


Treasure Islands Year 1 Learning Journey

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| Start Date: | Monday 08 January | Unit Length: | 12 weeks |
|  | <p>Links to Host Country (Qatar)</p> <ul style="list-style-type: none"> We will look at maps of Qatar and the surrounding areas. | <p>During this unit our students will be:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #f96; padding: 5px; border-radius: 10px; margin-bottom: 5px;">Communicators</div> <div style="background-color: #9933cc; padding: 5px; border-radius: 10px;">Ethical</div> </div> | |
| <p>Treasure Islands The world is a connected place, for thousands of years we have been building networks of trade across the land and sea. In this unit, we will explore how islands became increasingly connected and how they sold their resources to others. We will also look at the challenges of transporting goods across the seas and oceans and how this was threatened by nature and by people... pirates! We will be geographers and cartographers as well as artists and designers.</p> | | | |
| <p>Entry Point For the Entry Point, children will play a variety of games. Following these games, children will predict what they think the unit will be about.</p> | | | |
| <p>Knowledge Harvest During the Knowledge Harvest, children will be presented with a blank map. Children will add any labels to show their knowledge of the world.</p> | | | |
| <p>Geography</p> <ul style="list-style-type: none"> We will use digital maps to explore the location of Qatar and the surrounding countries. Children will compare winter in different locations. We will find out where in the world different fruit comes from and the journey, they take to get to us. We will look at the different symbols on maps. Children will create their own maps. We will find out about the points of a compass. | | | |
| <p>International</p> <ul style="list-style-type: none"> We will think about rules and why we have them. We will find out about the rules that pirates follow. Children will explore the concept of 'home'. | | | |
| <p>History</p> <ul style="list-style-type: none"> We will find out about pirates and the diets they followed at sea. Children will discover different ways to keep food fresh. | | | |
| <p>Art</p> <ul style="list-style-type: none"> Children will design and create their own coins using salt dough. | | | |
| <p>Design, Technology and Innovation</p> <ul style="list-style-type: none"> Children will make their own compasses. Children will use junk material to create treasure chests. | | | |
| <p>Science</p> <ul style="list-style-type: none"> We will find out about how we can use the Earth and sun for directions when travelling. We will learn about different tools that can be used when travelling. | | | |

Music

- We will learn and sing sea shanties.
- Children will create their own chants.
- We will create a piece of music to represent a journey across the sea.

Physical Education

- Children will play pirate themed non-contact games.
- As a class, we will create a dance to go with our song from the music task.
- We will find out how we can stay safe around water.

Exit Point

For the Exit Point, children will create a Treasure Islands exhibition.

Assessment

Geography 1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps.

| Mastering | Secure | Developing | Emerging |
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| <p>I can:</p> <ul style="list-style-type: none"> • Search for and find a location on a digital map. • Explain some differences between a plan, a map and a globe. • Describe what features might look like after viewing them on a map. • Explain 'bird's eye' view. | <p>I can:</p> <ul style="list-style-type: none"> • Look at a map and say if I think my host and/or home country is on it. • Talk about where I can see water and different land features, like mountains and flat areas, on maps and on globes. • Find areas on maps with lots of buildings, those with not so many buildings and talk about differences. • Read a map using the symbols and the key to help me. • Find places that I know on a digital map. • Draw on a map to show a journey I regularly make. • Find the capitals of my host and home countries on a globe and world map. • Find lots of places I know on a map of near where I live. | <p>I can:</p> <ul style="list-style-type: none"> • Find the country where I live and the country I am from on a globe. • Use a map or a plan to find out more about places that I already know. • Match features to the symbols used on a map or plan. • Zoom in and out on a digital map to find my home and other places that I know. • Find the line that is called the equator on world maps and globes. | <p>I can:</p> <ul style="list-style-type: none"> • Find the country where I live and the country I am from on a world map. • Say what colour water and land is on maps and globes. • Explain how I know whether we are looking at a map or picture from a satellite. |