

**Topic / theme:** Pirates

**Stage:** P1

### Curriculum for Excellence experiences & outcomes:

Social Studies – People, past events & societies

- I have explored how people lived in the past and have used imaginative & *active* play to show how their lives were different from my own and the people around me (SOC 0-04a)

### Resources:

- Painted stones with pirate words on one side and pictures on the other – hidden around school grounds
- Treasure chest with treasure in it
- Pirate pictures
- Chalk



### Introduction:

Show pirate pictures with ships, costume, treasure, etc. Discuss associated vocabulary and what different items were used for. Follow the 'stone clues' to find the treasure chest. Start by giving a word clue - eg hook. Find the stone with the hook picture. Turn over the stone and read the word on the bottom – eg cannon. Then find the stone with the cannon picture. Turn over the stone and read the next word. Continue until they find the stone with the treasure chest picture – look under the stone to find the final clue to the location of the treasure chest - eg in the bike shed.



### Main learning:

Show pictures of pirate ships. Ask children to name the parts of the ship they know and repeat new vocabulary, such as mast, anchor, porthole, deck, flag, crow's nest, sails, etc. Ask groups to work together to draw large pirate ships on the playground using chalk. Ask groups to agree the important elements they should include in their ship, using the words & pictures discussed earlier.



### Evaluation and follow-up:

Once all groups have finished, gather together and draw up an agreed list of criteria for a good pirate ship drawing. Ask peers to assess each group's work, checking for success against the agreed criteria - does it have a mast, anchor, sail, flag, portholes etc?

Record chalk pictures with a digital camera and use as part of pirate display indoors.