Memorable Experience
Visit a marina, a boat yard, an RNLI station or a boating lake to see how many different types of boats there are. If possible have a ride in a boat! Describe what it feels like to be afloat. Listen to rules about water safety, including keeping safe on board. Take photographs and make drawings to reflect upon back in the classroom.

Curriculum Enrichment: Boats

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<tr>
<th>Essential Skills</th>
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<tbody>
<tr>
<td><strong>D&amp;T</strong></td>
<td>Play with a range of toy boats with moving parts and mechanisms. Investigate with a partner then explain how they work, giving an opinion about whether they work well or could be made better. Make their own boats with a moving part or mechanism such as a lever or pulley using Lego or other construction kits. <strong>Teacher Note</strong> Display children’s ‘work in progress’ allowing them to make changes to their boats. Children could draw diagrams of their boat, labelling the parts.</td>
<td><strong>DT TK 2</strong> Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. <strong>DT M 1, 2</strong>; <strong>DT E 1</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td>Look at images of different boats identifying and naming the materials from which they are made. Explore the properties of materials such as wood, plastic, metal, glass, brick, paper and card to see which materials float and which sink. <strong>Teacher Note</strong> Encourage the children to make predictions about each material before testing it, using simple tables and charts to record both their predictions and findings.</td>
<td><strong>Sc EM 1</strong> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <strong>Sc WS 2, 3, 4, 5, 6</strong>; <strong>Co 4</strong></td>
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<tr>
<td><strong>Geography</strong></td>
<td>Identify seas of the UK using maps and satellite imaging. Make simple sketch maps to show the UK and the location of each sea. <strong>Teacher Note</strong> Extend by using world maps and atlases to identify the world’s continents and five oceans. Children could use</td>
<td><strong>Ge LK 2</strong> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <strong>Ge SF 1, 3</strong>; <strong>Co 4</strong></td>
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**Art & Design**

Use line and tone to draw shape, pattern and texture.

Draw a boat from first-hand observation, looking carefully at shapes and form. Draw from different angles, above, sideways, from the front and, if possible, from the inside. Select from a range of drawing materials such as a pen, pencil and marker pen. **Teacher Note**

This activity has extra impact if using a life-size boat… perhaps an inflatable dinghy or rowing boat? If you can't bring one to school, why not visit a local boating lake or boatyard for the drawing activity?

**DEVELOP STAGE**

**Curriculum Enrichment: Explorers**

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| **Geography** | Navigate for Captain Cook! Locate on a world map or globe the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. Help Captain Cook to plan his journey by colouring in these places on a world map. Provide him with a simple key too. **Teacher Note**

Captain Cook also needs to know where other important geographical features are including the Antarctic Circle, the Equator and the Northern and Southern Hemispheres. | **Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **En SL 7**; **Ge SF 1**; **Co 4, 5** |
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<tr>
<td><strong>History</strong></td>
<td>Make a timeline to show and sequence chronologically famous sea explorers including Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers such as Ellen MacArthur. <strong>Teacher Note</strong></td>
<td><strong>Ge SF 1</strong> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <strong>Ge SF 3</strong>; <strong>Ge LK 1, 2</strong>; <strong>Ge HP 1</strong>; <strong>Hi 3</strong></td>
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<tr>
<th>Art &amp; Design</th>
<th>a labelling tool such as Skitch to label satellite images copied from Google maps.</th>
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| Teacher Note | AD 2 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. AD 3 |
Provide children with picture/date/information cards to sequence. Discuss the pictures of each explorer, talking about the countries they discovered and finding these on a world map. Think about the differences in their ships and dress, reflecting on what these tell us about the times in which they lived or live. Children could create their time lines using Prezi software.

**Music**
Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.

Listen to and join in with sea shanties and traditional songs sung by or about sailors. Songs and rhymes to learn could include ‘Drunken Sailor’, ‘Bobby Shaftoe’ and ‘A Hundred Years Ago’.

**Teacher Note**
Shanties are work songs that were used on the square-rigged ships during the Age of Sail. Their rhythms coordinated the efforts of many sailors hauling on lines. Children might like to act out these actions as they sing. Record children’s performance using audio software.

**Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes. **Mu 3**; **En SL 9**; **Co 4**

**Mathematics**
Choose and use appropriate standard units to estimate and measure mass (grams/kilograms) to the nearest appropriate unit using scales.

Explore how much cargo a toy boat or raft can carry before it sinks! Choose a ‘cargo’ to load on a toy boat. How many of each unit can be loaded on the boat before it sinks? Use standard weights or non-standard measures, recording their findings in simple tables and charts.

**Teacher Note**
Non-standard cargo could include Lego bricks, coins, stones and marbles.

**Ma M 1** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. **Sc WS 1, 2, 3, 5, 6**

**History**
Use the stories of famous historical figures to compare aspects of life in different times.

Find out more detail about another famous sea explorer identified on the timeline. Work in pairs to find out where they sailed, explored and discovered and present their findings to others.

**Teacher Note**
Provide a good range of information books and computer access to help children find out more. Hotseating could be used as a means of finding out more about the explorers.

**Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **En SL 1, 9**; **En R C 1d**; **Co 4, 6**

**Curriculum Enrichment: Pirates!**
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<td><strong>Science</strong></td>
<td>Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching.</td>
<td>Explore which shapes float best by moulding and reshaping a lump of plasticine. First test whether the lump floats, then squash, squeeze and bend the plasticine, moulding it into a variety of shapes such as sausage, flat and cup-shaped, testing and recording at each stage how well the new shape can float.</td>
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**Teacher Note**
Children could retest their plasticine rafts on salty 'sea' water? Is there a difference? Why?

| **History** | Use the stories of famous historical figures to compare aspects of life in different times. Copy | Use a range of information books and the web to find out more about famous pirates. Brainstorm their understanding of what a pirate is and learn about the pirate code, clothing and punishment. Make a fact file about 'A Pirate's Life'. **Teacher Note** Some famous pirates to learn about could include Blackbeard, Calico Jack, Anne Bonny and Henry Morgan. Children could use word processing software to produce a digital fact file. | **Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. En R C 1d, 2a; Co 4, 6 |

| **Mathematics** | Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. children themselves moving in turns, giving instructions to other children to do so and programming robots, using instructions given in right angles). | Use large table maps to describe the position, direction and movement of small world pirates, ships and treasure. Move physical objects according to instructions and give others instructions for moving objects. Use mathematical language such as straight ahead, right turn, half turn, backwards, forwards, left and right. Use remote control or programmable toys to move on a map. **Teacher Note** Use maps with grid lines so that children can count the number of squares when moving objects. Instructions could be to 'move the pirate ship forward three spaces' or 'move the pirate with the red hat backwards five spaces'. You can draw your own pirate map on a large polystyrene sheet or roll of paper. You can even paint one outdoors for children to enjoy in their free play! | **Ma G PD 2** Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Ge SF 2; Co 2 |
### Art & Design
Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories.

Look at examples of pirate flags, talking about the shapes, patterns and colours used. Design their own pirate flag, choosing symbols and colours that would stand out from afar. After drawing, print a version of their flag using a simple block print.

**Teacher Note**
Explain that different pirates had their own flags and each one had a different design, although the most well-known design was the infamous skull and crossbones! Many pirates designed and used their own colours as a way to distinguish themselves and to intimidate their victims. Children can make simple blocks for printing using polystyrene tiles.

**AD 1** Use a range of materials creatively to design and make products. **AD 3**

### Geography
Draw simple maps or plans using symbols for a key.

Look at real and imaginary treasure maps to identify a range of human and geographical features. Make their own imaginary treasure map, adding lots of exciting features and giving them pirate-themed names. Create a simple key for their map and decide on the best place to hide treasure!

**Teacher Note**
Encourage the children to think about the different elements they could include on their map. Features might include forests, sandy beaches, quick sand, a cave, lake, swamp, mountain range... The possibilities are endless!

**Ge SF 3** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. **Ge HP 2a**

### Curriculum Enrichment: Sea Rescue

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<td><strong>Geography</strong></td>
<td>Use information gathered from the RNLI website to locate the UK’s RNLI stations. Identify these locations on maps, which cities they are closest to and which countries of the UK they are based. Where is their nearest station? <strong>Teacher Note</strong> Using maps, children could also plan a route around the UK imagining they are sailing their own ship. Where would they stop? How far would they go?</td>
<td><strong>Ge LK 2</strong> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <strong>Ge SF 1, 2; Co 4, 6</strong></td>
</tr>
<tr>
<td>D&amp;T</td>
<td>Use tools safely for cutting and joining materials and components and for finishing products.</td>
<td>Find out about lighthouses, looking at examples from Grace Darling’s time and modern lighthouses of today. Make their own lighthouse to steer ships away from rocky cliffs and dangerous coves! Experiment with simple circuits to make the lighthouse lamp light up, or use a simple control box such as ‘Learn and Go’ to make their light flash. <strong>Teacher Note</strong> Encourage the children to make their own lighthouses, drawing labelled designs and choosing from a selection of construction materials. Show their models to others and explain how they work.</td>
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<tr>
<td>Computing</td>
<td>Use logical reasoning to predict the behaviour of simple programs.</td>
<td>Use a floor robot to navigate around a large scale map drawn on the school yard. Can they prevent their ‘ship’ from crashing and wrecking on the rocks? <strong>Teacher Note</strong> Where their ‘ship’ wrecks, revise their programming to debug. This can be extended to navigate around rockier coastlines and other obstacles such as the pirates’ swamp and smugglers’ caves!</td>
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<tr>
<td>History</td>
<td>Use the stories of famous historical figures to compare aspects of life in different times.</td>
<td>Work in groups to act out a scene from the life of Grace Darling or one of the famous explorers showing one of their dramatic adventures on the seas. Use a simple script and make use of props, costumes or music to enhance the atmosphere. Film the finished work to share with an audience. <strong>Teacher Note</strong> Dramatic scenes could include the rescue of shipwrecked survivors by Grace Darling and her father. Use pictures to revisit some of the events of the most exciting stories from the project.</td>
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<tr>
<td>D&amp;T</td>
<td>Improve structures by making them stronger, stiffer and more stable.</td>
<td>Work outdoors to make a rescue raft out of reclaimed materials or apparatus. Find out how many people they can fit on the raft without falling off into the shark-infested seas! <strong>Teacher Note</strong> Children could also role play fictional characters arguing for limited places on the life raft. They might be a pirate, a ship’s captain or a mermaid. Children should explain why they deserve a place on the raft!</td>
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**INNOVATE STAGE**

**Provocation**

Arr… me hearties! This be Captain Longbeard ‘ere. Me and me pirate jack-tars have hidden some booty in your school grounds! Use your brains, me buckos, as well as your map readin’ skills, an’ be keepin’ your eyes and ears open for clues. When ye finds it, can you let me know? I ‘ll come aft t’ get it!

**Programmes of Study**

**Spoken Language**
- En SL 5 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  
- En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  
- En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  
- En SL 6 Maintain attention and participate actively in collaborative conversations.  

**Writing**
- En W C 1d Write for different purposes.  

**Reading**
- En R C 1f Discuss and clarify the meanings of words, linking new meanings to known vocabulary.  

**Mathematics**
- Ma M 5 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.  

**Computing**
- Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  

**Geography**
- Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  
- Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.  

**Innovate Board Steps**

What is Captain Longbeard telling us? Can you understand him? Let’s read and make sense of it! Treasure? Here in the school grounds! Let’s look at the map Captain Longbeard left us. What can we see? Where do you think the treasure is hidden? Does X mark the spot? Let’s dress as pirates! What do pirates wear? A hat, an eye patch… perhaps a stripey top! What are you going to wear? Plan your outfit for the treasure hunt. We’re all dressed up and ready to go! Let’s follow the map. Can we spot any clues? Captain Longbeard has been careless and dropped some coins along the way! Look out for them – how much money has he dropped? Let’s add it up! Don’t forget to record your adventure using a digital video camera! Okay, so we’ve found where X marks the spot! Let’s dig – can we find the treasure? What’s inside? A message? Treasure? Coins or jewels? What have YOU found? Let’s take our treasure back to the classroom and talk about what we’ve found. What should we do with it? Let’s write to Longbeard and tell him what we are going to do with the treasure. Remember to write in ‘pirate speak’! Who is that coming through the door? It’s Longbeard! Quick, what should we do? Tell him what we are going to do with the treasure… and don’t worry, I’ve heard he’s a friendly pirate! Congratulations! You have completed your Innovation Challenge.

**EXPRESS STAGE**

**Curriculum Enrichment: Sailing Home**

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<td><strong>PSHE</strong></td>
<td>Hold an open morning for parents to share everything that they have learned throughout the project. Plan what they would like to draw, say, share or read for the special gathering. <strong>Teacher Note</strong> Children could prepare ship’s biscuits, sing a sea shanty and teach parents how to ‘talk like a pirate!’</td>
<td><strong>PSHE 5b</strong> Feel positive about themselves. En SL 5, 10; DT M 1, 2</td>
</tr>
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- Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.
| **D&T** | Explain how closely finished products meet their design criteria and say what they could do better in the future.  
**Teacher Note**  
Display a range of model boats alongside the children’s own creations and encourage them to describe to an adult the similarities and differences between them. | DT E 2 Evaluate their ideas and products against design criteria. Co 4; DT E 1; En SL 5 |  
| Computing | Organise, store, manipulate and retrieve data in a range of digital formats.  
Make a single PowerPoint slide about their favourite part of the project. Include a sentence or sentences explaining what they learned and why they enjoyed this particular aspects of their project work such as a recording of their sea shanty, digital video clips of their pirate adventure and photographs of their pirate activities.  
**Teacher Note**  
Encourage children to talk to others and to the whole class about what they enjoyed most about their project work and why. | Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. En SL 5; PSHE 5b |  
| **Music** | Use own voice in different ways including speaking, singing and chanting for different effects.  
Perform their learned sea shanty or traditional sailor song to an invited audience of parents or peers, singing with confidence as part of a group or ensemble. Remember to co-ordinate their actions along with the song.  
**Teacher Note**  
Provide the lyrics so that invited guests can join in, asking the children to demonstrate the actions to others. | Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. En SL 9 |  
| **Geography** | Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.  
Join in with playground games such as ‘Captain’s Deck’ which involve positional language including North, South, East and West. Follow directions such as ‘Run to the Captain’s right’ or ‘Run to the Captain’s left’ and ‘Skip to the north of the ship’ and ‘Hop to the east of the ship’.  
**Teacher Note**  
Allow children turns at shouting the Captain’s orders. Other actions such as ‘Scrub the deck!’ or ‘Climb the rigging’ can be added in between commands. | Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. Ma G PD 2; En SL 1 |