

Treasure



Areas of learning

As **Geographers** we will be learning to read maps, globes and atlases. We will be making our own treasure maps, but to do this we will first need to learn about keys, symbols and grid references.

As **Historians** we will learn about the lives of sailors and pirates in the past. We often think about the fun part of pirates but our Royal Navy was often fighting with them to try to keep the seas and sailors safe. We will explore the history of the Royal Navy, including some of the most famous Admirals and their enemies. We will find out about life on board a ship by looking at stories and evidence of what life at sea was really like hundreds of years ago.

As **Artists** we will be using collage to make our very own pirate chests, studded with jewels, gold and other riches. We will also look at some of the world's art treasures by exploring the work of some significant artists from different times and cultures.

Enterprise

As enterprising people we will:

Create Blackbeard's Treasure Challenge. We will decide on a location for our treasure and we will then produce a book with illustrations and clues. We will have to work in teams to decide the clues and then each team will be responsible for presenting them in the best way. We will then give the rest of the school a chance to find the treasure. We will have to advertise the event, keep to time, negotiate well and organise ourselves as teams in order to get the job done ready for the Treasure Hunt.

Environment

As people concerned with our environment we will:

Explore the local landscapes that people treasure. Some of them will be natural and some of them will be built by people. We will explore how people try to preserve our landscapes so they are there for people in the future to enjoy.

Spiritual and moral

In our spiritual and moral development we will:

Ask 'What do we mean by treasure?' We will begin with jewels, treasure chests and pirates. We will also think about some of the other treasures we have such as memories, special people, treasured possessions like soft toys and things that remind us of loved ones.

Communities

As members of a community we will:

Explore codes of conduct. Even the lawless pirates had their own rules for life on board ship. We will have a bit of fun exploring these but we will also look at the more serious side of how we agree the rules and what we can do when they are broken. Pirates had the captain of the ship to decide what to do - we will try to think about some key people that we, and other cultures, have to help steer us in the right direction.

Treasure Skills

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Labels
- Lists
- Captions
- Instructions
- Recounts
- Glossaries
- Non-chronological reports
- Poems

Using mathematics

Modelling

- Estimating
- Measuring

Calculating

- Length
- Weight

Justifying

- Using mathematical words to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflection and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.