

# Making Oak work in secondary

Strategies for success

11 November 2025



# Welcome

- Welcome and thanks to All Saints Educational Trust
- An overview of the Oak food curriculum for KS3
- How Oak supports good food teaching
- What is available for you and your school
- Pragmatic approaches to:
  - a) deciding what, why and how to teach
  - b) planning and managing cooking sessions
  - c) dealing with allergies
  - d) covering curriculum content
  - e) time and resource constraints and opportunities
- Discover instant support for your pupils
- Review your CPD opportunities
- Next steps





# Overview of the Oak KS3 cooking and nutrition curriculum

# The Oak food curriculum KS3

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

- Planned for teaching from year 7 to year 9, built on KS1-2.
- 36 lessons – 12 for each year (year 7 to 9), around 1 hour each.
- All content covers National Curriculum D&T: Cooking and nutrition.
- The four sentences at KS3 have been ‘unpacked’ and considered, modernising and future proofing, e.g. sustainability, consumer awareness, diversity emphasis.



# The Oak food curriculum KS3

- The lessons are delivered in 4 units per year: cooking, healthy eating, where food comes from, and a social context.
- Lessons are content rich – could split between lessons or focus on one aspect (shorter lessons).
- ‘Threads’ throughout the curriculum have been weaved in, supporting progression, e.g. sensory, science, culture.
- All lessons and resources are flexible – only use what you want.
- Lessons are progressive and are connected yet are also ‘stand-alone’.

[Catch up on previous webinars](#)

The screenshot displays the Oak food curriculum KS3 interface, organized by year level. Each year level (Year 7, Year 8, and Year 9) is represented by a light purple box containing four unit cards. Each unit card has a numbered icon (1, 2, 3, or 4), a title, and a 'Unit info >' link.

**Year 7**

- 1 Independent and confident cooking
- 2 The Eatwell Guide: meals and diets
- 3 Food origins
- 4 Informed food choices

**Year 8**

- 1 Cooking techniques and proficiency
- 2 Energy and nutrients: source and function
- 3 More sustainable diets
- 4 Local food to worldwide cuisine

**Year 9**

- 1 Accurate and precise cooking
- 2 Health and dietary needs
- 3 Global food challenges
- 4 Food culture and custom

## Threads

☒ All

☐ Consumer awareness

☐ Food culture

☐ Food hygiene and safety

☐ Food origins and provenance

☐ Food preparation and cooking

☐ Healthy eating and nutrition


☐ Sensory evaluation

☐ Sustainability and climate change

☐ The science of food



# Year group, units and lessons

**Cooking and nutrition**

Key stage 3

**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)**

**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

**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

**More sustainable diets**

Year 8

[Download unit](#) [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

**Plant-rich and diverse**

Lesson 1 of 3

Year 8

I can identify ways diets can be healthier and more sustainable.

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

**Lesson slides** [Download lesson slides](#)

Lesson details

Lesson video

Worksheet

**Quizzes**  
Prior knowledge starter quiz  
Assessment exit quiz

**Plant-rich and diverse**

**Cooking and nutrition**  
**Unit** More sustainable diets

Google Slides





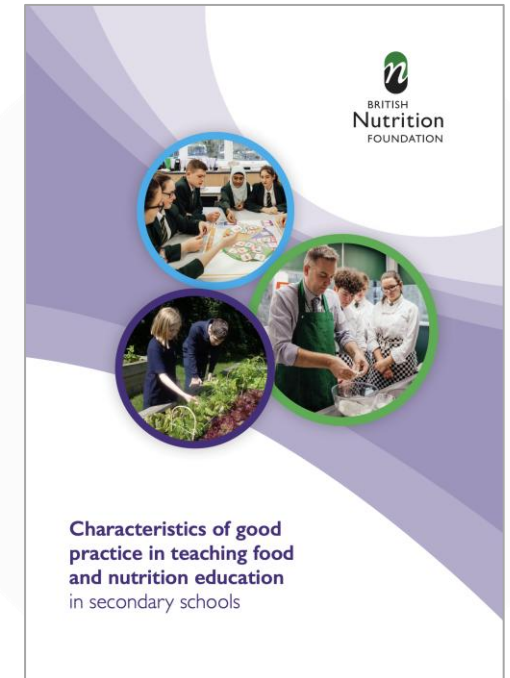
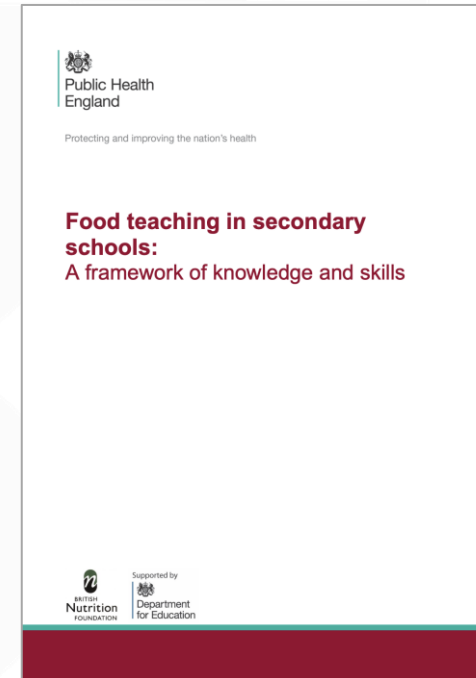
# How Oak supports good food teaching

# Good food teaching

- [DfE teacher framework](#) documents
- Characteristics of good practice documents ([secondary](#) and [additional needs](#))
- *Food – a fact of life*
- *Design & Technology Association*

## Subject content

- Health and nutrition, cooking, provenance, hygiene and safety, sensory, science, culture, heritage ...







# What is available for you and your school?


# What's available?

36 lessons – 12 for each year (year 7 to 9)

- Curriculum plans
- Slide decks
- Quizzes (starter and exit)
- Worksheets
- Videos
- Recipes

**Making my Scotch eggs, with a dipping sauce**

To make **Scotch eggs**, with a dipping sauce, we are going to use the food skill 'using the hob' (boiling).



What happens to the eggs during boiling?

- Proteins are like coiled-up springs.
- As the egg heats, the proteins start to unwind - this is called denaturation.
- The proteins stick together into a mesh - this is called coagulation.
- The heat changes the egg from a liquid to solid state (it is irreversible).

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

**Sources of energy and nutrients**

**Task A: Sources of energy**

1) Undertake **nutritional analysis**:

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

Food or drink	kJ	kcal

Food or drink	kJ	kcal

**Task B: Sources of nutrients**

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

What are the three main nutrients called?

Why do we need **vitamin A**?

What is the main role of carbohydrate and protein?

Alex

**Making curry in a hurry**

**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**

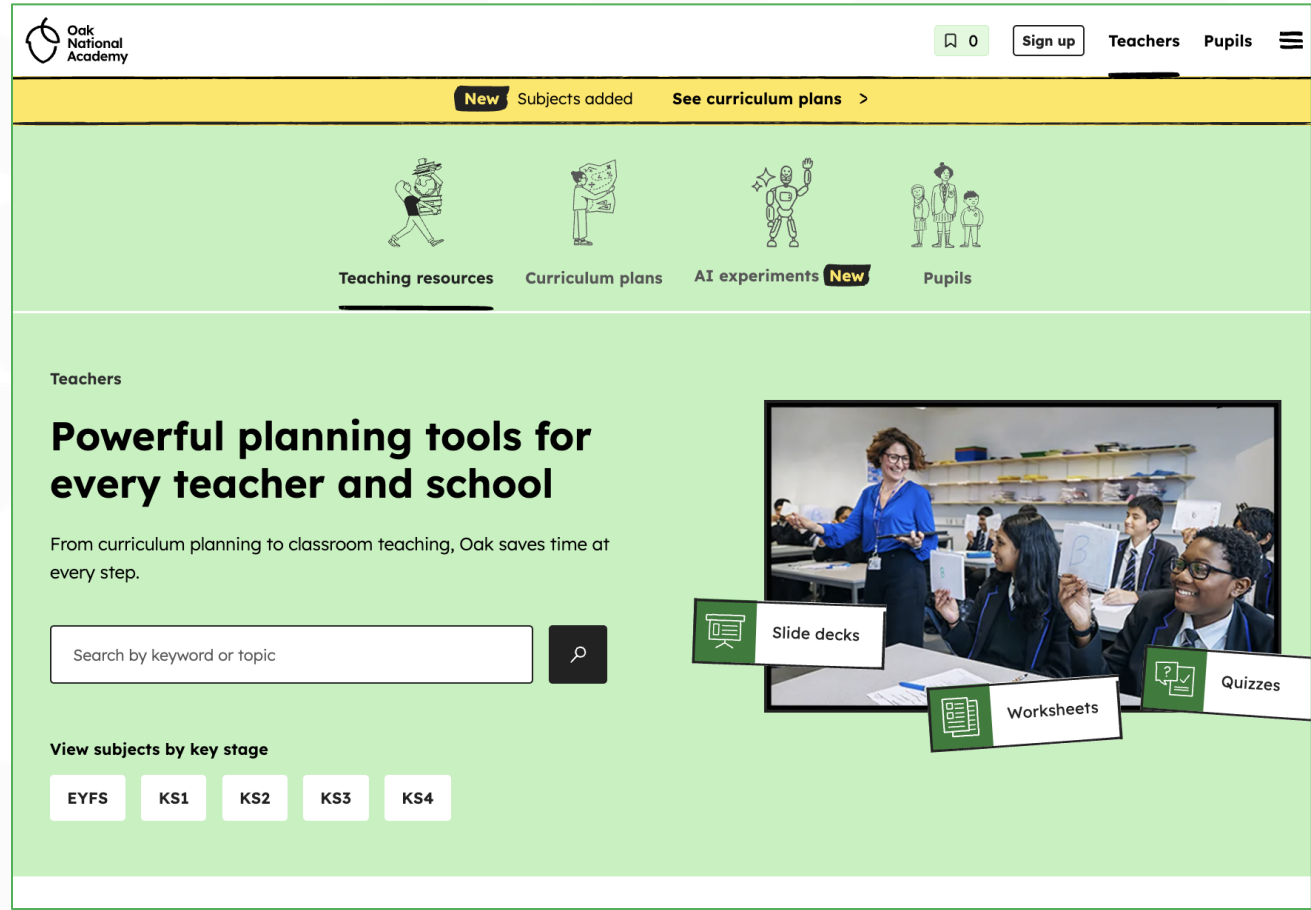
1. Peel and dice the onion.
2. Slice the mushrooms.
3. Peel and chop the garlic.
4. Peel and chop the fresh ginger, if using.
5. Dice the potato.
6. Drain the chickpeas.
7. Fry the onion, garlic, ginger, mushrooms and potatoes for 5 minutes.
8. Stir in the **curry powder** and tomato puree.
9. Add the 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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# Oak National Academy

- Let's see how you can access these resources



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





# Pragmatic approaches to food

# Deciding what, why and how to teach

## Whole curriculum planned

- Year groups, with units of lessons
- Unit description
- Why this why now
- Prior knowledge

The screenshot displays a web-based curriculum planner for the British Nutrition Foundation. The interface is organized into several sections:

- Navigation:** At the top, there are tabs for 'All', 'Year 7', and 'Year 8'. Below these, a 'Year 9' tab is selected.
- Highlight a thread:** A sidebar on the left contains a list of themes with radio buttons for selection. The 'None highlighted' option is currently selected. The themes listed are: 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.
- Curriculum Grid:** The main area shows a grid of units for Year 8 and Year 9. For Year 8, units include 'Independent and confident cooking', 'The Eatwell Guide: meals and diets', 'Informed food choices', 'Cooking techniques and proficiency', 'Energy and nutrients: source and function', and 'Local food to worldwide cuisine'. For Year 9, units include 'Accurate and precise cooking' and 'Health and dietary needs'. Each unit has a 'Unit info >' link.
- Unit Detail Panel:** On the right, a detailed view for the 'Local food to worldwide cuisine' unit (Year 8) is shown. It includes:
  - Threads:** A list of related themes: Consumer awareness, Food culture, Food hygiene and safety, Food origins and provenance, Food preparation and cooking, Sensory evaluation, and Sustainability and climate change.
  - Description:** A paragraph explaining the unit's focus on cuisines, ingredients, cooking techniques, and food waste.
  - Why this why now:** A section explaining the unit's relevance to the current curriculum and previous learning.
  - Lessons in unit:** A section with a dropdown arrow.
  - Prior knowledge requirements:** A section with a dropdown arrow.
  - Action:** A button at the bottom right says 'See lessons in unit >'.



# Deciding what, why and how to teach

## Whole curriculum planned

- Learning outcome
  - Key learning points
  - Teacher tip
  - Additional information
- 
- Make it your own! (Use what you want – get inspired!)

### Lesson details

#### Key learning points

1. Thai curry is a dish in Thai cuisine made from curry paste, coconut milk or water, meat or fish, and vegetables.
2. Food leftovers can be used in recipes safely, helping to reduce food waste.
3. The food skills used to make a Thai curry are measuring, peeling, slicing, mixing, using the hob and presenting.
4. Ambient, fresh and frozen foods should be stored, cooked, chilled and/or reheated properly to ensure food safety.
5. Cooking technique and proficiency can be rated, allowing for improvements in the future.

**If time is tight, or equipment limited, pre-cooked rice could be provided to pupils, or pupils could work in pairs. Provide different plates and bowls, as well as garnishes, for the pupils to explore different presentation styles and techniques.**

Teacher tip

#### Keywords

**Thai** - the people and cuisine of Thailand

**Curry paste** - a mixture of ingredients pounded into a paste

**Proficiency** - a high degree of skills and expertise

#### Common misconception

**If a food is placed in the fridge, there is no need for it to be covered or placed in a container, as the fridge is a cold and safe storage area.**

All food placed in the fridge must be covered or placed in a container to prevent cross contamination with other foods, preventing food poisoning. It also helps to stop the food drying out.

#### How to plan a lesson using our resources

To help you plan your year 8 cooking and nutrition lesson on: Making a Thai curry, [download](#) all teaching resources for free and adapt to suit your pupils' needs...

#### 🔧 Equipment

For ingredients and equipment see the recipe in additional materials.

#### ⚠️ Content guidance

Risk assessment required - may contain allergens  
Risk assessment required - equipment

#### 👤 Supervision

Adult supervision required

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# Deciding what, why and how to teach

## A note about food skills and recipes

- Mapped for progression (from Year 1 to 9), based on research and good practice
- Consider other embedded learning
- Diverse range throughout (including recipe/dish examples too)
- Use what you want and adapt as needed (primary & secondary)

### Making aloo gobi

**Ingredients**

- 1 potato (approx 250-300 g)
- 300g cauliflower
- 1 clove garlic
- 25g fresh ginger
- 1 x 15 ml spoon oil
- 1 x 5 ml spoon garam masala
- ½ x 5 ml spoon ground turmeric
- ½ x 5 ml spoon water
- 125ml water

**Equipment**

Chopping board, measuring spoons

**Method**

1. Dice the potato and cauliflower into small cubes.
2. Cut the garlic and ginger into small pieces.
3. Peel and dice the potato and cauliflower.
4. Fry the garlic and ginger in oil for 2 minutes.
5. Stir in the spices and water.
6. Mix the potato and cauliflower into the mixture.
7. Pour in the water.
8. Bring to a boil and simmer for 15 minutes.

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### Making yakisoba noodles

**Ingredients**

- 1 x dried noodle nest (around 60g)
- 1 carrot
- 1 x 5 ml spoon oil
- 1 x 5 ml spoon soy sauce
- 1 x 5 ml spoon honey

**Equipment**

Baking tray, greaseproof paper, weighing scales, measuring jug, saucepan, chopping board, vegetable knife, mixing spoon, measuring spoons, measuring jug, two small bowls, tongs, blender.

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### Making sweet potato katsu curry

**Ingredients**

- 100 g rice
- 100 ml water (if using brown rice, more water is needed)
- 1 sweet potato
- 2 x 15 ml spoon cornflour
- 2 x 15 ml spoon water
- black pepper
- 40 g breadcrumbs (panko breadcrumbs could be used, but are more expensive)
- 1 onion
- 1 carrot
- 1 garlic clove
- 5 cm piece of ginger
- ¼ x 5 ml spoon turmeric
- ½ x 5 ml spoon curry powder
- 1 x 10 ml spoon plain flour
- 200 ml water
- ½ vegetable stock cube (reduced salt)
- 1 x 15 ml spoon soy sauce (reduced salt)
- 1 x 5 ml spoon honey

**Equipment**

Baking tray, greaseproof paper, weighing scales, measuring jug, saucepan, chopping board, vegetable knife, mixing spoon, measuring spoons, measuring jug, two small bowls, tongs, blender.

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### Making mini Victoria sponges

**Ingredients**

- 100g caster sugar
- 100g butter or baking spread
- 100g self-raising flour
- 2 eggs
- 1 x 5 ml spoon baking powder
- 2 x 15 ml spoon strawberry or raspberry jam
- 1 x 5 ml spoon caster sugar

**Equipment**

Muffin spoon, two small bowls

**Method**

1. Preheat the grill.
2. Peel and chop the garlic.
3. Finely dice the mushrooms and red pepper.
4. Fry the mushrooms, yellow pepper, garlic and paprika for five minutes until soft.
5. Make the flatbreads:
  - Mix the flour, water, oil and mixed herbs together to form a dough.
  - Knead for 2 mins, then cover and leave.

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### Making mushroom bean burgers, with flatbreads

**Ingredients**

Burgers	Flatbreads
1 garlic clove	100 g plain flour
125 g mushrooms	50 ml water
½ yellow pepper	1 x 15 ml spoon oil
200 g red kidney beans (canned)	spray oil
1 x 15 ml spoon flour	
1 x 5 ml spoon smoked paprika	Optional extras: salad, dressings and sauces
½ x 5 ml spoon mixed herbs	
spray oil	

**Equipment**

Chopping board, vegetable knife, weighing scales, colander, measuring spoons, measuring jug, small bowl, rolling-pin, baking tray, foil, oven gloves, frying pan, tongs.

**Method**

1. Preheat the grill.
2. Peel and chop the garlic.
3. Finely dice the mushrooms and red pepper.
4. Fry the mushrooms, yellow pepper, garlic and paprika for five minutes until soft.
5. Make the flatbreads:
  - Mix the flour, water, oil and mixed herbs together to form a dough.
  - Knead for 2 mins, then cover and leave.

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# Planning and managing cooking sessions

## Lesson slides

- Full lesson, with worksheet and quizzes (learning cycles)

## Videos

- Models how cooking and tasting could happen

## Additional information

- cooking practicalities
- modification & ingredients
- setting up, risk assessment, and health & safety

### Lesson outline

#### Plant-rich and diverse



Making pea and mint falafel, with tzatziki

Additional material

4. Blitz to a coarse paste.
5. Preheat the grill.
6. Carefully remove the mixture from the food processor.
7. Divide the mixture into eight and roll into even sized patties.
8. Place on a lined baking tray.
9. Spray lightly with oil.
10. Grill for 20 minutes, turning halfway.
11. Prepare the tzatziki:
  - deseed and grate the cucumber
  - peel and chop the garlic
  - chop the mint
  - mix everything together with the yogurt.
12. Remove the falafel from the grill and allow to cool.
13. Serve the falafel and tzatziki together.

**Food skills**  
Measuring, draining, deseeding, peeling, juicing, using a food processor and grill, dividing, chopping and mixing.

**Cooking practicalities**  
Highlight the safe use of a food processor, especially when placing or removing the blade. Pupils may need to share the food processor, so they could work in pairs to make the falafel. Pupils could also use a masher or the end of a rolling pin to crush the chickpeas in a bowl. A baking tray should be lined with foil - rather than using a grill pan, this helps to keep the falafel together, and also requires less washing up. The falafel could also be baked or air-fried.

**Modifications**  
There are many different ways pea and mint falafel, with tzatziki can be modified. For example:

- using different beans, vegetables and fresh herbs
- serving with different homemade dips, e.g. hummus
- presenting with homemade flatbreads.

**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](#) (click to access link) blog to help practitioners organise safe sessions.

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2





# Dealing with allergies

- 40% children in the UK have been diagnose with an allergy (most common: food allergy, eczema, asthma and hay fever) - 8% suffer from a food allergy
- 20% of severe allergic reactions to food occur while pupils are in school
- Support in 'Additional information'
- Planning and managing food handling and tasting
- Adverse reactions to food and the management of allergens in the classroom – [PPT](#) & [video](#)
- [Natasha's Law](#) & [Benedict Blythe Foundation](#) (checklist)
- Natasha Allergy Research Foundation [Allergy School](#)



# Covering curriculum content

- National Curriculum

## Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### Key stage 3

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Year 7	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
	<b>Independent and confident cooking</b>	<b>Making a mini deli salad</b>	I can make a mini deli salad in my new food room.	Food is deeply ingrained in our cultural heritage by an ingredient, a national dish, or	In specialist food rooms there are procedures that must be followed to ensure safe and	The food skills used to make a mini deli salad are cutting (bridge hold and claw grip)	There are many different pieces of equipment available in specialist food rooms. Some have	Washing up and wiping work surfaces, prevents bacteria from spreading that could	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/</a>
	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/</a>	<b>Making leek and potato soup</b>	I can use food skills to make leek and potato soup.	A blender purees the pieces of potato and leek into a smooth soup. Care must be taken as	A recipe gives instructions of how to make a dish. It usually lists title, ingredients,	Leeks are the national emblem of Wales, and are in season from September to March.	The food skills used to make a leek and potato soup are measuring, peeling, slicing, using the	The potatoes and leeks cook in the soup through the transfer of heat from the liquid, known as	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/</a>
		<b>Making yakisoba noodles</b>	I can use food skills to make yakisoba noodles.	Originating from China, yakisoba is now a staple in Japan. It is a popular street food.	Good food hygiene is essential to reduce the risk of food poisoning.	Sensory evaluation provides feedback about the appearance, odour, taste and texture of	The food skills to make yakisoba are measuring, peeling, slicing, mixing and using the hob (stir-	Vegetables need to be cut to the same size to ensure even cooking (via conduction in the	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/independent-cooking/</a>
	<b>The Eatwell Guide: meals and diets</b>	<b>Eat well now</b>	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels on packaged foods should be checked, choosing those lower in fat, salt and	The Eatwell Guide depicts the food and drinks required for a healthy, balanced diet, as well as foods	We need a variety of foods in each food group to provide a range of nutrients which have different	When choosing food and drinks, current healthy eating and drinking guidelines should be followed.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/</a>
	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/</a>	<b>Making better food and drink choices</b>	I can evaluate a diet and justify changes for	A diet is the food and drink that a person usually eats over a period of time.	Portion size is an amount of food eaten. While the types of food we need are similar, the	The Eatwell Guide, 8 tips, and food portion and size, can be used to evaluate and justify healthier	The Eatwell Guide and the 8 tips for healthy eating set out the principles for a varied, balanced	There is a suggested number of daily portions needed from each Eatwell Guide food	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/</a>
		<b>Making aloo gobi</b>	I can use food skills to make aloo gobi.	Aloo gobi is a vegetarian dish originating from India, comprising potato, cauliflower	The Eatwell Guide recommends to have a plant rich diet.	The food skills used to make aloo gobi are measuring, peeling, cutting, stirring, and using	The results from sensory tests and other feedback helps to justify future changes to a recipe.	UK cauliflower is grown and harvested all year. Frozen cauliflower could be used, as	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/the-eatwell-guide/</a>
	<b>Food origins</b>	<b>Growing, sowing and catching our food</b>	I can describe the food origins of ingredients in dishes and meals.	All food produced, processed and consumed around the world must be grown, reared or	Dishes and meals can be traced back to their food origins, including geographic location and season.	Food is sourced, processed and sold in different ways, helping to ensure it is edible and safe to	Food labels must show where the food originates. Other labels may be added for additional		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/</a>
	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/</a>	<b>Making veggie tarts</b>	I can use food skills to make veggie tarts.	During cooking, the pastry becomes crisp (due to the fat in the flour) and the egg mixture sets (known	Eggs that have the British Lion mark have been produced to ensure high levels of food safety and	The food skills used to make veggie tarts are measuring, rubbing-in, rolling-out, forming, cutting,	The food skills used to make tarts are measuring, rubbing-in, rolling-out, forming, cutting,	The outcome of a final dish can be judged by a set of criteria.	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/</a>
		<b>Making mini carrot and orange cakes</b>	I can use food skills to make mini carrot and orange cakes, using the all-in-one method.	Cakes cook in an oven via convection (circulation of hot air) and conduction (the cake mix touching	Cakes rise due to self-raising flour (chemical raising agent) and beaten eggs, with the action	Ingredients in a recipe can be traced to their origins, such as flour from UK wheat, or oranges	The food skills used to make mini carrot cakes are measuring, grating, zesting, juicing and	The origins of carrot cake are from medieval cooking of puddings. It was revived due to	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/food-origins/</a>
	<b>Informed food choices</b>	<b>Factors affecting food choice</b>	I can identify and explain the different factors that affect food choice.	Food choice depends on many personal and lifestyle factors, such as body image and	Food labels can be used to make informed food choices, such as nutrition and allergy	The eating occasion and location, as well as who we eat with, can change our food choices.	There are a range of factors affecting food choice, including preference, religion, health,	When planning to cook the time available, cost of ingredients, and food skill experience	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/</a>
	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/</a>	<b>Making a Chicago style pizza</b>	I can use food skills to make a Chicago style pizza, using a scone based dough.	The baking dish or tin should be greased with oil and/or lined, acting as a barrier to	The food skills used to make a Chicago style pizza are measuring, rubbing-in, forming a dough,	To make a dish more quickly, ready-made components can be used, e.g. ready grated cheese.	Uniquely, a Chicago pizza has a deep dish crust, allowing for extra sauce and toppings.	We can judge independent and confident use of food skills when cooking and suggest	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/</a>
		<b>Making Jollof rice</b>	I can use food skills to make Jollof rice.	Heat from the stock (soften) cooks and softens the rice. The rice grains absorb water and swell,	Jollof rice is a popular rice dish from West Africa. There are regional variations, such as	Sensory preference tests are used to evaluate food, highlighting likes and dislikes. This can be	The food skills used to make Jollof rice include: measuring, peeling, de-seeding, cutting, blending		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/">https://www.thenationalacademy/teachers/programmes/cooking-nutrition/secondary-ks3/units/informed-food-choices/</a>



# Covering curriculum content

Year 7	Units, with links	Lessons	Outcome	Key learn	Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link	
	<b>Independent and confident cooking</b>	<b>Making a mini deli salad</b>	I can make a mini deli salad in my new food room.	Food is ingrained in our culture and has an ingredient that is a national dish.		<b>Cooking techniques and proficiency</b>	<b>Making cheesy bean burritos</b>	I can use food skills to make cheesy bean burritos.	Beans from A DAY, can be a maximum portion, no how much.		<b>Accurate and precise cooking</b>	<b>Making sweet potato katsu curry</b>	I can use food skills to make a sweet potato katsu curry.	Food skills used to make katsu curry include measuring, mixing, peeling, slicing, coating, and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking</a>
<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking</a>	<b>Making leek and potato soup</b>	I can use food skills to make leek and potato soup.	A blender can be used to make smooth soups. It must be used carefully.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques</a>	<b>Making herby focaccia</b>	I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and some olives and herbs.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking</a>	<b>Making Chelsea buns</b>	I can use food skills to make Chelsea buns.	A final dish can be judged by a set of success criteria, including sensory attributes, cost and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques</a>	
	<b>Making yakisoba noodles</b>	I can use food skills to make yakisoba noodles.	Originated in China, yakisoba is now a staple in Japan. It is popular street food.			<b>Energy and nutrients: source and function</b>	<b>Macronutrients, fibre and water</b>	I can explain why macronutrients, fibre and water are needed for health.	Carbohydrate, protein and fat are macronutrients. They have different functions in the body.		<b>Health and dietary needs</b>	<b>Nutritional needs throughout life</b>	I can plan meals for different dietary requirements, with justification.	Dietary needs change at key age and life stages.	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients</a>
<b>The Eatwell Guide: meals and diets</b>	<b>Eat well now</b>	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels packaged should be choosing lower in fat and sugar.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients</a>	<b>Micronutrients</b>	I can name different micronutrients and explain their function and food sources.	Energy and vitamins are provided by food. They can be calculated and changed to improve health.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs</a>	<b>Health conditions</b>	I can describe how diets can be changed for health.	Health implications are caused by poor diet (dietary excess or deficiency), e.g. obesity, bone	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/energy-and-nutrients</a>	
<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide</a>	<b>Making better food and drink choices</b>	I can evaluate a diet and justify changes for health.	A diet is a plan of what to eat and drink over a period of time.			<b>Making toad in the hole</b>	I can use food skills to make toad in the hole.	Steamed fish can be battered and fried. It is a traditional British dish.			<b>Making pea and mint falafel, with tzatziki</b>	I can use food skills to make pea and mint falafel, and tzatziki.	Any food allergy or intolerances must be considered, with recipes and ingredients being	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-dietary-needs</a>	
	<b>Making aloo gobi</b>	I can use food skills to make aloo gobi.	Aloo gobi is a popular Indian vegetable dish. It is a binding food.			<b>More sustainable diets</b>	<b>Plant-rich and diverse</b>	I can identify ways diets can be healthier and more sustainable.	Recipes can be modified to be healthier and more sustainable.		<b>Global food challenges</b>	<b>One planet</b>	I can critique the global food challenges we all face.	Climate change can cause extreme or unusual weather, which can affect food production and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets</a>
<b>Food origins</b>	<b>Growing, rearing and catching our food</b>	I can describe the food origins of ingredients in dishes and meals.	All food products come from somewhere. Some are grown, some are reared, some are caught.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets</a>	<b>Making mushroom bean burgers, with flatbreads</b>	I can use food skills to make mushroom bean burgers, with flatbreads.	Cooking for a large group allows the use of fat, salt and oil to be controlled.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges</a>	<b>Fish strips street wraps</b>	I can use food skills to make fish burger street wraps.	80% of the fish consumed in the UK is from five species. We should have a wider variety.	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/more-sustainable-diets</a>	
<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins</a>	<b>Making veggie tarts</b>	I can use food skills to make veggie tarts.	During the past century, vegetarianism has become more popular. It is a healthy choice.			<b>Making beef and lentil cottage pie</b>	I can use food skills to make a beef and lentil cottage pie.	Bacteria can spread from meat and food. It is important to handle food safely.			<b>Making bang bang veg, with an Asian slaw</b>	I can use food skills to make bang bang veg, with an Asian slaw.	Bang bang chicken originates in the street food of Sichuan. Other types of meat and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/global-food-challenges</a>	
	<b>Making mini carrot &amp; orange cakes</b>	I can use food skills to make mini carrot & orange cakes, using the all-in-one method.	Cakes can be made in many ways. Some are eaten hot, some are eaten cold. Some are eaten with cream, some are eaten without.			<b>Local food to worldwide cuisine</b>	<b>Eat local to taste the world</b>	I can locate the origin of ingredients for different worldwide cuisines.	58% of food consumed in the UK comes from the EU. 19% of food is imported from other countries.		<b>Food culture and custom</b>	<b>Our dynamic food culture</b>	I can describe a range of food cultures and customs.	Chefs and others take inspiration from their own food culture, and others, creating dishes and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food</a>
<b>Informed food choices</b>	<b>Factors affecting food choice</b>	I can identify and explain the different factors that affect food choice.	Food choice depends on personal lifestyle factors, such as health, culture, religion, and income.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food</a>	<b>Making mini Victoria sponges</b>	I can use food skills to make mini Victoria sponges.	Cakes can be made in many ways. Some are eaten hot, some are eaten cold. Some are eaten with cream, some are eaten without.		<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom</a>	<b>Making Scotch eggs, with a dipping sauce</b>	I can use food skills to make Scotch eggs, with a dipping sauce.	Consumers can appraise food labelling information for ingredients used, food traceability, and	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/local-food</a>	
<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices</a>	<b>Making a Chicago style pizza</b>	I can use food skills to make a Chicago style pizza, using a scone based dough.	The baking time should be greased with oil and/or lined with a barrier.			<b>Making a Thai curry</b>	I can use food skills to make a Thai curry.	Ambient, frozen food can be stored, chilled and reheated properly.			<b>Making Jerk veg and black bean curry, with rice &amp; peas</b>	I can use food skills to make jerk veg and black bean curry, with rice and peas.	Cooking with jerk spice (jerk) originated from indigenous people from Jamaica.	<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom</a>	
	<b>Making Jollof rice</b>	I can use food skills to make Jollof rice.	Heat from the water can soften the rice grains and absorb water and swell.												<a href="https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom">https://www.thenationalacademy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture-and-custom</a>





# Embedding subject content

Year 8	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link
	<b>Cooking techniques and proficiency</b>  <a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons</a>	<b>Making cheesy bean burritos</b>	I can use food skills to make cheesy bean burritos.	Beans form part of 5 A DAY, counting as a maximum of 1 portion, no matter how much is eaten. A portion is 3 tablespoons.	Burritos are from Mexico. Enchiladas are similar, different wrap and covered spicy sauce, and chimichangas are fried.	Cross-contamination of bacteria, spread between food, surfaces, hands and/or equipment, must be avoided.	The energy and nutrients provided by a recipe can be calculated, and suggestions for improvements made.	The food skills used to make cheesy bean burritos are measuring, grating, cutting, mixing, folding and using the hob.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons</a>
		<b>Making herby focaccia</b>	I can use food skills to make herby focaccia.	Focaccia is an Italian bread flavoured with olive oil and herbs, and sometimes olives and sundried tomatoes.	Some people have an allergy to specific ingredients, such as wheat flour, nuts and milk.	The food skills used to make focaccia are measuring, mixing, kneading, shaping and using the oven (baking).	There are many types of bread which can form the basis for other dishes, such as pizza bases, Chelsea buns and pretzels.	Yeast produces carbon dioxide which helps the bread to rise. The gas is held in the dough when baked.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons</a>
		<b>Making green mac &amp; cheese</b>	I can use food skills to make green mac & cheese, making a roux sauce.	Different pasta, vegetables and cheeses can be used. Cheese is made from milk, which can be from a cow, sheep or goat.	Home-cooked and shop-bought dishes can be compared, such as cost, food skills, convenience, taste and health.	Recipes can be modified to help meet healthy eating messages, such as using reduced fat cheese and adding extra veg.	Starch granules in flour swell and thicken when in liquid and heated, a process called gelatinisation.	The food skills used to make mac & cheese are measuring, grating, slicing, using the hob and grill and draining.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons</a>
	<b>Energy and</b>	<b>Macronutrients</b>	<b>I can explain why</b>	<b>Carbohydrate</b>	<b>Fibre is needed to</b>	<b>Food and drinks</b>	<b>To maintain body</b>	<b>We need water for a</b>	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/cooking-techniques-and-proficiency/lessons</a>



# Covering curriculum content

- [Core food competences for children](#)
- 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 ...

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 skills), Food Safety and Active Lifestyles (physical activity) 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>				
	By the age of 7, children should:	By the age of 11, children should:	By the age of 14, pupils should:	By the age of 16, students should:
Diet (food and drink)	<ul style="list-style-type: none"> <li>... recognise that food and water are essential for life.</li> <li>... 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 <i>eatwell guide</i>.</li> <li>... be aware that being active and looking after yourself are important for health, e.g. brushing teeth twice a day.</li> <li>... know that it is important to eat breakfast every day.</li> <li>... know that some people eat or avoid certain foods for different reasons, e.g. due to allergy/intolerance, religion.</li> <li>... drink plenty and not get thirsty, e.g. drink 6-8 glasses a day.</li> </ul>	<ul style="list-style-type: none"> <li>... 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 <i>eatwell guide</i>.</li> <li>... be aware of the importance of a healthy and balanced diet, good oral health and being physically active for health and wellbeing.</li> <li>... know that food and drinks provide energy and in different amounts</li> <li>... know that a variety of food is needed in the diet because different foods provide different substances required for our health, namely nutrients (carbohydrate, protein, fat, vitamins and minerals), water and fibre.</li> <li>... be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.</li> <li>... know that it is important to drink regularly throughout the day to stay hydrated.</li> </ul>	<ul style="list-style-type: none"> <li>... use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</li> <li>... know that food and drinks 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.</li> <li>... understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</li> <li>... know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</li> </ul>	<ul style="list-style-type: none"> <li>... 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.</li> <li>... be able to understand how to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.</li> <li>... know why, when and how to make changes to their diet.</li> <li>... understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration.</li> </ul>

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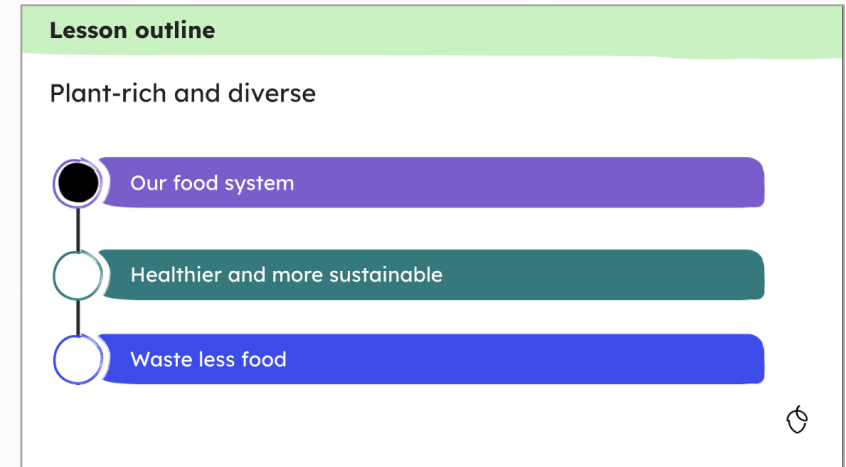
# Time and resources

## Time

- Everything is flexible – use what you want
- Break-up lessons to best suit the time you have (learning cycles in slide decks)
- Pre-prepare when you can

## Resources

- Pair and group work
- Use of everyday equipment (keep simple and multipurpose)
- Ingredients – consider type and quantity (as well as storage)



Making a Thai curry Worksheet

**Task B: Making and evaluating my Thai curry**

1) Follow the recipe and make Thai curry.

**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: Thai curry**

**Ingredients**

- 100 g rice
- 100 ml water
- ½ red onion
- 1 clove of garlic
- 1 small carrot
- 1 x 10 ml spoon oil
- 100 g chicken or meat alternative
- 200 ml coconut milk (reduced fat)
- 1 x 15 ml spoon **Thai green curry paste**
- 80g peas
- 1 x 15 ml spoon fresh coriander


**Equipment**

Weighing scales, measuring jug, saucepan, two chopping boards, vegetable knife, measuring spoons, frying pan, mixing spoon.



**Method**

1. Bring the rice and water to the boil, then turn down the heat low, cover with a lid and cook for 10 minutes.
2. Peel and slice the onion.
3. Peel and chop the garlic.

2 





# Discover instant support for your pupils

# Pupils

## Worksheets

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

### Sources of energy and nutrients

#### Task A: Sources of energy

1) Undertake **nutritional analysis**:


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

Food or drink	kJ	kcal

Food or drink	kJ	kcal


#### Task B: Sources of nutrients


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



What are the three main nutrients called?

Why do we need **vitamin A**?





What is the main role of carbohydrate and protein?

1

## Quizzes

Name: \_\_\_\_\_ Starter quiz

### Making a Thai curry

1 Which best describes the term 'cuisine'? (Tick 1 correct answer)

☐ a healthy way of cooking based around the Eatwell Guide

☐ a cooking technique that only uses specific equipment

☐ a style or method of cooking of a particular country or region

2 Fruit and vegetables should be washed before use to remove any dirt, insects and ... (Tick 1 correct answer)


☐ food safety labels.

☐ food poisoning bacteria.

☐ fibre elements.

☐ food hygiene substances.

3 What food skill is being demonstrated here? (Tick 1 correct answer)



☐ draining

☐ squeezing

☐ juicing

☐ shredding

4 When cooking two dishes at the same time, both recipes should be read first to decide which order to complete the steps in each recipe. What is this process called? (Tick 1 correct answer)

☐ dovetailing

☐ interlocking

☐ tenon tailing


☐ bi-locking

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## Videos

### Keywords



<b>8 tips for healthy eating</b>	practical tips for healthy eating
<b>portions</b>	number of servings of a food
<b>portion size</b>	the amount of food per <b>portion</b>
<b>diet</b>	all food and drink consumed

And diet is about all the food and drink consumed.

1:46 / 30:16

## Interactive content

< Starter Quiz 2 of 6

### Which of these is not healthy eating advice?

Select one answer

☐ Eat two portions of fish a week.

☐ Eat at least 5 A DAY.

☐ Eat more fat.

☐ Eat less salt.

Need a hint? Check →







# Your CPD opportunities

# Your CPD

- Audit what you do – discover what you don't
- Review your own 'food' skills and knowledge – any gaps?
- Use Oak materials:
  - review lessons, e.g. structure, content, style ...
  - watch videos, e.g. explanations ...
  - make the resources your own ...

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

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# Next steps

# 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
- previous training sessions

All available via [Food – a fact of life](https://www.foodafactoflife.org)

The screenshot displays the 'Food - a fact of life' website's 'Professional development' section. The top navigation bar includes links for News, Training, About Food - a fact of life, and Contact us. A search bar is located on the right. The main content area features a sidebar with links to FFL training, Teaching and learning, Essentials CPD course, Oak - Food curriculum to classroom, Practical skills videos, Teaching Primary Food and Nutrition, PPD toolkit, and PPD newsletter sign-up. The main content area is titled 'Professional development' and includes a welcome message, a list of training opportunities, and a link to the PPD toolkit. Below this, there is a section for 'Curriculum planner decision tree (KS3)' for 'Oak - Food curriculum to classroom'. This section includes a 'click here to get started' button and the British Nutrition Foundation logo.

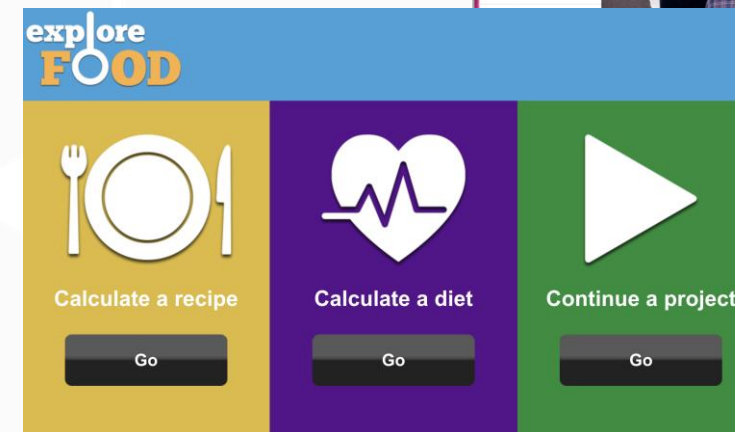
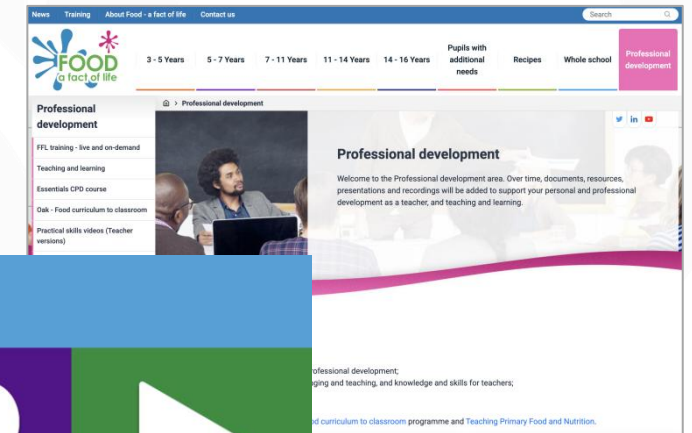
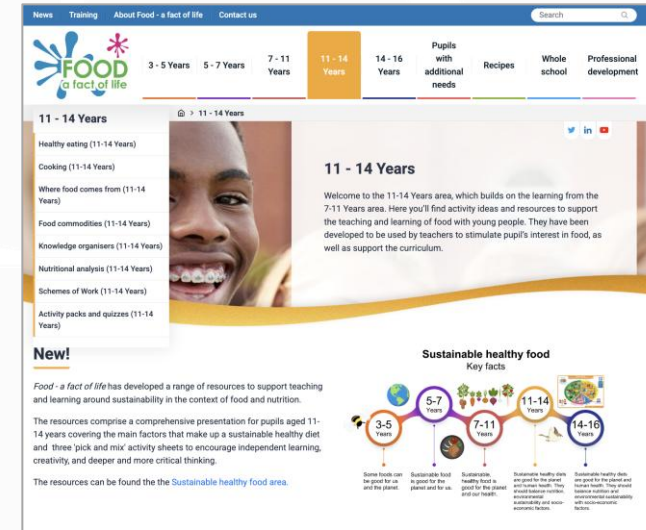
Rating	Descriptor	Supportive Guidance
0 - Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Professional learning here could open exciting opportunities.
1 - Emerging awareness	I have a basic awareness but little experience.	You may need initial support, examples,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

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# Support and resources

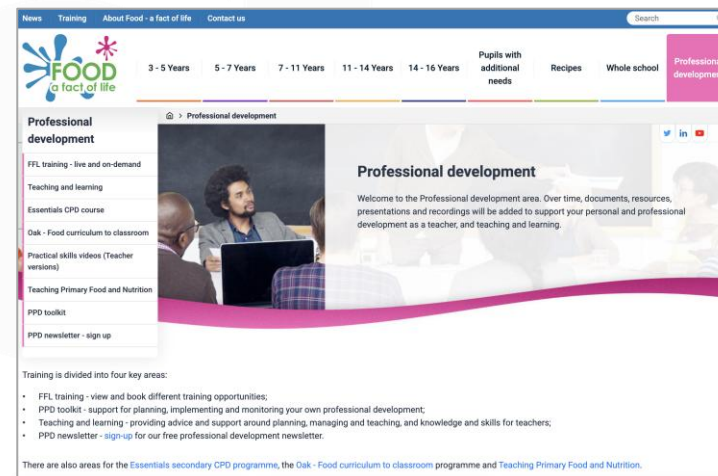
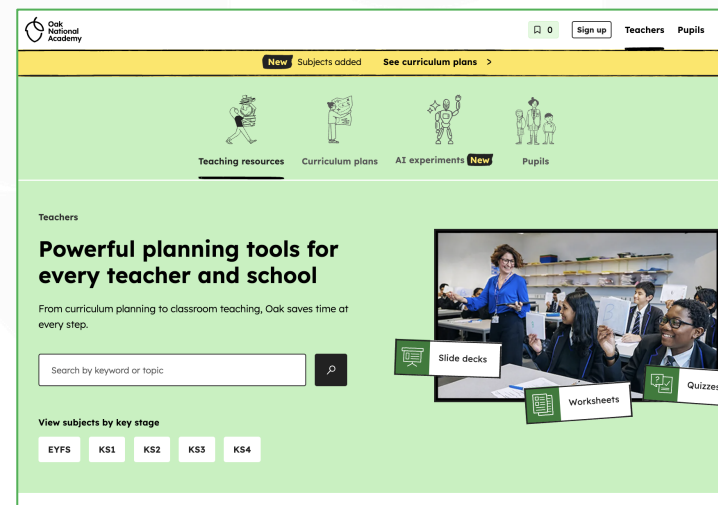
## Food – a fact of life support

- 11-14 and 14-16 years
- Recipe support packs (and recipes)
- Support around teaching and learning (planning and teaching)
- Essentials course – new
- Practical skills videos (teacher)
- Nutritional analysis (Explore Food)



# Next steps for you

- Check out the secondary Oak resources— become familiar
- [Audit](#) what you currently do and identify any gaps
- Try out a few lessons, worksheets and/or recipes – 'get a taste'
- Use the tools to help on *Food – a fact of life*
- Join us for the next training session!



# Training



Find out more  
about the training  
by following this  
QR code

- 23/9 – Getting started with Oak - [recording available](#)
- 30/9 – Map your own path (CPD) - [recording available](#)
- 7/10 – Inside the curriculum – [recording available](#)
- 21/10 – Primary food teaching made easy with Oak – [recording available](#)
- 21/10 – Bringing Oak to life in secondary food lessons – [recording available](#)
- 11/11 – Making Oak work in primary (practical tips) - *recording available soon*
- 11/11 – Making Oak work in secondary (strategies for success) - *recording available soon*
- **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/>

