two dishes at the same time, read both recipes first to decide which order to complete the steps in each recipe - this is known as **dovetailing**.

For example, some tasks can be completed when something is cooking, or if one part needs to rest.

**Dovetailing** results in a better use of time, where tasks fit together easily.



Explanation



# Just cooking?

- The importance of teaching applied (embedded) content via practical lessons is reflected, especially to cover all the subject content necessary (although there is more that could be added with additional lessons).

## Getting ready to cook

Before cooking, we need to get ready.

We need to be **hygienic**.

**Hygienic** means to be clean.



# Just cooking?

Practical, or cooking, lessons provide the opportunity to learn about (for example):

- hygiene and safety
- provenance
- sustainability

### Making sustainable choices

To be more **sustainable**, we can:

- avoid using any endangered **species**
- use fish that are more **sustainable**, e.g. coley, mackerel, mussels, pollock
- choose certified fish wherever possible, e.g. look for the MSC label
- use fresh fish that is in season
- cook with a greater variety of fish (not just the 'big 5').



Explanation

### Making my veggie kebabs

When preparing and cooking food, we need to work safely and hygienically.



We work safely to prevent accidents.

Sam



We work hygienically to be clean.

Sofia



Explanation

### Bruschetta origins

This **bruschetta** uses the following ingredients:

onion

tomatoes

garlic

basil



All these ingredients have been produced (grown) and harvested.

Aisha



We then process them in the kitchen, such as peeling, slicing and chopping.



Explanation



# Just cooking?

Practical, or cooking, lessons provide the opportunity to learn about (for example):

- the science of food
- sensory aspects of food
- diversity, food culture and heritage

### Dishes and meals from around the world

This dish is called ackee and saltfish, from Jamaica. The saltfish is fried with ackee (a fruit), onions, chillies, tomatoes and black pepper.

This dish is called shakshuka, from North Africa. It contains tomatoes, onions, peppers, spices and eggs.

'Ackee and Salt Fish' by Gill Frederick (2005) is licensed under CC-BY 2.0



Explanation



### Sponge origins

The mini Victoria **sponges** use the following ingredients:

eggs



self-raising flour



The eggs are beaten to trap air, which helps the **sponge** to rise. The protein in the egg keeps the **sponge** together and hold its shape.

Flour provides the main structure of the **sponges**. It contains baking powder, which produces carbon dioxide when mixed with liquid, helping the **sponges** rise.



### Task B Making and evaluating my aloo gobi



Evaluate your dish.

2) Ask five people to assess the dish that you made.

				Comments
appearance				
odour				
taste				
texture/mouthfeel				

What is the overall opinion of your dish?



# Just cooking?

Practical, or cooking, lessons provide the opportunity to learn about (for example):

- health and nutrition
- maths, English, RE ...

## 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, AMartiniuk, 2014. CC BY-SA 3.0

## Recipe origins and modifications



Explanation

**Falafel** is often seen as a healthier dish, as it includes **chickpeas**.

However, **falafel** is traditionally fried which is a less healthy cooking method. The dish provides more energy due to the oil (fat) used.

Alternative cooking methods could be used which use less oil, such as grilling, baking, or air-frying.



Top photo: "Falafel - Doctor Soodie" by Mojento is licensed under CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/>?ref=openverse

## Making my Irish soda bread



Explanation

To make Irish **soda bread**, we will be:

measuring



weighing scales

We are going to weigh the flour.

Make sure it says 0 g before you weigh.

Weigh exactly how much the recipe states.



Laura





# Support and resources available

# Support and resources

In addition to the Oak curriculum and lessons, the British Nutrition Foundation has developed:

- Interactive CPD planner
- Training and resources decision tree
- Curriculum planner decision trees
- Audit
- SMART goal planner

(available via [Food – a fact of life](https://www.foodafactoflife.org.uk/professional-development/oak-food-curriculum-to-classroom/))

**Oak - Food curriculum to classroom**

**Nutrition**

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 structure, structure, knowledge, skills, knowledge-rich, sequenced, coherent, accessible, diverse, evidence	3 – Established practice	Take course 3 (inside the curriculum) to refine curriculum mapping and embed principles across your planning, as you may have different levels of curriculum knowledge. 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)
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context	4 – Confident and consistent	Use course 2 (step 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 6 to deepen strategic planning. 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)
3. Primary Food Teaching – Skills in delivering primary food education using Oak's structure and lesson materials	3 – Established practice	Book on courses 4 (Primary food teaching made easy with Oak) and 6 (Making Oak work in primary) to refine teaching techniques at key stages, and 7 (Making Oak work in secondary) to better understand the Oak approach to teaching and how Oak resources can support. For support for pupils with additional needs, review course 9 (inclusive food education)
4. Secondary Food Teaching – 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 approach to teaching and how Oak resources can support. For support for pupils with additional needs, review course 9 (inclusive food education)
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	4 – Confident and consistent	Explore course 8 (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 practical and paediatric strategies. Ensure learning from course 9 (inclusive food education) is embedded in your teaching and how Oak resources can support. For support for pupils with additional needs, review course 9 (inclusive food education)
6. Designing a Modern Curriculum – Competence in aligning Oak with modern food education priorities and recipes	5 – Expert / role model	Based on course 8 (Designing a modern food curriculum with Oak as your foundation) and 9 (Incorporating pupils with additional needs) share case studies of approaches with colleagues, and others at network meetings
7. Inclusive Food Education – Skills in adapting lessons for pupils with additional needs and ensuring accessibility for diverse learners	5 – Expert / role model	Deliver CPD around supporting pupils with additional needs using examples from course 9 (inclusive food education) and 10 (Improving pupils' Use Oak for independent and home learning), ensuring accessibility for diverse learners
8. Promoting Independent and Active Learning – Ability to use Oak resources to empower pupils in self-study and active learning	3 – Established practice	See course 10 (Empowering pupils' Use Oak for independent and home learning) to refine and embed independent and home learning approaches. Ensure that these link to the strategies outlined in course 8 (Making Oak work in primary), 7 (Making Oak work in secondary), and 9 (inclusive food education)

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

**Rating explained**

Rating	Descriptor	Supportive Guidance
0 – Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Professional learning here could support you to engage.
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 you strengthen and extend skills.
3 – Established practice	I can apply this in most situations with some support if needed.	Refinement CPD can help you adapt it more flexibly.
4 – Confident and consistent	I apply this effectively and adapt it to different contexts.	Developing practitioners 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.

**Curriculum planner decision tree (KS1)**

Oak – Food curriculum to classroom

[click here to get started](#)

**British Nutrition Foundation**

**FOOD**  
a fact of life



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# Support and resources

## Food – a fact of life support

- Recipe support packs
- Support around teaching and learning (planning and teaching)
- Essentials course – new
- Practical skills videos (teacher)
- Toolkits
- Newsletter



### Recipe support packs

We have created an all-in-one solution for planning and delivering practical cookery lessons!

Our Recipe support packs have been created to reduce planning time and workload, support the smooth running of a practical cookery lesson and enhance teaching and learning.

Look no further for your next practical cookery lesson!

[Recipe support pack](#)

The screenshot shows the 'Professional development' section of the website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', and 'Contact us'. The main menu has categories for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', and 'Whole school'. A pink sidebar on the right is titled 'Professional development' and contains links for 'FFL training - live and on-demand', 'Teaching and learning', 'Essentials CPD course', 'Oak - Food curriculum to classroom', 'Practical skills videos (Teacher versions)', 'Teaching Primary Food and Nutrition', 'PPD toolkit', and 'PPD newsletter - sign up'. The main content area features a video thumbnail of a teacher speaking to students. Below the video, text reads: '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.' A note at the bottom states: 'There are also areas for the [Essentials secondary CPD programme](#), the [Oak - Food curriculum to classroom programme](#) and [Teaching Primary Food and Nutrition](#)'.

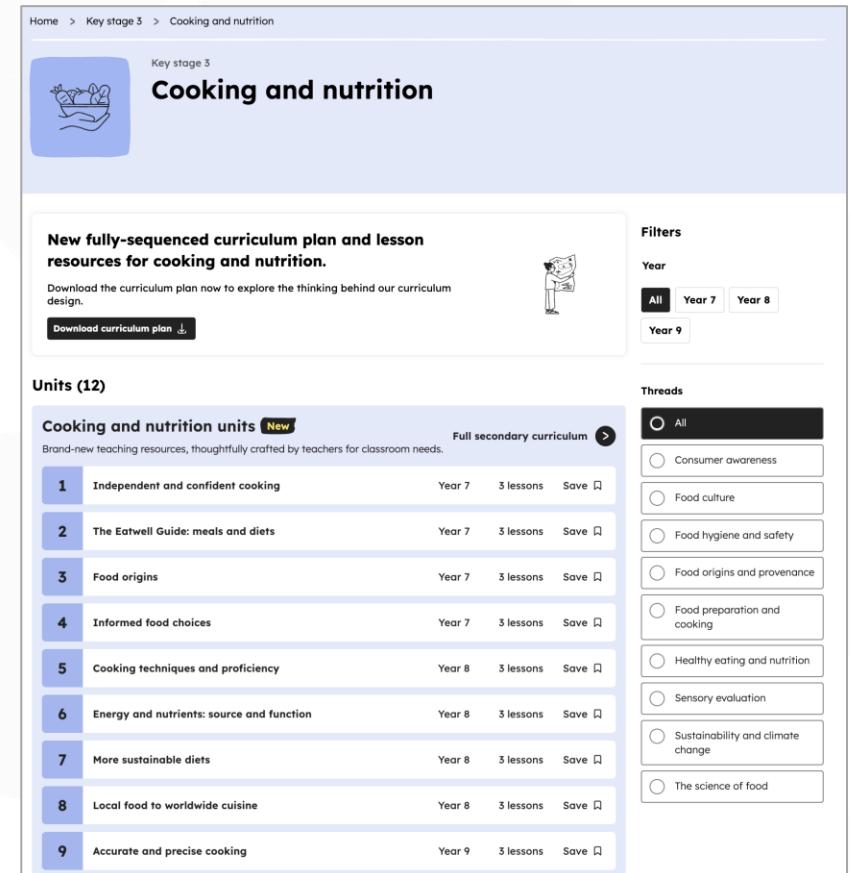




# Next steps

# Next steps for you

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



Home > Key stage 3 > Cooking and nutrition

## Key stage 3 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 (12)**

Number	Unit Title	Year	Lessons	Action
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

**Filters**

Year

All  Year 7  Year 8

Year 9

**Threads**

All

Consumer awareness

Food culture

Food hygiene and safety

Food origins and provenance

Food preparation and cooking

Healthy eating and nutrition

Sensory evaluation

Sustainability and climate change

The science of food



# Training

- 23/9 – Getting started with Oak - [\*recording available\*](#)
- 30/9 – Map your own path (CPD) - [\*recording available\*](#)
- 7/10 – Inside the curriculum - *recording available soon*
- **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/>

