

### Treasure Island

#### CfE Experiences and Outcomes

**First Level** - *I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a*

**Second Level** – *Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d*

#### Learning Outcome

To further recognise the use of shapes and symbols on a map

To practice setting the map

### Resources

Prepared maps of the island shape

Whiteboards

Pens

A large space – outdoor area, gym hall/dining hall, a space cleared in a room  
Objects to lay on the island – a basin of water for a lake, cord/rope for a river, cardboard box for a house, cones for trees etc or make something up with the resources you have

You could listen to this story you're your class to set the scene:

<https://www.youtube.com/watch?v=2irtBPKYpuw>

*Lesson sequence adapted from Outdoor Learning Cards Resource*

### Activity

- Using chalk or a length of rope, mark out the coastline of an island in a simple shape. Give pupils a pre-marked map of the shape, or ask them to draw it on whiteboards.
- Add features to the island using the objects you have. Pupils add these to their map using pictures or symbols as you add. Discuss a legend with pupils – how will they represent these objects for others to know what they are?

**Storyline: Following a shipwreck, a box of treasure is buried. Before being rescued, the sailors make a map of the island so they can find the treasure at a later date. The young people are the ship wrecked sailors. Ask them to bury treasure on the opposite side of the island and mark it with a 't' on their map. Years later, they return to the island to dig up the treasure. They land at the island where they are sitting and mark this with an arrow on the map.**

- Plan a route to get to the treasure and trace it with their finger. The map must be kept set to follow the route.
- If the island is big enough, pupils can then try to follow the route, walking from one feature to another until the treasure is reached – remember to keep the map set.

### Assessment

Ask pupils to describe the route they would take to get to the treasure, describing the landmarks they would pass.

Can you explain how to set a map?

Did you always set the map correctly? What made this difficult/easy?

What would make it easy to follow your route? What techniques could you use?

#### Extension and Progression

**Simpler:** Begin with a table top map and have a toy car visit objects on the map. Pupils can follow where this goes on their map.

**Challenging:** Add in North, South, East and West to the map. Pupils set the map to North.

Pupils direct someone else to find their treasure.

Pupils swap maps and

Pupils could recall and write story, or instructions about how to reach the treasure

# Curriculum Outdoors

## Orienteering


