



**Curriculum Coherence – Year 3 Art and DT**

Spring **Ancient Egyptians – Food Technology and Resistant Materials**

**Values:** co-operation, understanding, respect

**Prior learning/starting point:**

**Food Tech:** Pupils have previously made basic foods such as sandwiches, smoothies (recipes that don't require a heat source). They understand the groups of the Eatwell Plate and can explain which foods are healthy.

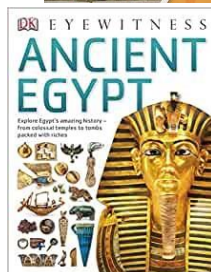
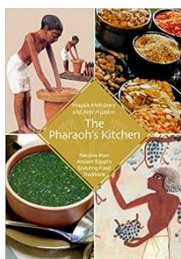
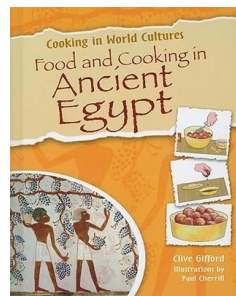
**Res Mat:** They will have used basic joins (e.g. gluing paper hinges).

INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Pupils discuss and understand what it needs to be healthy</li> <li>- prepare and cook an Egyptian bread using their own recipes.</li> <li>- understand how Ancient Egyptians grew and farmed crops, and what tools they used to make bread.</li> <li>- Understand how shaduf were used in Ancient Egyptian life.</li> <li>- Understand how Egyptians invented objects to help them.</li> <li>- How to design and make a shaduf.</li> <li>- Improve performance of their own shaduf.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Chn to research Egyptian bread/diet. State differences between their diet to our modern diet.</li> <li>- Chn undertake basic food hygiene practice.</li> <li>- Chn to taste and explore a range of breads stating what preferences.</li> <li>- Chn to use a basic recipe to make own Egyptian style bread.</li> <li>- Chn to evaluate their bread.</li> <li>- Research and design own shaduf models.</li> <li>- Using given resources, chn to design and make own shaduf.</li> <li>- Chn to try out models to see if they work.</li> <li>- Chn to evaluate effectiveness of shaduf.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <ul style="list-style-type: none"> <li>What food Ancient Egyptian ate and how it was made.</li> <li>Where ingredients come from.</li> <li>How shaduf were used in Ancient Egyptian life.</li> <li>Ancient Egyptians invented objects to help them.</li> <li>How to design and make a shaduf.</li> <li>Improve performance of their own shaduf</li> </ul> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>Compare Ancient Egyptian diets to modern diets.</li> <li>Compare different breads according to taste, texture and appearance.</li> <li>Prepare food using basic food hygiene skills.</li> <li>Follow and adapt a basic bread recipe.</li> <li>Use materials and equipment safely and effectively.</li> <li>To evaluate their shaduf's performance by experimenting and suggesting improvements.</li> </ul> <p><b>will understand</b></p> <ul style="list-style-type: none"> <li>How our diets are similar/difference to Ancient Egyptian people.</li> <li>How bread is made.</li> <li>How shaduf supported life in Ancient Egypt.</li> </ul>

**VOCABULARY**

Taste, ingredients, food hygiene, measurements, weighing, texture, appearance, scales, shaduf, forces, gravity, tools, mechanism

**READING OPPORTUNITIES**



**NC CURRICULUM LINKS:**

*Food tech:*

- Understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

*DT:*

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,

		<p>aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>
--	--	---

<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Understand basic food hygiene.</li> <li>• Change recipes to change taste.</li> <li>• Measure out ingredients accurately.</li> <li>• Work as a team/group to make food.</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms.</li> </ul>	<p><b>CHALLENGE:</b> To explore how you might change the recipe if you consider allergies and differing diets. Compare this to the Ancient Egyptian way of life!</p> <p><b>SUPPORT:</b> Support with reading correct measurements of ingredients and support with reading of recipe.</p>	<p><b>NEXT STEPS IN LEARNING</b></p> <p>-Chn will be able to change and adapt ingredients to make a recipe. -To design and make a structured building that could withstand an Earthquake.</p>
---	--	---

	<p><b>ASSESSMENT OPPORTUNITIES (AfL)</b></p> <p>Are pupils able to complete work safely? Are pupils able to skillfully make a dish? Are pupils able to design and make a product suitable to the brief?</p>	
--	---	--

<p><b>LINKS</b></p> <p>History – Links to how Ancient Egyptian people farmed, sources and made food. PSCHE – Healthy eating. Geography – Linked to how Ancient Egyptians needed to live near the Nile to get water. Science – Experimenting with forces. Trial and error. Maths – Trial and error. Measuring.</p>
---

<p><b>SMSC</b></p> <p><b>Spiritual</b> – Explore creativity through product design • Explore emotions through design development • Reflection time to access own ideas • Use imagination in individual work and group work • Appreciation of beauty through discovery of materials and design <b>Moral</b> – Encourage respect for others and their work • Work cooperatively • Encourage respect in classroom environment • Encourage respect for equipment • Promote trust • Encourage sustainability through recycling and Upcycling <b>Social</b> – Promote a sense of community • Encourage independence and self-respect • Celebrate success with displays and exhibitions • Encourage group/class discussion • Promote group work and accept roles within a group</p>
--

**Cultural** - Appreciate how culture influences design • Explore a range of materials and equipment used by different cultures • Gain inspiration through visiting exhibitions • Respect diversity of cultural values and beliefs