

# 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](#)

**Year 7**

1 Independent and confident cooking [Unit info >](#)

2 The Eatwell Guide: meals and diets [Unit info >](#)

3 Food origins [Unit info >](#)

4 Informed food choices [Unit info >](#)

**Year 8**

1 Cooking techniques and proficiency [Unit info >](#)

2 Energy and nutrients: source and function [Unit info >](#)

3 More sustainable diets [Unit info >](#)

4 Local food to worldwide cuisine [Unit info >](#)

**Year 9**

1 Accurate and precise cooking [Unit info >](#)

2 Health and dietary needs [Unit info >](#)

3 Global food challenges [Unit info >](#)

4 Food culture and custom [Unit info >](#)

**Threads**

All

Consumer awareness

Food culture

Food hygiene and safety

Food origins and provenance

Food preparation and cooking

Healthy eating and nutrition

Sensory evaluation

Sustainability and climate change

The science of food



# Year group, units and lessons

Key stage 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)

**Cooking and nutrition units** New

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

Unit	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
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

Year 8

## More sustainable diets

[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

View unit

## Lesson 1 of 3

Year 8

### Plant-rich and diverse

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





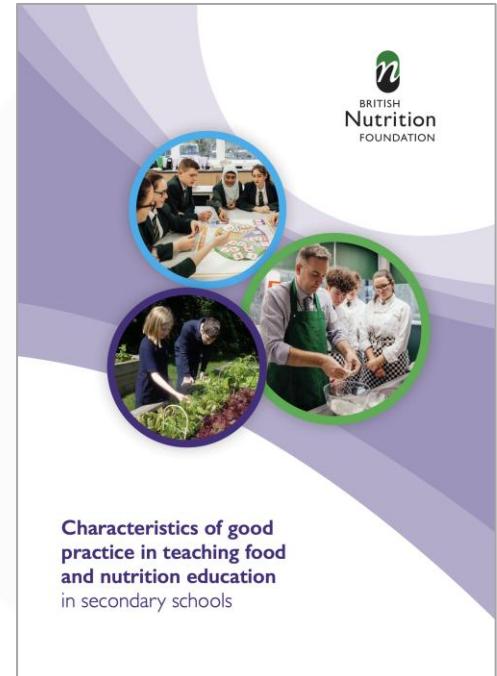
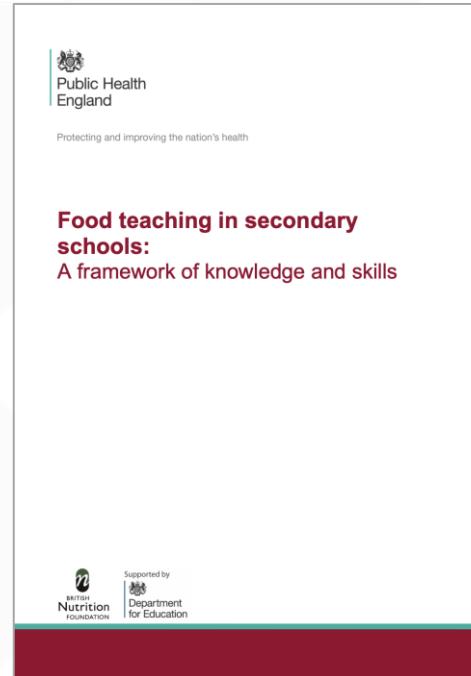
# How Oak supports good food teaching

# 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)

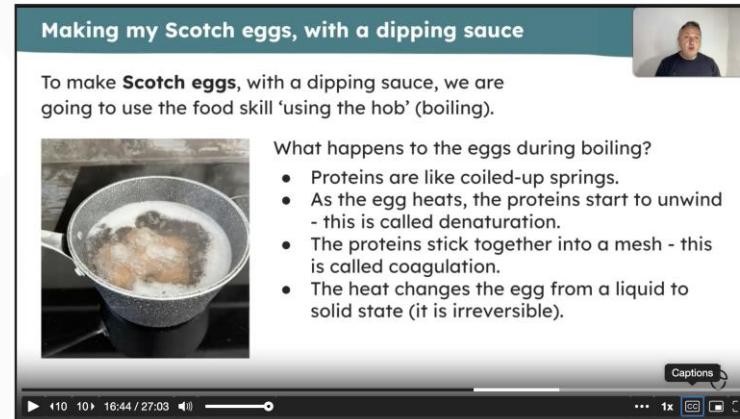
- Curriculum plans
- Slide decks
- Quizzes (starter and exit)
- Worksheets
- Videos
- Recipes

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

Food or drink	kJ	kcal

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?

Alex

What is the main role of carbohydrate and protein?

**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

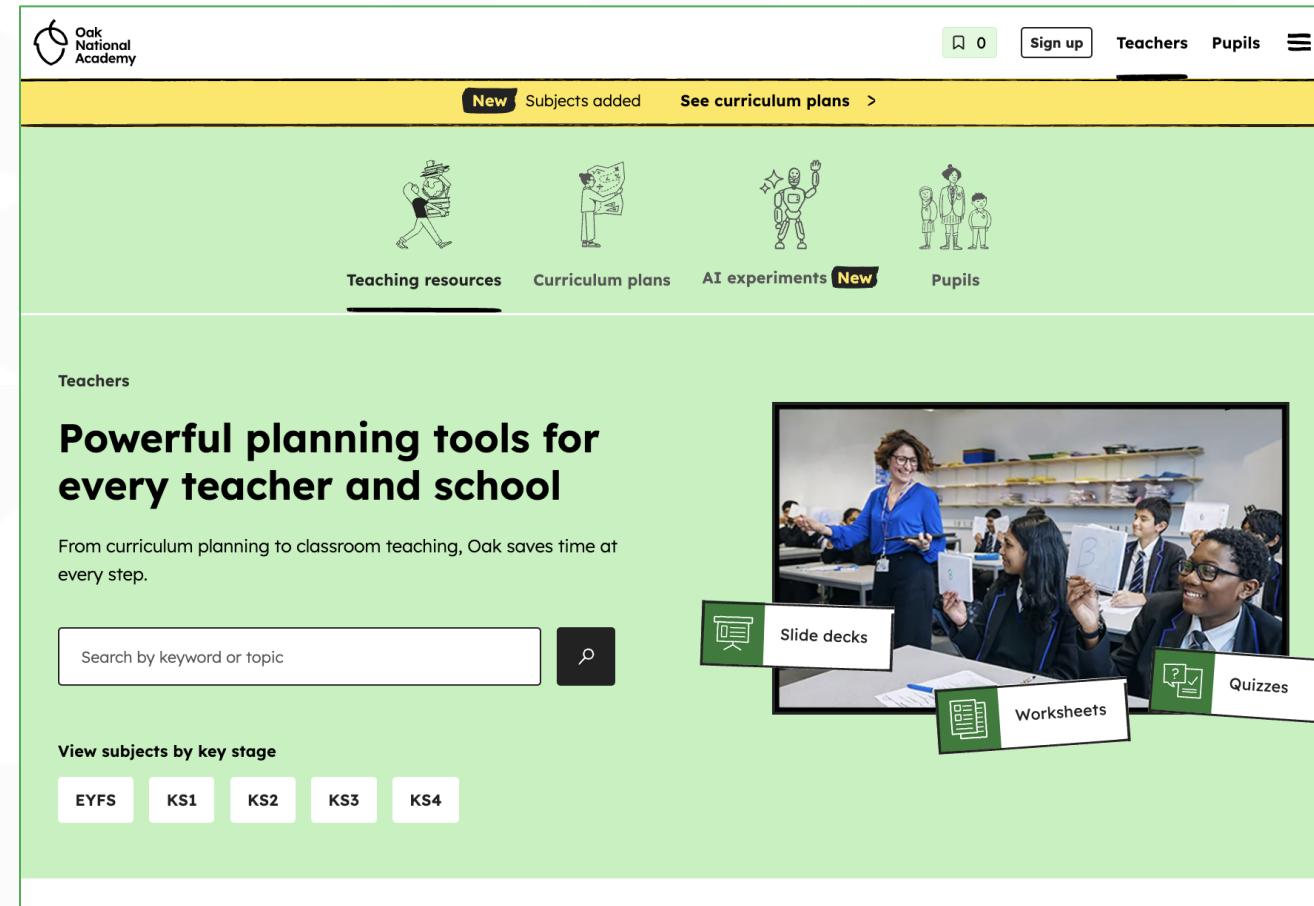
1. Peel and dice the onion.
2. Slice the mushrooms.
3. Peel and chop the garlic.
4. Peel and chop the fresh ginger, if using.
5. Dice the potato.
6. Drain the chickpeas.
7. Fry the onion, garlic, ginger, mushrooms and potatoes for 5 minutes.
8. Stir in the **curry powder** and tomato puree.
9. Add the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



The screenshot shows the Oak National Academy website for Teachers. The top navigation bar includes a logo, a 'Sign up' button, and 'Teachers' and 'Pupils' links. A yellow banner at the top right shows '0' notifications, 'Subjects added' (labeled 'New'), and a 'See curriculum plans' link. Below the banner are four icons: 'Teaching resources' (a person with a book), 'Curriculum plans' (a person with a map), 'AI experiments' (a person with a star), and 'Pupils' (two children). The main content area is titled 'Teachers' and features the heading 'Powerful planning tools for every teacher and school'. It says 'From curriculum planning to classroom teaching, Oak saves time at every step.' Below this is a search bar with the placeholder 'Search by keyword or topic' and a magnifying glass icon. A 'View subjects by key stage' section includes buttons for EYFS, KS1, KS2, KS3, and KS4. To the right, there's a photo of a teacher and students in a classroom, with labels for 'Slide decks', 'Worksheets', and 'Quizzes'.

<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 curriculum planning interface with the following structure:

- Header:** All, Year 7, Year 8 (selected), Year 9
- Highlight a thread:** None highlighted (radio button selected), with options for 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.
- Year 9:** 1. Independent and confident cooking, 2. The Eatwell Guide: meals and diets, 4. Informed food choices.
- Year 8:** 1. Cooking techniques and proficiency, 2. Energy and nutrients: source and function, 4. Local food to worldwide cuisine.
- Year 7:** 1. Independent and confident cooking, 2. The Eatwell Guide: meals and diets, 4. Informed food choices.
- Section:** Cooking and nutrition • Year 8  
**Unit:** Local food to worldwide cuisine (3 lessons)
- Threads:** Consumer awareness, Food culture, Food hygiene and safety, Food origins and provenance, Food preparation and cooking, Sensory evaluation, Sustainability and climate change.
- Description:** This unit focuses on the wide range of cuisines, ingredients, cooking techniques and equipment that are used around the world. Pupils explore food imports, food produced in the UK, and food waste. They cook two dishes to highlight cuisine differences, undertaking different types of evaluation.
- Why this why now:** Cuisines are a set of cooking traditions and techniques, associated with a specific culture, region and ingredients. This recognition provides insight into cooking and recipe choice, fulfilling consumer tastes for more international cuisines, while honouring traditional UK dishes. This work builds on previous learning in Year 7 around the threads of Food culture, Consumer awareness, and Food origins and provenance. During Year 9, pupils further reflect on food culture, and how food forms part of our identity, heritage, tradition, custom and celebration.
- Lessons in unit:** (dropdown menu)
- Prior knowledge requirements:** (dropdown menu)
- See lessons in unit:** (button)



# 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**

**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  
1/2 x 5 ml spoon ground turmeric  
1/2 x 5 ml spoon ground cumin  
1/2 x 5 ml spoon ground coriander  
1/2 x 5 ml spoon ground fennel  
1/2 x 5 ml spoon ground cumin  
1/2 x 5 ml spoon ground coriander  
1/2 x 5 ml spoon ground fennel  
125ml water

**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. Dice the potato and cauliflower.
2. Cut the garlic and ginger into small pieces.
3. Peel and chop the ginger.
4. Fry the garlic and ginger in oil until fragrant.
5. Stir in the spices.
6. Mix the vegetables with the spices.
7. Pour in the water.
8. Bring to the boil, then reduce the heat and simmer for 10-15 minutes until the vegetables are tender.

**Making yakisoba noodles**

**Yakisoba noodles**

**Ingredients**

1 x dried noodle nest (around 60g)  
1 carrot  
1 onion

**Making sweet potato katsu curry**

**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  
spray oil  
1/4 x 5 ml spoon turmeric  
1/2 x 5 ml spoon curry powder  
1 x 10 ml spoon plain flour  
200 ml water  
1/2 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.

**Method**

1. Preheat the oven to 200°C.
2. Peel and chop the sweet potato into small cubes.
3. Mix the cornflour and water in a small bowl.
4. Dip the sweet potato cubes in the cornflour mixture, then roll them in the breadcrumbs.
5. Fry the breaded sweet potato cubes in oil until golden brown.
6. In a separate pan, fry the onion and garlic until soft.
7. Add the ginger and turmeric to the pan and stir.
8. Add the curry powder and mix well.
9. Add the plain flour and mix until a thick sauce forms.
10. Add the vegetable stock cube and soy sauce to the sauce.
11. Add the honey and mix well.

**Making mini Victoria sponges**

**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 tin, spoon, two oven gloves

**Making mushroom bean burgers, with flatbreads**

**Mushroom bean burgers, with flatbreads**

**Ingredients**

Burgers	Flatbreads
1 garlic clove 125 g mushrooms 1/2 yellow pepper 200 g red kidney beans (canned) 1 x 15 ml spoon flour 1 x 5 ml spoon smoked paprika 1/2 x 5 ml spoon mixed herbs spray oil	100 g plain flour 50 ml water 1 x 15 ml spoon oil Optional extras: salad, dressings and sauces

**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.



# 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



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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# Dealing with allergies

- 40% children in the UK have been diagnosed 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
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/independent">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/independent</a>	<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 a food that is eaten at a special occasion.	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 specific uses.	Washing up and wiping work surfaces, prevents bacteria from spreading that could cause food poisoning.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/leeks">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/leeks</a>	<b>Making leek and potato soup</b>	I can use food skills to make leek and potato soup.	A national dish is a dish that is eaten at a special occasion.	The food skills used to make a leek and potato soup are measuring, peeling, slicing, using the hob (stirring).	The food skills used to make leeks cook in the soup through the transfer of heat from the liquid, known as conduction.	Vegetables need to be cut to the same size to ensure even cooking (via conduction in the food).	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/yakisoba">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/yakisoba</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 prevent food poisoning.	The food skills used to make yakisoba are measuring, peeling, slicing, mixing and using the hob (stirring).	When choosing food and drinks, current health guidelines and eating guidelines should be followed.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/eat-well">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/eat-well</a>	<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 sugar.	The Eatwell Guide depicts the food and drink requirements for a healthy, balanced diet, as well as foods which have different amounts of food eaten.	We need a variety of foods in each food group to help us get a range of nutrients.	The food skills used to make healthy eating set out the principles for healthy eating.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/aloobobi">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/aloobobi</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 and peas.	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 hob (stirring).	The results from sensory tests and other feedback helps to justify future changes to a recipe.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/food-origins">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/food-origins</a>	<b>Cooking, eating and catching our food</b>	I can describe the ingredients in dishes and meals.	All food is produced, prepared and consumed around the world but must be grown, reared or harvested.	Food is sourced, prepared and consumed in different ways, helping to ensure its location and season.	Food labels are modified for origin, such as location, packaging and ingredients.	Food labels are modified for origin, such as location, packaging and ingredients.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-veggie-tarts">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-veggie-tarts</a>	<b>Making veggie tarts</b>	I can use food skills to make veggie tarts.	During cooking, the pastry becomes crisp (due to the heat in the flour) and the egg mixture sets (known as coagulation).	Eggs that have the British Lion mark are safe to eat.	Quiches are savory tarts, containing a basic mixture of eggs and milk and/or cream.	The food skills used to make tarts are measuring, mixing, rolling-out, forming, cutting, and baking.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-mini-carrot-orange-cakes">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-mini-carrot-orange-cakes</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 cook in an oven via convection (circulation of hot air) after pre-heating (the oven and the mixture).	Cakes rise due to self-raising flour (chemical raising agent) and beaten eggs.	Ingredients in a recipe can be traced to their origins, such as flour, sugar, butter, eggs and milk and/or cream.	The food skills used to make mini carrot cakes are measuring, mixing, rolling-out, forming, cutting, and baking.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/informed-food-choices">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/informed-food-choices</a>	<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 religion.	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.	The food skills used to make a dish more healthy, a ready-made meal or a healthy meal.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-chicago-style-pizza">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-chicago-style-pizza</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 baked dish or pizza base is greased with oil and/or lined, acting as a barrier to heat from the stock (water) cooks and softens the rice. The rice grains absorb water and swell.	The food skills used to make a Chicago style pizza are measuring, rubbing, forming a dough, and adding toppings.	To make a dish more healthy, a ready-made meal or a healthy meal.	We can judge the quality of food by taste, smell and texture.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-jollof-rice">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-k3/units/making-jollof-rice</a>	<b>Making Jollof rice</b>	I can use food skills to make Jollof rice.	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, dicing, cutting, blanching.	The origins of camo cake are from medieval cooking of purgatives. It was used to treat scurvy and rickets.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>	



# Covering curriculum content

Year 7	Units, with links	Lessons	Outcome	Key learn	Year 8										Year 9									
					Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link	Units, with links	Lessons	Outcome	Key learning 1	Key learning 2	Key learning 3	Key learning 4	Key learning 5	Lesson link		
Independent and confident cooking	Independent and confident cooking	Making a mini deli salad	I can make a mini deli salad in my new food room.	Food is ingrained cultural habit and ingredients must be tried.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/independent-cooking</a>	Cooking techniques and proficiency	Making cheesy bean burritos	I can use food skills to make cheesy bean burritos.	Beans form A DAY, containing a maximum portion, no how much	Year 9	Accurate and precise cooking	Making sweet potato katsu curry	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	High standards of personal hygiene and safe food handling must be demonstrated at all times.	In line with the Eatwell Guide, we should have a plant-rich, diverse and balanced diet.	Katsu curry is a traditional Japanese dish of a pork cutlet (tonkatsu), served with rice and curry.	Recipes and cooking methods can be modified to help meet current healthy eating messages.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>					
	Making leek and potato soup	I can use food skills to make leek and potato soup.	A blender piece and leek is smooth so must be tried.	Making herby focaccia		I can use food skills to make herby focaccia.	Focaccia is bread flavoured with olive oil and sometimes olives and	Different pizzas	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/accurate-cooking</a>	Making Chelsea buns	I can use food skills to make Chelsea buns.	A final dish can be judged by a set of success criteria, including sensory attributes, cost and	Chelsea buns date back to the 18th century and were created in the Chelsea area of	Gluten, a protein, is formed from flour when liquid is added and the dough is kneaded, making it	The food skills used to make Chelsea buns include measuring, mixing, kneading, rolling, and	There are three main forms of heat transfer, which affect food in different ways.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>							
	Making yakisoba noodles	I can use food skills to make yakisoba noodles.	Originating in China, yakisoba is now a staple in Japan. It is popular!	Making green mac & cheese		I can use food skills to make green mac & cheese, making a roux sauce.	Different pizzas	cheeses can be used. Cheeses used from		Making a sweet & sour fakeaway	I can use food skills to make sweet & sour fakeaway.	Compared to takeaways, cooking from scratch is often cheaper and the levels of fat, salt and	Sweet and sour dishes originated in China, then the UK. London had its first Chinese restaurant.	The 4Cs of food hygiene are cleaning, cooking, chilling, and cross-contamination.	The food skills used to make sweet & sour are measuring, slicing, chopping, peeling, mixing and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>								
	The Eatwell Guide: meals and diets	Eat well now	I can use the Eatwell Guide and food labels to plan healthy meals.	Food labels packaged should be choosing lower in fat.		Energy and nutrients: source and function	Macronutrients, fibre and water	I can explain why macronutrients, fibre and water are needed for health.		Carbohydrate, protein and macronutrients have different functions and	Health and dietary needs	Nutritional needs throughout life	I can plan meals for different dietary requirements, with justification.	Dietary needs change at key age and life stages.	Portion sizes change throughout life. There are consequences of excess (servings of food and drink).	Recipes and meals can be adapted for different dietary requirements.	Some people have an allergy or intolerance to specific foods. 14 major allergens are	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>						
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/the-eatwell-guide</a>	Making better food and drink choices	I can evaluate a diet and justify changes for health.	A diet is low in fat and drink person uses over a period.		Micronutrients	I can name different micronutrients and explain their function and food sources.	Energy and provided by can be calc and chang made to im	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-disease">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/health-and-disease</a>	Health conditions	I can describe how diets can be changed for health.	Health implications are caused by poor diet (dietary excess or deficiency), e.g. obesity, bone	Meals and diets can be planned and evaluated for the needs of different groups of people.	Nutrition, ingredient and allergy information on food labels help us to make informed food	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>									
	Making aloo gobi	I can use food skills to make aloo gobi.	Aloo gobi; vegetarian; originating in India, con potato, ca	Making toad in the hole		I can use food skills to make toad in the hole.	Steamed eggs make batter rise, acts as an binding the	Making pea and mint falafel, with tzatziki		I can use food skills to make pea and mint falafel, and tzatziki.	Any food allergy or intolerances must be considered, with recipes and ingredients being	Food processors can chop, slice and grate large quantities of food quickly. Care must be taken as	Recipes and cooking methods can be modified to help meet current healthy eating messages.	The food skills used to make falafel include measuring, draining, using a food processor and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>									
	Food origins	Growing, rearing and catching our food	I can describe the food origins of ingredients in dishes and meals.	All food is processed consumer the world grown, reared		More sustainable diets	Plant-rich and diverse	I can identify ways diets can be healthier and more sustainable.		Recipes can be modified to healthier and sustainable	Global food challenges	One planet	I can critique the global food challenges we all face.	Climate change can cause extreme or unusual weather, which can affect food production and	Globally, food production produces around one-third of all greenhouse gas emissions.	Sustainable diets are good for the planet and health, balancing nutrition, environment and	The environmental impact of food varies, but there are principles that can be followed for more	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>						
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-origins</a>	Making veggie tarts	I can use food skills to make veggie tarts.	During cooking, the flour) and mixture set		Making mushroom bean burgers, with flatbreads	I can use food skills to make mushroom bean burgers, with flatbreads.	Cooking flour allows the fat, salt and to be compared		Fish strips street wraps	I can use food skills to make fish burger street wraps.	80% of the fish consumed in the UK is from five species. We should have a wider variety.	Fish is dipped in flour, egg and breadcrumbs to form a coating. Cooking coagulates the egg	Street foods are world-wide, offering regional and international foods for immediate	The food skills used to make fish wraps include measuring, mixing, coating,	There are different quality assurance marks to help inform decisions, e.g. MSC.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>							
	Making mini carrot & orange cakes	I can use food skills to make mini carrot & orange cakes, using the all-in-one method.	Cakes cooked over via circulation and cond cake mix!	Making beef and lentil cottage pie		I can use food skills to make a beef and lentil cottage pie.	Bacteria can spread between meat and fat.	58% of food consumed from the UK from the EU from the EU		Making bang bang veg, with an Asian slaw!	I can use food skills to make bang bang veg, with an Asian slaw!	Care should be taken when preparing fresh chillies as the membrane and	Bang bang chicken originates in the street food of Sichuan. Other types of meat and	The food skills used to make bang bang veg include measuring, slicing, mixing, coating,	Diets should have more, and a wider range of fruit, vegetables, beans, lentils and legumes	There are a range of sensory tests; the results can be used to justify changes to a recipe.	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>							
	Informed food choices	Factors affecting food choice	I can identify and explain the different factors that affect food choice.	Food choice depends on personal lifestyle factors as body is		Local food to worldwide cuisine	Eat local to taste the world	I can locate the origin of ingredients for different worldwide cuisines.	58% of food consumed from the UK from the EU from the EU	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/food-culture</a>	Food culture and custom	Our dynamic food culture	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	Food culture is the set of beliefs, attitudes, and practices related to producing and	Food is deeply ingrained in cultural identity, passing on intangible cultural heritage from	Food plays a significant role in social interactions and rituals, often being associated to	Traditional food, cooking and customs form cultural identity, representing our	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>					
	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices">https://www.thenational.academy/teachers/programmes/cooking-nutrition-secondary-ks3/units/informed-food-choices</a>	Making a Chicago style pizza	I can use food skills to make a Chicago style pizza, using a scone based dough.	The baking tin should be greased and/or lined as a base.		Making mini Victoria sponges	I can use food skills to make mini Victoria sponges.	Cakes baked in smaller tins cases cook quickly as I can transfer	Making Scotch eggs, with a dipping sauce		I can use food skills to make Scotch eggs, with a dipping sauce.	Consumers can appraise food labelling information for ingredients used, food traceability, and	Food is sometimes eaten on specific occasions, such as snacks, starters and picnics. This might	The food skills used to make Scotch eggs include measuring, using the hob and oven,	The origin of a Scotch egg are mixed: inspired by Indian koftas; invented for	We should try to choose a range of protein foods, such as beans and pulses, as well as	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</a>							
	Making Jollof rice	I can use food skills to make Jollof rice.	Heat from (water) co softens the rice grains absorb water and swell.	There are regional variations, such as		Making a Thai curry	I can use food skills to make a Thai curry.	Ambient, frozen food be stored, chilled and reheated p	5% of food consumed from the EU from the EU		Making Jerk veg and black bean curry, with rice & peas	I can use food skills to make jerk veg and black bean curry, with rice and peas.	Cooking with jerk spice (jerk) originated from indigenous people from Jamaica.	Creating a timeline ensures more efficient use of time when preparing a dish or meal.	Food skills can be assessed for accuracy and precision, highlighting areas of	The dishes we cook, eat and serve, along with our food experiences, continues to evolve	The food skills used to make jerk veg curry are measuring, slicing, dicing, mixing and	<a href="https://www.thenational.academy/teachers/programmes/cooking-nutrition">https://www.thenational.academy/teachers/programmes/cooking-nutrition</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
<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>Cooking techniques and proficiency</b>	<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>



# 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 ...

<b>Core competences for children and young people aged 5-16 years</b>				
<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>				
Diet (food and drink)	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:
	<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 eatwell guide.</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 eatwell guide.</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 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. maintaining 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><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>... be able to understand how to maintain a healthy diet 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>	<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 diet 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

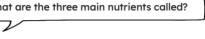
**Task A: Sources of energy**

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

Food or drink	kJ	kcal

**Task B: Sources of nutrients**

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

   
Sam

   
Izzy

   
Alex

## 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  
 lenon tailing  
 bi-locking

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## Videos

**Keywords**

**8 tips for healthy eating** practical tips for healthy eating 

**portions** number of servings of a food

**portion size** the amount of food per **portion**

**diet** all food and drink consumed

And diet is about all the food and drink consumed. 

## 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? 





# 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>			
1 Food skill development (precision and accuracy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Ingredients, equipment and cooking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Cooking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Tasting and sensory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 4Cs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Storing food safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Food waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Food science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Using food labels for safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Food traditions, customs and cuisines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Health</b>			
13 Healthy eating (Eatwell Guide and 8 tips)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Energy and nutrients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Nutritional needs and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Healthy hydration (drinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Healthier and more sustainable food choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Meal occasions, snacks and portion sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Using food labels for health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Consumer awareness and food choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Nutritional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Where food comes from</b>			
23 Food origins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Growing, rearing and catching food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Food assurance schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Seasonal food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Producing and processing food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Food from the UK and world-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30			
31			
32			
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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.uk)

**Oak - Food curriculum to classroom**

**Instructions**  
1. Rate your competence for each 'Training area' below. Under 'Rate (0 to 5)', use the dropdown to select your rating - 0 to 5 (only you will see this).  
2. Your personalised CPD plan will appear to the right. Click the link and book your courses.

Your name: <type here>

Training area

1. Understanding the Oak Food Curriculum – Knowledge of the curriculum's structure, aims, food education priorities, evidence required, coherent, accessible, diverse, evidence	Rate (0 to 5) 3 – Established practice	Take course 3 (inside the curriculum) to refine your understanding of the Oak Food Curriculum in secondary, course 1 (Bringing Oak to life in secondary)
2. Curriculum Planning and Adaptation – Ability to plan CPD pathways and adapt curriculum resources to school context	4 – Confident and consistent	Use course 2 (Map your own path) to help plan CPD. Use courses 3 (inside the curriculum) and 4 (Curriculum planning and adaptation) to refine your planning and adapt curriculum resources to school context
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) and 5 (Primary food teaching with additional needs) to refine your skills in delivering primary food education using Oak's structure and lesson materials
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) and 6 (Secondary food teaching) to refine your skills in delivering secondary food education using Oak's structure and lesson materials
5. Lesson Implementation – Practical ability to integrate Oak lessons into everyday teaching effectively	4 – Confident and consistent	Explore course 6 (Making Oak work in primary) implemented in your school. Use course 7 (Sharing Oak) to deepen your impact and share your strategies. Ensure learning from course 9 (including food education review course 9 (include food education)) is also used in your school
6. Designing a Modern Food Curriculum – Competence in aligning Oak with modern food education priorities and recipes	5 – Expert / role model	Deliver CPD around supporting pupils with additional needs using examples from course 9 (include food education) and 10 (Empowering pupils: Using Oak for independent and home learning), ensuring accessibility for diverse learners
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 (include food education) and 10 (Empowering pupils: Using 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: Using Oak for independent and home learning) to refine and embed independent and home learning approaches. Ensure that these link to the strategies outlined in course 8 (Making Oak work in primary), 7 (Making Oak work in jondary), and 9 (include food education)

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

**Ratings explained**

<b>Rating</b>	<b>Descriptor</b>	<b>Supportive Guidance</b>
0 – Not yet started	I have not yet engaged with this area.	This may be a new focus for you. Please consider what 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		

**Food – a fact of life**

News Training About Food - a fact of life Contact us

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

Professional development

FFL training - live and on-demand

Teaching and learning

Essentials CPD course

Oak - Food curriculum to classroom

Practical skills videos (Teacher versions)

Teaching Primary Food and Nutrition

PPD toolkit

PPD newsletter - sign up

Professional development

Welcome to the Professional development area. Over time, documents, resources, presentations and recordings will be added to support your personal and professional development as a teacher, and teaching and learning.

Training is divided into four key areas:

- FFL training - view and book different training opportunities;
- PPD toolkit - support for planning, implementing and monitoring your own professional development;
- Teaching and learning - providing advice and support around planning, managing and teaching, and knowledge and skills for teachers;
- PPD newsletter - sign-up for our free professional development newsletter.

There are also areas for the [Essentials secondary CPD programme](#), the [Oak - Food curriculum to classroom programme](#) and [Teaching Primary Food and Nutrition](#).

## Curriculum planner decision tree (KS3)

Oak – Food curriculum to classroom

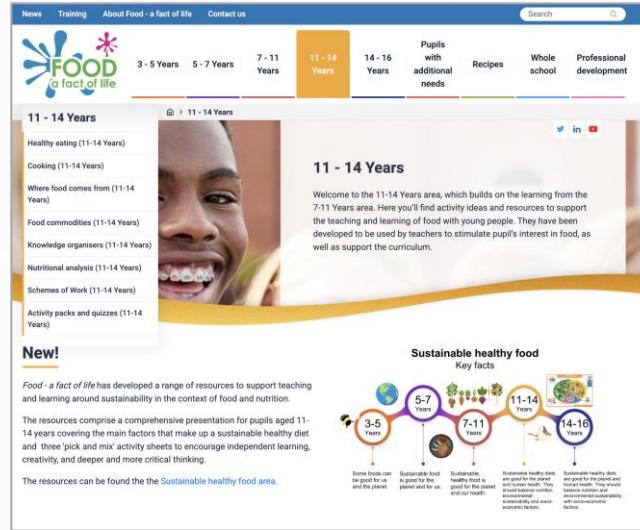
click here to get started



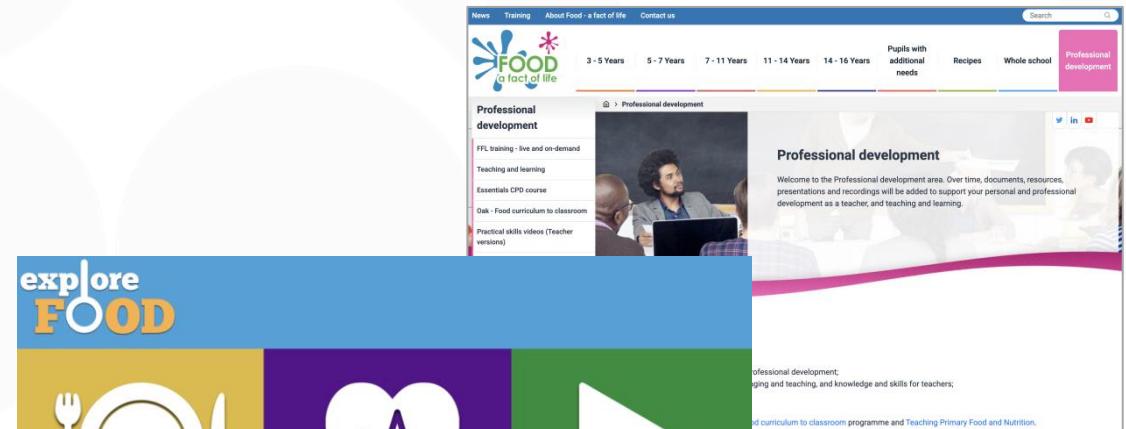
# Support and resources

## Food – a fact of life support

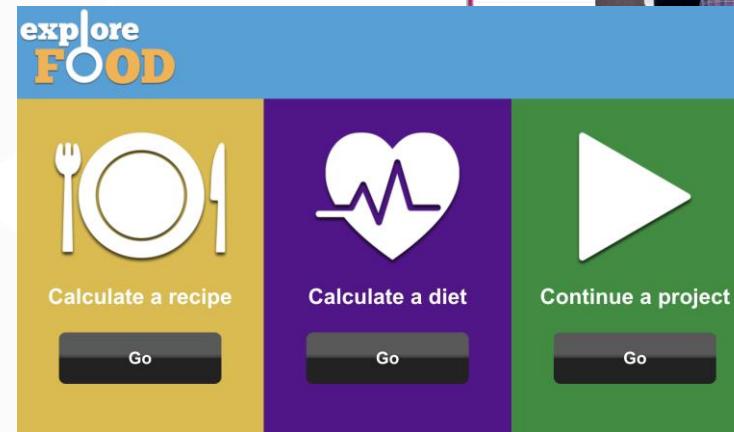
- 11-14 and 14-16 years
- Recipe support packs (and recipes)
- Support around teaching and learning (planning and teaching)
- Essentials course – new
- Practical skills videos (teacher)
- Nutritional analysis (Explore Food)



The screenshot shows the '11 - 14 Years' section of the website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years' (which is highlighted in orange), '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. The main content area features a photo of a smiling young person and a 'New!' section with a sub-section titled 'Sustainable healthy food' containing key facts and icons for 3-5, 5-7, 7-11, 11-14, and 14-16 year olds.



The screenshot shows the 'Professional development' section of the website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development' (which is highlighted in pink). The main content area features a photo of a person speaking and a 'Professional development' section with links to 'FFL training - live and on-demand', 'Teaching and learning', 'Essentials CPD course', 'Oak - Food curriculum to classroom', and 'Practical skills videos (Teacher versions)'.

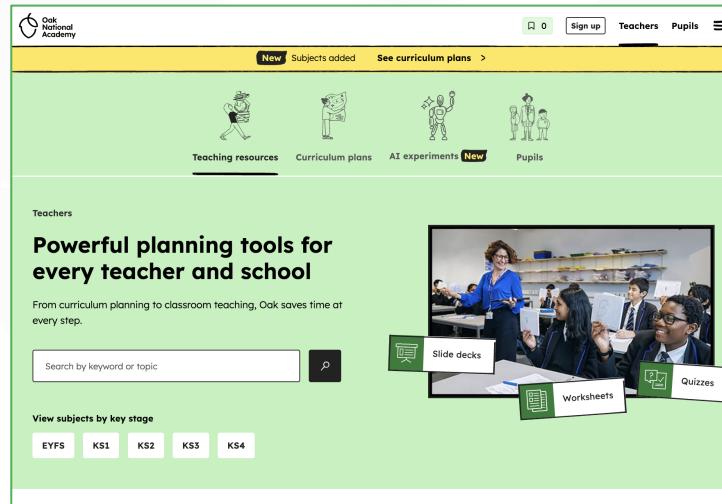


The screenshot shows the 'explore FOOD' website. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', 'Contact us', 'Search', and links for '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. The main content area features three large buttons: 'Calculate a recipe' (yellow background), 'Calculate a diet' (purple background), and 'Continue a project' (green background), each with a 'Go' button below it.

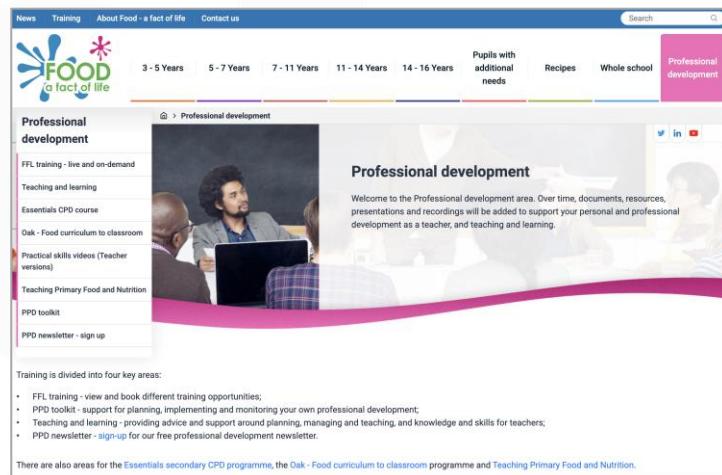


# Next steps for you

- 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!



The screenshot shows the Oak National Academy website for teachers. The top navigation bar includes 'Sign up', 'Teachers', and 'Pupils'. Below the navigation, there are icons for 'Teaching resources', 'Curriculum plans', 'AI experiments', and 'Pupils'. The main content area is titled 'Powerful planning tools for every teacher and school' and discusses curriculum planning and classroom teaching. It features a search bar, a 'View subjects by key stage' section with buttons for EYFS, KS1, KS2, KS3, and KS4, and a video of a teacher in a classroom. To the right, there are icons for 'Slide decks', 'Worksheets', and 'Quizzes'.



The screenshot shows the 'Food - a fact of life' website's 'Professional development' section. The top navigation bar includes 'News', 'Training', 'About Food - a fact of life', and 'Contact us'. The main content area features a video of a teacher in a classroom. The left sidebar lists 'Professional development' options: '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 right sidebar lists age groups: '3 - 5 Years', '5 - 7 Years', '7 - 11 Years', '11 - 14 Years', '14 - 16 Years', 'Pupils with additional needs', 'Recipes', 'Whole school', and 'Professional development'. A note at the bottom states: 'Training is divided into four key areas: FFL training, PPD toolkit, Teaching and learning, and PPD newsletter. There are also areas for the Essentials secondary CPD programme, the Oak - Food curriculum to classroom programme and Teaching Primary Food and Nutrition.'



# Training

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



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/>

