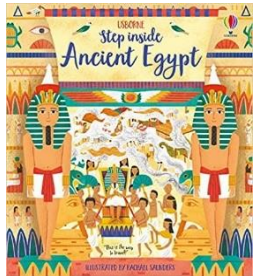
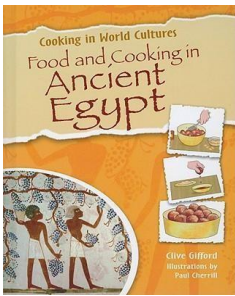
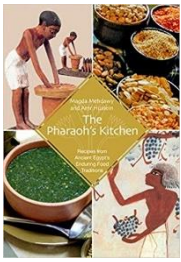
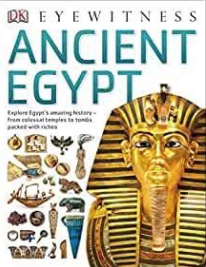




Curriculum Coherence – Year 3 Art and DT

Term 2		Ancient Egyptians – Food Technology and Resistant Materials	
INTENT	IMPLEMENTATION	IMPACT	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - Pupils discuss and understand what it needs to be healthy - prepare and cook an Egyptian bread using their own recipes. - understand how Ancient Egyptians grew and farmed crops, and what tools they used to make bread. - Understand how shaduf were used in Ancient Egyptian life. - Understand how Egyptians invented objects to help them. - How to design and make a shaduf. - Improve performance of their own shaduf. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn to research Egyptian bread/diet. State differences between their diet to our modern diet. - Chn undertake basic food hygiene practice. - Chn to taste and explore a range of breads stating what preferences. - Chn to use a basic recipe to make own Egyptian style bread. - Chn to evaluate their bread. - Research and design own shaduf models. - Using given resources, chn to design and make own shaduf. - Chn to try out models to see if they work. - Chn to evaluate effectiveness of shaduf. 	<p>OUTCOMES</p> <p>PUPILS will know</p> <ul style="list-style-type: none"> What food Ancient Egyptian ate and how it was made. Where ingredients come from. How shaduf were used in Ancient Egyptian life. Ancient Egyptians invented objects to help them. How to design and make a shaduf. Improve performance of their own shaduf <p>will be able to</p> <ul style="list-style-type: none"> Compare Ancient Egyptian diets to modern diets. Compare different breads according to taste, texture and appearance. Prepare food using basic food hygiene skills. Follow and adapt a basic bread recipe. Use materials and equipment safely and effectively. To evaluate their shaduf’s performance by experimenting and suggesting improvements. <p>will understand</p> <ul style="list-style-type: none"> How our diets are similar/difference to Ancient Egyptian people. How bread is made. How shaduf supported life in Ancient Egypt. 	
VOCABULARY	READING OPPORTUNITIES	NEXT STEPS IN LEARNING	
Taste, ingredients, food hygiene, measurements, weighing, texture, appearance, scales, shaduf, forces, gravity, tools, mechanism	<ul style="list-style-type: none"> -  -  -  -  	<ul style="list-style-type: none"> - Chn will be able to change and adapt ingredients to make a recipe. - To design and make Roman shields (using different skills e.g. attaching materials together). 	
SKILLS			
<ul style="list-style-type: none"> • Understand basic food hygiene. • Change recipes to change taste. • Measure out ingredients accurately. • Work as a team/group to make food. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms. 			
LINKS	<p>History – Links to how Ancient Egyptian people farmed, sources and made food.</p> <p>PSCHE – Healthy eating.</p> <p>Geography – Linked to how Ancient Egyptians needed to live near the Nile to get water.</p> <p>Science – Experimenting with forces. Trial and error.</p> <p>Maths – Trial and error. Measuring.</p> <p>SMSC - Evaluation</p>		