




Treasure

Year 4 Learning Journey

Start Date:	Monday 08 January	Unit Length:	12 weeks
	Links to Host Country (Qatar) <ul style="list-style-type: none"> We will find out about different artefacts that may be found in Qatar. We will think about what these items were used for and why they were important. 	During this unit our students will be:  	
Treasure We will be learning about ancient and modern treasures and what they mean to us. We will need to be archaeologists, and geographers to start to solve complicated historical puzzles and make connections with the present day. What is treasure and why is it important to us? Has this concept changed over time?			
Entry Point For the Entry Point, children will take part in an archaeological dig. They will be digging in a variety of different materials to find historical artefacts. As a class we will then think about where and where the different items were used.			
Knowledge Harvest To begin the unit, children will start by thinking about the question 'What is treasure?'. We will consider what treasure means to different people. We will then look at different treasures in relation to a timeline of historical time periods.			
History <ul style="list-style-type: none"> Children will take on the role of detectives and will be tasked with solving clues to find out the identity different people. We will create profiles for a variety of different people. Children will create a profile for a chosen historical leader. As a class we will find out about different sources and discuss the reliability and advantages and disadvantages of each. Children will find a variety of reliable sources for a given topic. We will find out about Howard Carter's discovery of the tomb of Tutankhamun. We will look at ceramics and how they can be reconstructed to produce an artefact. Children will take part in activities to reconstruct artefacts. Children will create and break codes using a variety of symbols from ancient civilisations. 			
Geography <ul style="list-style-type: none"> Children will examine a variety rocks, looking at their materials and structure. Thinking about which rocks are considered 'treasure' children will create infographics about a precious stone. 			
Design, Technology and Innovation <ul style="list-style-type: none"> As a class, we will think about the characteristics of different artefacts. Children will design and create their own artefacts. 			
Art <ul style="list-style-type: none"> Children will work in groups to look at different paintings from the past. We will spend time thinking about the different techniques used to create the artwork and how this communicates different messages. 			

- Children will use clay to create their own pinch pots.

International

- We will find out about historical treasures that have ended up in other countries and how countries are trying to have these returned to them.
- Children will take part in debates, arguing whether these historical treasures should be returned.

Exit Point

For the Exit Point, children will set up a museum exhibition of artefacts that they have created throughout the unit. The children will be assigned a different role to play during the exhibition. The museum will be presented to other students.

Assessment

History 2.03 Be able to select and record relevant information including multiple sources.			
Mastering	Secure	Developing	Emerging
<p>I can:</p> <ul style="list-style-type: none"> • Say why a source is important and who the information is for. • Use primary and secondary sources to gain information, and use this to create my own questions to find out more. • Think about whether a source is fact or someone's opinion. • Explain how someone's experiences may impact their opinions. 	<p>I can:</p> <ul style="list-style-type: none"> • List the main things that I have found out from lots of different types of information, with some that are from that time in history and some that were made later. • Say where different types of information do not agree with each other or tell the same story. • Order information I have found from the most to least important for the question that I am answering. • Make my own questions to help me look for the right information. • Decide whether to use the types of information, based on if it is likely to be true facts, or someone's opinion. • Find information from lots of different sources to help me answer the questions. • Talk about how something from the past is different to a story told about the past. 	<p>I can:</p> <ul style="list-style-type: none"> • Say which sources I think will be helpful from having a quick look. • Find information from some sources that are from that time in history and some that were made later. • Discuss why the information that I have chosen helps me with my research. • Use who, what, where, when, why and how to make my own research questions. • Decide if information is likely to be true facts and which is someone's opinion. 	<p>I can:</p> <ul style="list-style-type: none"> • Talk about what type of information can be found from different sources. • Find information from reading, looking at things and asking people questions about their experiences. • Say why I have chosen this information to note down. • Use hints to help me note down the information that I have found.