



## **The Mayflower 400 Scheme of Work**

This example scheme of work is one unlike any other. It has been produced with the help of many outstanding institutions and experts in their fields. It has been produced to inspire younger generations to become excited about Plymouth and eager to be part of an open and innovative community. At the heart of this scheme of work is the desire to enable children and young people to think beyond the four walls of their classroom and actively look at what is around them, enabling them to be part of an inspiring legacy.

### **Overall aim**

The Mayflower 400 project is an international commemoration of the endeavours of the separatists, who left England, looking for a place away from persecution, and eventually became known as the Mayflower Pilgrims. It is a story of discrimination, determination and hope. It is a story that is fundamental to showing Plymouth as a continuing hub of global citizenship, as well as a port of enterprise and innovation. By embedding the story of the Mayflower into the learning of our young people, it is hoped that generations to come will be encouraged to engage, actively, and explore their heritage, leading them from the classroom and into the wider community.

The project aims to develop lasting links between our schools in Plymouth, UK, as well as nationally and internationally, allowing generations of Plymothians to recognise the significance of their place in the world. It is an opportunity to enable schools to work with, and alongside, a range of organisations in order to develop and deliver a scheme of work that will celebrate the pioneering and pivotal place that Plymouth has become.

Mayflower 400 plans to mark the 400<sup>th</sup> anniversary of the sailing of the Mayflower by creating a range of significant events, that will each pull together the view of Plymouth as a centre of cultural, historical and economical importance. In order to do this, the young people of Plymouth need to understand the history of their home town in a way that celebrates its accomplishments and creates a lasting legacy for those yet to visit and explore Plymouth.

## Overall objectives

The central objective is that every young person in Plymouth will know and understand the Mayflower story from the beginnings of the Separatist movement to the 'first Thanksgiving.'

Through this scheme of work, every young person will:

- know the story of the Mayflower, including key dates
- understand the relevance of the Mayflower narrative to today
- understand why the Separatists sailed to the New World
- understand the difficulties faced by the travellers at different sections of their journey and why they occurred
- understand the significance of the story for Plymouth, UK
- understand the significance of the story for places nationally and internationally
- create an artefact (individually or as a group) that represents an aspect of the story
- create a range of work (format according to subject) that represents the learning of the young person

These learning outcomes are an indication of what is expected of all young people through studying elements of the Mayflower scheme of work. However, they are not exhaustive and teachers will need to differentiate the learning outcomes to suit their students' needs.

## Framework

The story of the Mayflower lends itself to many aspects of the curriculum; the challenge comes in ensuring important themes and messages are included in its transmission. As such, consultation with a number of educational and historical leads, across subjects, has seen the scheme of work develop as one that can enable learning, across the curriculum, and that will focus on exploring key questions. In doing so, this will enable young people to appreciate, not just the complexity of the Pilgrims' transatlantic voyage, but the need, and inevitability, that the skills they learn must be transferable if they are to become a vital part within their city, and society at large.

All subject areas can work to explore various aspects of the Mayflower story, with the primary goal being that all students will be able to understand why the story of the Mayflower is relevant to them. It is important that young people understand why they are learning about the Mayflower, why it is significant to them as an individual and a society, and how being a part of this project can impact on them and future generations.

Mayflower may be a catalyst, from which young people can discuss the place of Modern British Values. It may inspire young people to explore the skills of survival, business and communication.

Mayflower's importance, through a focus on relationships between the Mayflower Pilgrims and the Wampanoag, also lies in its ability to explore the value of inclusivity, and how we are able to promote an ethos of cohesion, growth and innovative, pluralistic thinking.

Through the scheme of work, students will be encouraged to question and interrogate historical sources and societal opinion. This will provide an opportunity to explore one narrative from multiple perspectives, allowing for a broad and detailed understanding that will see students answering difficult yet relevant questions, including:

Is it possible, or even right, to search for personal freedom?  
How does society form a functioning hierarchy?  
Were the Pilgrims ready for a new environment?  
How do you make a colony a 'home'?  
Can cultures coexist without the need to lose traditions?  
In what ways have the events of the 17<sup>th</sup> Century been memorialised?  
Is it possible for cultures to coexist harmoniously over the course of decades, or even centuries?  
Was the Mayflower just another story of people emigrating in the hopes to find a better life?  
The Mayflower was not the first colony in America, so why is it so important?

The scheme of work as set out in this document is intended, primarily, for KS3. It is an indication of what can be studied on a week by week basis. It does not provide individual lesson plans; these are left to the teacher's discretion. The Mayflower Education team will also be producing an amended version for KS2 children and individual sessions for KS1.

This scheme of work is provided as an example of what could be taught, and schools are able to select or adapt aspects of the scheme of work to fit their needs. The resources and links provided within the scheme of work are an indication of the information readily available. They are not the only sources available, and are not intended to reflect a particular viewpoint on the Mayflower narrative, but are a possible account according to the author.

The Mayflower Education team may be able to advise if required.

## English

### Aim

This unit of work will require students to analyse and assess a number of textual sources relating to the Mayflower and how they have come to influence our telling of the Mayflower story today. In light of this, students will question the need and trustworthiness of storytelling as a way to pass on social and cultural heritage. Students will use what they have learnt to tell their own version of the Mayflower story.

### Curriculum Links

- read increasingly challenging material, both pre-1914 and contemporary
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- making critical comparisons across texts
- write well-structured formal expository and narrative essays
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- participating in formal debates and structured discussions, summarising and/or building on what has been said

### Assessment

Students to analyse an extract from William Bradford's writing (Of Plimoth Plantation OR his poetry), looking at what it implies about the events and people on the Mayflower journey. Students should consider Bradford's use of vocabulary and semantic field, what instances he does chose to write about and anything that he may have let out.

OR

Produce a creative piece, using the Mayflower narrative as a stimulus. Students should use the factual detail learnt in the first 4 weeks as the basis for a fictional piece about the Mayflower. This could be written as part of a story (such as Pocahontas), the start of a play (such as The Tempest) or a poem (using techniques found in Bradford's poetry).

### Objectives

- to read, discuss and analyse a range of primary resources
- to infer and deduce what was felt/thought about the voyage and first year in Plymouth, MA
- explore what different versions of the same event implies/infers about the author
- look at how the story has been memorialised and how this can/should be continued
- interpret the different relationships between the Pilgrims, crew, strangers, Native Americans, and other groups encountered on the voyage
- explore the importance of telling the Mayflower story and how this could be best continued
- discuss how a modern audience may view the choices made by the pilgrims as stated in primary sources

### Themes/Key Words

- sexism/feminism
- leadership
- oral tradition
- historical fiction

Week One Of Plimoth Plantation	Week Two Bradford's Journal	Week Three Bradford's Poetry
<b>Lessons</b>		
<p>Students to be introduced to William Bradford and his role in documenting the narrative of the Mayflower – his journal 'Of Plimoth Plantation.' Students to question the reliability of the source, thinking about his possible motives, his good education and why little else was written down. Through reading the opening paragraph, students to deduce why the pilgrims were leaving. Students to pick and discuss the use of Bradford's religious and harsh/violent vocabulary. Students to infer how they think the Pilgrims might have felt and why. Introduce a debating/discussion structure suitable for the class to allow students to decide if the move was necessary and the Pilgrims just in their actions.</p>	<p>Students to read a number of extracts from Bradford's Journal. Through reading, discuss his use of semantic fields and what these infer about his character and ability to be a leader. Students to look at translating extracts into modern English and how translations may affect the readers' view. Students to read between the lines and think about what he did and didn't include in his writing, for example the death of his wife was not mentioned in his journal.</p>	<p>Students can focus on one or more of Bradford's poems. Annotate the poems for techniques, such as rhyme, opposites, hyperbole, alliteration and ambiguity – what does Bradford's use of these techniques tell you about his upbringing, education, hobbies, etc.? Thinking about the subject of the poem, how might this affect people's views of the Pilgrims and the groups they were leaving/joining? What do the messages within the poem infer about Bradford's beliefs and ideals?</p>
<b>Resources</b>		
<p>Volume 1 – opening paragraph of 'Plymouth Planation' (p32-34) Volume 2 - 'One Small Candle' extract of 'Plymouth Plantation' (p117) <a href="http://mayflowerhistory.com/primary-sources-and-books/">http://mayflowerhistory.com/primary-sources-and-books/</a></p> <p>How to debate <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/school-debating-pack/">http://www.parliament.uk/education/teaching-resources-lesson-plans/school-debating-pack/</a></p>	<p>'Of Plymouth Plantation' by William Bradford – see possible extracts below</p>	<p>Both of these poems are very long but are naturally split into sections with headings: Some Observations – The Indians and The Founding of Plymouth – the landing and colonisation of Plymouth On the Various Heresies – the different religious groups present in England at the time <a href="https://www.poemhunter.com/william-bradford/poems/">https://www.poemhunter.com/william-bradford/poems/</a></p>
<b>Week Four</b> Outside opinions: A Relation or Journal of the Beginning and Proceedings	<b>Week Five</b> Outside opinions: A Relation or Journal of the Beginning and Proceedings	<b>Week Six</b> Fact and Fiction: Telling tales of voyages
<b>Lessons</b>		
<p>Students should use these sources to compare how Bradford presented his colony to how those back in England viewed it, being aware of how these pieces would have been used to advertise the colony and ensure its success. 'Certain Useful Advertisement' –</p>	<p>Students to continue their work from week four. This could be extended by students creating their own account (journal entry/letter back home) based on the information from pg6 of 'A Relation or Journal of the</p>	<p>Look at how transatlantic voyages have been used as a stimulus for fiction – The Tempest, as based on an unsuccessful voyage to Jamestown. Start by summarising the voyage.</p>

<p>using this letter as evidence, how do you think the Pilgrims were viewed by others? How do you think the Pilgrims left behind envisioned the journey and colonisation? Why do you think they viewed it in this way?          'To His Much Respected Friend, Mr. J.P' - using this letter as evidence, how and why might these sources be biased?          Consider how the Pilgrims want others to view their colony and why.</p>	<p>Beginning and Proceedings' as written by 'several actors.'</p>	<p>Students should discuss what happened in the voyage that would make it engaging as a fictional story. They could think about what makes the story exciting or interesting, such as encountering new cultures or dangerous journeys.          Students could extend this by discussing what aspects of the fictional story are similar/different to the factual account – why have some aspects of the story changed?</p>
<b>Resources</b>		
<p>A Relation or Journal of the Beginning and Proceedings (p3)  <a href="http://mayflowerhistory.com/primary-sources-and-books/">http://mayflowerhistory.com/primary-sources-and-books/</a></p>		<p>Shakespeare's Tempest–accounts of the Tempest voyage  <a href="http://www.shakespeare-online.com/keydates/tempestbermuda.html">http://www.shakespeare-online.com/keydates/tempestbermuda.html</a></p>
<b>Week Seven</b> Telling tales of voyages		
<b>Lessons</b>		
<p>Write your own story of the Mayflower as the Pilgrims landed in the New World.          Think about what aspects of the factual account need to remain and where there is licence for fictional embellishment for readers' engagement.</p>		
<b>Resources</b>		

## 'Of Plimoth Plantation' Extracts

The one side laboured to have ye right worship of God & discipline of Christ established in ye church, according to ye simplicitie of ye gospell, without the mixture of mens inventions, and to have & to be ruled by ye laws of Gods word, dispensed in those offices, & by those officers of Pastors, Teachers, & Elders, &c. according to ye Scripturs. The other partie, though under many colours & pretences, endeavored to have ye episcopall dignitie (affter ye popish maner) with their large power & jurisdiction still retained; with all those courts, cannons, & ceremonies, togeather with all such livings, revenues, & subordinate officers, with other such means as formerly upheld their antichristian greatnes, and enabled them with lordly & tyranous power to persecute ye poore servants of God.

All great & honourable actions are accompanied with great difficulties, and must be both enterprised and overcome with answerable courages. It was granted ye dangers were great, but not desperate; the difficulties were many, but not invincible. For though their were many of them likely, yet they were not cartaine; it might be sundrie of ye things feared might never befall; others by providente care & ye use of good means, might in a great measure be prevented; and all of them, through ye help of God, by fortitude and patience, might either be borne, or overcome. True it was, that such attempts were not to be made and undertaken without good ground & reason; not rashly or lightly as many have done for curiositie or hope of gaine, &c. But their condition was not ordinarie; their ends were good & honourable; their calling lawfull, & urgente; and therefore they might expecte ye blessing of god in their proceeding. Yea, though they should loose their lives in this action, yet might they have comforte in the same, and their endeavors would be honourable.

Being thus arived in a good harbor and brought safe to land, they fell upon their knees & blessed ye God of heaven, who had brought them over ye vast & furious ocean, and delivered them from all ye periles & miseries therof, againe to set their feete on ye firme and stable earth, their proper elemente. And no marvell if they were thus joyefull, seeing wise Seneca was so affected with sailing a few miles on ye coast of his owne Italy; as he affirmed, that he had rather remaine twentie years on his way by land, then pass by sea to any place in a short time; so tedious & dreadfull was ye same unto him. But hear I cannot but stay and make a pause, and stand half amased at this poore peoples presente condition; and so I thinke will the reader too, when he well considered ye same. Being thus passed ye vast ocean, and a sea of troubles before in their preparation (as may be remembred by yt which wente before), they had now no friends to wellcome them, nor inns to entertaine or refresh their weatherbeaten bodys, no houses or much less townes to repaire too, to seeke for succoure. .. Let it also be considred what weake hopes of supply & succoure they left behinde them, yt might bear up their minds in this sade condition and trialls they were under; and they could not but be very smale.

After some houres sailing, it begane to snow & raine, & about ye midle of ye afternoone, ye wind increased, & ye sea became very rough, and they broake their ruder, & it was as much as 2 men could doe to steere her with a cupple of oares. But their pillott bad them be of good cheere, for he saw ye harbor; but ye storme increasing, & night drawing on, they bore what saile they could to gett in, while they could see. But herwith they broake their mast in 3 peeces, & their saill fell over bord, in a very grown sea, so as they had like to have been cast away; yet by Gods mercie they recovered them selves, & having ye floud with them, struck into ye harbore....

But though this had been a day & night of much trouble & danger unto them, yet God gave them a morning of comforte & refreshing (as usually he doth to his children), for ye next day was a faire sunshinig day, and they found them sellvs to be on an iland secure from ye Indeans, wher they might drie their stufe, fixe their peeces, & rest them selves, and gave God thanks for his mercies, in their

manifould deliverances. And this being the last day of ye weeke, they prepared there to keepe ye Sabath.

In these hard & difficulte beginings they found some discontentes & murmurings arise amongst some, and mutinous speches & carriags in other; but they were soone quelled & overcome by ye wisdom, patience, and just & equall carrage of things by ye Govr and better part, wch clave faithfully together in ye maine. But that which was most sadd & lamentable was, that in 2. or 3. moneths time halfe of their company dyed, espetially in Jan: & February, being ye depth of winter, and wanting houses & other comforts; being infected with ye scurvie & other diseases, which this long vioage & their inacomodate condition had brought upon them; so as ther dyed some times 2. or 3. of a day, in ye foresaid time; that of 100. & odd persons, scarce 50. remained.

And herewith I shall end this year [1621]. Only I shall remember one passage more, rather of mirth then of waight. One ye day called Christmas-day, ye Govr [William Bradford] caled them out to worke, (as was used,) but ye most of this new-company excused them selves and said it wente against their consciences to work on yt day. So ye Govr tould them that if they made it mater of conscience, he would spare them till they were better informed. So he led-away ye rest and left them; but when they came home at noone from their worke, he found them in ye streete at play, openly; somepitching ye barr, & some at stoole-ball, and shuch like sports. So he went to them, and tooke away their implements, and tould them that was against his conscience, that they should play & others worke.

## Art and Design

### Aim

This unit of work will require students to look at, analyse and evaluate 17<sup>th</sup> Century art work and artefacts as a way to understand culture and developments at that time. Students will work with a range of materials to create a piece showcasing the significance of an aspect of the Mayflower and/or Wampanoag story, and what their representation implies about our modern view of 17<sup>th</sup> Century art.

### Curriculum Links

- use a range of techniques to record their observations as a basis for exploring their ideas
- to use a range of techniques and media
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to present day

### Assessment

Create an artefact using a Native American art form, with explanation of how it links to the Mayflower and/or Wampanoag story.

### Objectives

- explore, compare and produce stereotypical representations of the Pilgrims and Native Americans and what impressions are given
- explore, compare and produce accurate representations of the Pilgrims and Native Americans by looking at art work/artefacts and how/why impressions may have changed
- look at and recreate Wampanoag tribal art, such as Wampum, and explore its significance
- look at and recreate wider Native American tribal art, such as totem poles, and explore its significance
- explore and critically assess the ways art has been used to commemorate/depict the Mayflower and Wampanoag stories

### Themes/Key words

- representation
- historical fiction
- commemorated, not celebrated
- community and belonging
- colonial history
- impact on indigenous populations
- race and ethnicity
- impact on world affairs

Week One Stereotypes	Week Two 17 <sup>TH</sup> Century representations	Week Three Wampanoag Wampum
<b>Lessons</b>		
<p>Ask students to draw what they believe a Pilgrim and Native American looked like. Are there differences/similarities between student's drawings and why do they think this is?</p> <p>Students need to look at modern interpretations of the Pilgrims and Native Americans and question how have they been depicted - to what extent does it fulfil our expectations?</p> <p>Students should be introduced to the idea of 'stereotype' and where our perceptions of the Pilgrims and Native Americans have come from. What are the positives and negatives of these representations?</p>	<p>Students now need to look at more realistic representations of the Pilgrims and Native Americans from primary resources/recreations. Remember to look specifically at the Wampanoag tribe and how their dress differs from other Native American tribes. How has art been used to represent them?</p>	<p>Students to research Wampum – what is it? What were its many uses? What might this very visual and tactile artefact infer about the Wampanoag's culture?</p> <p>Look at the Two Row Wampum Treaty as an example of how wampum was used – although it is not from the Wampanoag tribe, it clearly depicts the importance of visual representation.</p> <p>Students can practice drawing designs for Wampum belts of famous people or instances in time and see if the other students can guess what they are.</p>
<b>Resources</b>		
<p>Teachers will need to source examples depicting stereotypical representations of Native Americans and Pilgrims. This could be done through film, as well as art.</p>	<p>A Google image search of 'Plimoth Plantation Pilgrims/Wampanoag' will provide modern accurate recreations.</p> <p>What they wore – an explanation of their clothes <a href="http://www.plimoth.org/learn/ju-st-kids/homework-help/what-wear">http://www.plimoth.org/learn/ju-st-kids/homework-help/what-wear</a></p> <p>Painted pilgrims - <a href="http://www.pilgrimhallmuseum.org/edu_painted_pilgrims.htm">http://www.pilgrimhallmuseum.org/edu_painted_pilgrims.htm</a></p>	<p>Students will need access to resources (books/hand-outs/internet) in order to research Wampum and the Two Row Wampum Treaty.</p> <p>See attached sheet 'how to make a wampum belt'</p>
<b>Week Four</b> Wampanoag Wampum	<b>Week Five</b> Tribal Art	<b>Week Six</b> Memorialising the story
<b>Lessons</b>		
<p>Students should create their own wampum belt to represent a significant event – this can be a personal event or one related to the Mayflower, for example Samoset introducing himself to the Pilgrims.</p>	<p>An opportunity to explore <b>general</b> Native American art – totem poles, basket and blanket weaving, homage to animals, feather work, use of symbols, wood carvings, corn husk dolls, moccasins, beaded headband or tribal tattoos</p>	<p>Students should choose a form of tribal art to depict an aspect of the Mayflower/Wampanoag story. Teachers need to be clear as to whether the art form chosen is Wampanoag or from another Native American Tribe.</p>
<b>Resources</b>		
<p>Students should create their design on paper first before making the belt (or a smaller version).</p>	<p>This is not restricted to Wampanoag art and could be an opportunity to compare art across Native American</p>	

See attached sheet 'how to make a wampum belt'	people, and infer what the difference/similarity might mean about their different cultural beliefs and practices. It is up to the teacher's discretion as to what aspect is studied. Students will need access to resources (books/hand-outs/internet) in order to research Tribal Art.	
<b>Week Seven</b> Memorialising the story		
<b>Lessons</b>		
Students should continue with their work from week six.		
<b>Resources</b>		

## How to make a Wampum belt

The beads used for wampum belts were made from the white shell of the North Atlantic channelled whelk, and the white and purple quahog (Western North Atlantic clam). However, there are a number of ways to recreate the wampum belt in the classroom.

1. There are a number of ways of weaving a belt, using coloured plastic beads. Teachers should decide which technique is best for their class.
2. Students could also create their own beads before turning them into wampum belts. This could be done through a simple water and flour mixture or students could try creating beads with paper.
3. The Wampanoag made beads out of natural objects that were around them. Students could explore natural materials and test which of those materials could work as a belt – remember, the belt was used to show/tell an event or story so the objects you pick will need to have different colours for contrast.
4. Students could explore creating similar patterns and effects without using beads. Instead they could use applique to 'block out' the design on fabric. Where this may be too difficult or time consuming, students could use fabric paint or crayons instead.
5. Students could continue working with fabric and use batik as a way of 'blocking out' patterns.

There are a number of ways to recreate a wampum belt – these are just a few.

Where some classes may decide to make their belts individually, all using the same method, others made decide to use a range of methods and compare the effect. Where resources allow, classes could use a range of methods, creating only a strip or two of the belt each, and then putting them together for a mixed media piece.

## Design and Technology

### **Aim**

This unit of work will require students to understand and assess the physical construction of the Mayflower ship and Plymouth settlement, taking into account the limited range of skills, resources, time and money the Pilgrims had; they will go on to produce a number of products that allows them to appreciate the difficulties the Pilgrims faced. Students will compare 17<sup>th</sup> Century technology with modern technology and assess the success of these advancements.

### **Curriculum Links**

- use research and explanation, such as the study of different culture, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- select from and use specialist tool, techniques, processes, equipment and machinery precisely
- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- understand the developments in design and technology, its impact on individuals, society and the environment
- understand and apply the principles of nutrition and health
- understand the source, seasonality and characteristics of a broad range of ingredients

### **Assessment**

To create a product (scale or actual size, depending on the product) that would have been made by the pilgrims as part of their journey, focusing on either 17<sup>th</sup> or 21<sup>st</sup> century skills and assessing the methods used in comparison.

### **Objectives**

- know and understand the range of jobs on board the Mayflower, and appreciate and use the skills that each required
- understand how these skills compare to those used today
- explore the primary use of the Mayflower and how it was adapted (including harmful adaptations done as sabotage) for the voyage
- explore other ways in which the Mayflower could have been adapted for the voyage and the success of these adaptations
- compare the 17<sup>th</sup> Century vessels with those used today and how advancements in technology have aided transatlantic crossings
- research and create the Pilgrim's settlement (taking into account time, environmental conditions, building materials and construction techniques) and critically assess these against modern building methods.

### **Themes/Key words**

- New science
- navigation
- resourceful and capable citizens
- local, domestic and industrial contexts

Week One The Mayflower	Week Two Modern Sailing	Week Three Modern sailing
<b>Lessons</b>		
<p>Students should look at the types of ships used during the 17<sup>th</sup> Century and compare how their usage affected their design. Students could look at the adaptations of the Mayflower including those done as sabotage and how they affected sailing.</p>	<p>Students should complete the same assessment of modern vessels and how they are equipped for transatlantic crossings. Students should look at creating their own transatlantic vessel with an explanation of its purpose and design. Or students could propose adaptations for the Mayflower that would have allowed a safer and more comfortable crossing.</p>	<p>Students should continue with their work from week two.</p>
<b>Resources</b>		
<p>History of ships <a href="https://www.britannica.com/technology/ship/History-of-ships">https://www.britannica.com/technology/ship/History-of-ships</a></p>	<p>Types of ship <a href="https://www.britannica.com/technology/ship">https://www.britannica.com/technology/ship</a></p>	
Week Four Sailors' Skills	Week Five Survival	Week Six Survival
<b>Lessons</b>		
<p>Students should research what jobs were available on board the Mayflower. Students should research which of these skills sets are still required today and which have been advanced through technology, taking into account how the change has affected employability.</p>	<p>Taking into account the skills of those on board, what would be the first priorities after landing and how would you set about this? Look at the tools they carried and resources available in Plymouth MA, and experiment with how best to make a house. Students could attempt to make a house using the available materials before looking at the Pilgrim and Wampanoag houses. Compare this to how the Wampanoag and pilgrims constructed their houses and assess the strengths and weaknesses of each structure. Students could make model versions of the Pilgrim and Wampanoag houses and compare which may have been better adapted for the Massachusetts environment.</p>	<p>Students should continue with their work from week five.</p>
<b>Resources</b>		
<p>This could be extended by researching what practical skills were needed by the pilgrims on a daily basis.</p>	<p>building a house <a href="https://www.plimoth.org/learn/just-kids/homework-help/building-home">https://www.plimoth.org/learn/just-kids/homework-help/building-home</a></p>	

Mayflower crew <a href="http://mayflowerhistory.com/crew">http://mayflowerhistory.com/crew</a>	Pilgrims provision list <a href="http://mayflowerhistory.com/provision-lists">http://mayflowerhistory.com/provision-lists</a>	
<b>Week Seven</b> The Fort		
<b>Lessons</b>		
Taking into consideration the tools and processes used to build the smaller homes, look at how they could have built a fort for the community. Assess the strengths and weakness of your proposed fort to those of the original.		
<b>Resources</b>		
Militia and fort <a href="http://mayflowerhistory.com/militia">http://mayflowerhistory.com/militia</a>		

## Music

### Aim

This unit of work will require students to experience the music of both the Pilgrims and the Wampanoag tribe through performing and composing, and exploring different musical traditions through creative work. Students will also look at music as part of culture, and the significance it played in forming and maintaining cultural identity.

### Curriculum Links

- build on previous knowledge and skills
- play and perform confidently
- compose and extend and develop musical ideas by drawing on a range of musical styles, genre and traditions
- identify and use the inter-related dimensions of music , including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music
- develop a deepening understanding of the music that they perform and to which they listen, and its history

### Assessment

Assessment will be based on pupils' musical responses to the performance and composition tasks. Their ability to perform accurately with a sense of ensemble will be observed at various stages and will contribute to the teacher's assessment of their musical progress throughout the unit.

### Objectives

- recognise the distinct musical traditions of England and America in 1620 through musical performance
- perform a variety of Native American and English folk songs
- compare with the Lutheran psalms sung by the Pilgrims and the influence of the Church on their musical experience
- Devise vocal and instrumental arrangements to explore the musical elements of both traditions
- explore the distinct musical genre of the Lutheran church and how the Pilgrims' religious practice defined and limited their musical restrictions of religious practice
- compare and assess what part music played in the daily lives of both the Pilgrims and the Wampanoag tribe (think about ceremony, religion, entertainment and to what extent was it a skill to be passed down)

### Themes/key words

- Colonial history
- native folk traditions
- Impact on indigenous populations
- Historical fiction
- Community and belonging

Week One Native American music	Week Two English music	Week Three Arranging music
<b>Lessons</b>		
<p>Sing one of the “three Native American Chants” (Voiceworks bk 1). Compose an ostinato-based rhythmic accompaniment using tambours and other untuned percussion. Focus on how the local resources determined instrument design.</p>	<p>Revise the chant from previous lesson. Sing a 17th century English Folk song (such as John Barleycorn). Explore the similarities between the two styles and use the rhythmic accompaniment from week one to accompany the folk song.</p>	<p>Revise chant and folk song from previous lessons. Working in groups, rehearse and refine performances of either song, enabling greater understanding of the similarities and differences between the two oral cultures. Incorporate appropriate instrumental accompaniment if desired.</p>
<b>Resources</b>		
<p>“Three Native American Chants” from Voiceworks 1 - a Handbook for Singing by Peter Hunt Untuned percussion instruments Teachers could either: provide students with the resources to research what instruments the Wampanoag used, or provide examples of the local resources they would have had and allow students to design their own instruments.</p>	<p>Teachers will need to source a suitable example of a 17<sup>th</sup> Century English Folk song. Untuned percussion instruments</p>	<p>Classroom instruments Rehearsal spaces for each group Lyrics, chords, staff notation as required</p>
Week Four Developing for performance	Week Five Psalm singing	Week Six Performing
<b>Lessons</b>		
<p>Warm-up using existing repertoire. Continuing in groups, develop performances. Introduce opportunities for listening and feedback, with time to reflect and refine outcomes.</p>	<p>Introduce the psalm singing tradition as practiced by the Pilgrims (without harmony or accompaniment). Compare with the folk traditions of both cultures. Discuss the reason for notation in church music and its effect on musical development. Use staff notation for performance of Old Hundreth using melody instruments.</p>	<p>Final rehearsals and performance of group arrangements. Record performances.</p>
<b>Resources</b>		

Classroom instruments Rehearsal spaces for each group Lyrics, chords, staff notation as required	Teachers will need to source the staff notation for 'From All That Dwell Below The Skies (Old Hundredth)' Melody instruments	Performance space Classroom instruments Notation as required High quality recording equipment (audio and/or video)
Week Seven Reflection and consolidation		
Lessons		
Listen to recordings; provide opportunities for feedback and responses. There may be an opportunity to share recordings with U.S. partner schools. Return to main learning questions and consolidate key points. Finish with class performances of one song from each culture.		
Resources		
High quality playback equipment (audio and/or video)		

## Science behind Ships

### Aim

This unit of work will require students to look at the advances in science and engineering and how they aided the building of vessels. Students will also explore the limitations and advantages of various vessels and how these affected the design and purpose of the ship.

### Curriculum Links

- ask questions and develop a line of enquiry based on observations of the real world
- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including variables
- present observations and data using appropriate methods
- speed and the quantitative relationship between average speed, distance and time
- forces as pushes or pulls and associated with deforming objects; resistance to motion o air and water
- pressure in liquids, increasing with depth; upthrust effects, floating and sinking
- waves on water as undulations which travel through water with transverse motion

### Assessment

Students to show understanding of the design and capability of different vessels, including their ability to float and move, and in relation to various scenarios.

### Objectives

- look at and explore the advancements of science in ship building and assess their significance
- explore the ability to make an Atlantic crossing at that time, thinking about the need for navigation, design of ships and understanding of waves and weather
- understand the physical strains the ship was under and how these were (or could have been) dealt with

### Themes/Key words

- navigation
- describing motion and forces
- transatlantic voyages
- engineering
- advancement of sailing vessels

Week One Age of Sail	Week Two The Mayflower	Week Three Crossing the Atlantic
<b>Lessons</b>		
<p>Students should (in pairs/small groups) research and build scale models of different types of sail ships, taking note of their strengths and limitations. These could include the Nina/Pinta/Santa Maria, Mayflower, HMS Bounty, USS Constitution and HMS Victory. This could also be extended to look at Zheng He's treasure ships and the 17<sup>th</sup> century Dutch fleet. As a class, students should work to see how and why ships differed and changed over time. Think about the purpose of the ship as well as advances in engineering.</p>	<p>Students should study the Mayflower and her capabilities in detail. Look at her size, weight, cargo hold, purpose, military resources and what crew she would need to sail, assessing how this would affect functionality and performance. Students could also look at how the Mayflower was built and assess whether there was a more effective way of completing this. Students could use this to look at the strengths and properties of materials used.</p>	<p>Taking into account navigation, weather, forces and motion, students need to deduce and assess what difficulties could be encountered when crossing the Atlantic? This will need students to understand how sailors navigated and predicted weather conditions. This could be an opportunity to look at weather at sea. Using this assessment, look at how the Mayflower either overcame or succumbed to these difficulties.</p>
<b>Resources</b>		
<p>The history of ships – with specific section on the 17<sup>th</sup> Century <a href="https://www.britannica.com/technology/ship/History-of-ships">https://www.britannica.com/technology/ship/History-of-ships</a> This is an opportunity to introduce students to engineering as they construct their models.</p>	<p>The Mayflower <a href="https://www.britannica.com/topic/Mayflower-ship">https://www.britannica.com/topic/Mayflower-ship</a> Mayflower II <a href="http://plimoth.org/mayflowerII-blog/">http://plimoth.org/mayflowerII-blog/</a> Students could continue with the engineering focus by creating a large model of the Mayflower.</p>	<p>The Voyage <a href="http://mayflowerhistory.com/voyage">http://mayflowerhistory.com/voyage</a> Features of waves <a href="http://www.bbc.co.uk/education/guides/zgr8d2p/revision">http://www.bbc.co.uk/education/guides/zgr8d2p/revision</a> Motion <a href="http://www.bbc.co.uk/education/guides/zwwmxnb/revision">http://www.bbc.co.uk/education/guides/zwwmxnb/revision</a> Forces <a href="http://www.bbc.co.uk/education/guides/zttfyrd/revision/1">http://www.bbc.co.uk/education/guides/zttfyrd/revision/1</a></p>
Week Four Crossing the Atlantic	Week Five Modern vessels	Week Six The Modern Mayflower
<b>Lessons</b>		
<p>Students should continue with the work from week three.</p>	<p>With an understanding of how vessels float and move (covered in KS2 but may need to be recapped) and what difficulties they may encounter, students should look at the continuing evolution of vessels and what possibilities there are in the future. Students should consider the purpose for each vessel and how this affects its design.</p>	<p>Considering the Mayflower had to cross the Atlantic during difficult weather, with 102 passengers, students should design a new Mayflower for a modern transatlantic journey. They should consider size, weight, comfort, speed, weather and navigation. Are there any other factors students think should be taken into account?</p>
<b>Resources</b>		
	<p>Students could have access to resources (books/hand-</p>	

	outs/internet) in order to research ships of the future.	
<b>Week Seven</b> The Modern Mayflower		
<b>Lessons</b>		
Students should continue their work from week six. They should then present their modern Mayflower. The class could decide on which proposal is best and why.		
<b>Resources</b>		

## Science behind Survival

### Aim

This unit of work will require students to look at living conditions during the 17<sup>th</sup> Century and how these affected the human body. Students will explore the physical and mental wellbeing of those living in early 17<sup>th</sup> Century England, how they survived a transatlantic voyage and their chance of survival in the New World. Students will also be able to look at the impact the Pilgrims had on the physical and mental wellbeing of the Native Americans.

### Curriculum Links

- ask questions and develop a line of enquiry based on observations of the real world
- select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including variables
- present observations and data using appropriate methods
- content of a healthy human diet and consequences of imbalances in the diet
- the interdependence of organisms in an ecosystem and how organisms affect, and are affected by, their environment
- heredity as the process by which genetic information is transmitted from one generation to the next
- the composition of the Earth and atmosphere and the Earth as a source of limited resources

### Assessment

Students to show understanding of what affects a person's physical and mental wellbeing, how this differed between early 17<sup>th</sup> Century England and the New World, and today.

### Objectives

- Understand the different environments the Pilgrims encountered and what challenges they come across in relation to sustainability
- Explore and assess what was needed to survive the voyage, such as preserving food or restricting the spread of disease, and how science has improved the conditions of modern voyages
- look at and explore the advancements of science in the 17<sup>th</sup> Century and assess their significance
- explore how science aided colonisation, and lack of understanding affected indigenous populations, such as the Wampanoag being almost wiped out by European diseases

### Themes/Key words

- impact on world affairs
- introducing foreign diseases
- living conditions
- medicine
- life expectancy

Week One Surviving the 17 <sup>th</sup> Century	Week Two Surviving the 17 <sup>th</sup> Century	Week Three Surviving the Voyage
<b>Lessons</b>		
<p>Students should explore the living and medical conditions of early 17<sup>th</sup> Century England. This could include issues with pollution, sanitation, population growth and industrialisation. Students should look to see how these issues affected the human body.</p>	<p>Students should continue with their work from week one. Specifically, look at the survival rates of those living in England at the time and how these were affected by the spread of disease and infection. This could be investigated through the growth of microorganisms and bacteria.</p>	<p>Bearing in mind the medical issues already faced on land, students should look at the difficulties the passengers faced on the voyage and how they overcame them. Look at the spread of disease, preservation of food, sea sickness, dietary requirements, etc.</p>
<b>Resources</b>		
<p>Teachers will need to source information on 17<sup>th</sup> Century living conditions and medicine, or students could have access to resources (books/hand-outs/internet) in order to carry out research.</p>	<p>Students can use resources from week one. Mortality in London <a href="http://www.history.com/news/17th-century-londoners-died-of-fright-itch-and-grief">http://www.history.com/news/17th-century-londoners-died-of-fright-itch-and-grief</a> Bacteria <a href="http://www.bbc.co.uk/education/clips/z7hd2hv">http://www.bbc.co.uk/education/clips/z7hd2hv</a> Human immunity <a href="http://www.bbc.co.uk/education/clips/zhpd2hv">http://www.bbc.co.uk/education/clips/zhpd2hv</a></p>	<p>Diet <a href="http://www.bbc.co.uk/education/guides/zyjx6sg/revision">http://www.bbc.co.uk/education/guides/zyjx6sg/revision</a></p>
Week Four Surviving the voyage	Week Five Surviving the New World	Week Six Surviving the New World
<b>Lessons</b>		
<p>Students should continue with the work from week four. Expand by looking at modern solutions to the difficulties the passengers faced and how vessels are now able to stay at sea for long periods of time.</p>	<p>Students should be introduced to the context of the new world, including food sources, weather and terrain, and inferring what problems the Pilgrims may have faced. This could be done by presenting them with images of the site and getting students to spot the hazards and resources. Students need to decide on what could be done to improve the chances of survival.</p>	<p>Students should continue their work from week five and extend to look at how the knowledge of the Wampanoag increased their chances of survival. This could be done by investigating how the Native Americans planted crops (the three sisters) and what they hunted. Through this, students should look at how the new lifestyle compared to that of those back in England, and how it affected the body. Students could question if and why life expectancy might change for the Pilgrims now they are in the New World.</p>
<b>Resources</b>		
<p>Vitamins and minerals – students could look at the issue of scurvy <a href="http://www.bbc.co.uk/education/c">http://www.bbc.co.uk/education/c</a></p>	<p>Only two people died on the voyage but, once they reached Massachusetts, less than half</p>	<p>Growing food <a href="http://www.plimoth.org/learn/just-kids/homework-help/growing-">http://www.plimoth.org/learn/just-kids/homework-help/growing-</a></p>

<a href="#">ips/zqh3cwx</a> Preserved foods and exploration <a href="http://www.history.com/news/hungry-history/ahoy-pass-the-cabbage-preserved-foods-in-the-age-of-exploration">http://www.history.com/news/hungry-history/ahoy-pass-the-cabbage-preserved-foods-in-the-age-of-exploration</a>	survived the first winter.	<a href="#">food</a>
<b>Week Seven</b> Surviving the New World		
<b>Lessons</b>		
Students could continue with their work from week six. OR Students could assess the impact of the settlement of Europeans on the indigenous population. A particular focus can be on the spread of European diseases that killed off most of the Wampanoag. This is an opportunity to introduce the issue – the topic is a large piece of research/theoretical work.		
<b>Resources</b>		
Teachers will need to source information on the spread of European diseases in America, or students could have access to resources (books/hand-outs/internet) in order to carry out research.		

## History and Separatism

### Aim

This unit of work will require students to look at local history, their connections with the UK, and international explorations. Students will also look at and understand the development of the church, and the role of separatism in providing freedom from persecution.

The line of enquiry should see students understand their local role in the spread of separatism, especially in relation to the Pilgrims, and ultimately question the consequential transatlantic voyage to the New World.

### Curriculum Links

-the development of Church, state and society in Britain 1509-1745

-a local history study

-a study over time, testing how far sites in their locality reflect aspects of national history

(Change week one and two to look at your locality if not within the Plymouth area)

### Assessment

Students should be able to explain the role their local area had in national and international exploration and expansion. They should also be able to show understanding of how separatism emerged and spread, and led to the transatlantic voyage of the Pilgrims.

### Objectives

-look at the events that led the pilgrims to moving out of England

-formulate a timeline of Plymouth, UK, history and its development, and consider why it developed

-look at and critically assess the emergence of separatism in England, its role in history and its necessity as a vehicle for religious and social mobility

### Themes/Key words

-Impact on world affairs

-Immigration

-Race, ethnicity and freedom of movement

-leadership and class

-migration and exile

-Maritime heritage

Week One Plymouth	Week Two Plymouth Connections	Week Three Plymouth Connections
<b>Lessons</b>		
<p>Students should create a timeline of the history of Plymouth, thinking about developments in maritime, religious, social, science, etc. events.</p> <p>Students need to compare and discuss the impact of different events in the 17<sup>th</sup> Century on the development of Plymouth and how these compare to today's developments within the city.</p>	<p>Students should research instances when Plymouth had first contact with other areas around the world.</p> <p>This could be done through research on Sir Francis Drake, John Hawkins or Robert Falcon Scott, OR by looking at the number of places around the world that are now called Plymouth.</p> <p>Students should consider the positives and negatives of such exploration.</p>	<p>Students to continue their work from weeks one and two</p>
<b>Resources</b>		
<p>Brief History <a href="http://www.localhistories.org/plymouth.html">http://www.localhistories.org/plymouth.html</a></p> <p>Timeline <a href="http://www.localhistories.org/plymouthtime.html">http://www.localhistories.org/plymouthtime.html</a></p> <p>Students might look at, for example, how and why the three towns of Plymouth, Devonport and Stonehouse merged in 1914</p>	<p>See table below for full list.</p>	
Week Four Religion in England	Week Five Persecution in England	Week Six Religion beyond England
<b>Lessons</b>		
<p>Students should look at the development of the Church in England during the 16<sup>th</sup> and early 17<sup>th</sup> Century, particularly the emergence of Separatist religious groups who did not want to be a part of the Church of England.</p> <p>This is the opportunity to explain the areas link to the Mayflower.</p>	<p>Students should look at the persecution that the Pilgrims suffered in England and how this may have affected their decision to move to the New World.</p>	<p>With an understanding of the religious dissent in England, students should focus on the Separatist movement of the Pilgrims and what led to them leaving England.</p> <p>This could extend beyond the use of persecution, as looked at in week five, and include the governance of religion in England or the tolerance of religion in other countries.</p> <p>Students should be asked to consider if the Pilgrims had any other options.</p>
<b>Resources</b>		
<p>Religion in 16th Century England <a href="http://www.localhistories.org/reformation.html">http://www.localhistories.org/reformation.html</a></p> <p>Religion in 17th Century England <a href="http://www.localhistories.org/17thc">http://www.localhistories.org/17thc</a></p>	<p>Pilgrims and their faith <a href="http://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims">http://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims</a></p>	

<a href="http://enturyreligion.html">enturyreligion.html</a> English Separatists <a href="https://www.britannica.com/topic/Separatists">https://www.britannica.com/topic/Separatists</a>		
<b>Week Seven</b> Religion beyond England		
<b>Lessons</b>		
Students should continue their work from previous weeks.		
<b>Resources</b>		

**Cities called Plymouth all over the World**

**England**

Plymouth	United Kingdom
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**America**

Plymouth	Massachusetts, America
Plymouth	New Hampshire, America
Plymouth	Maine, America
Plymouth	Vermont, America
Plymouth	Connecticut, America
Plymouth	New York, America
Plymouth	Pennsylvania, America
Plymouth	Virginia, America
Plymouth	North Carolina, America
Plymouth	Ohio, America
Plymouth	Michigan, America
Plymouth	Kentucky, America
Plymouth	Indiana, America
Plymouth	Illinois, America
Plymouth	Wisconsin, America
Plymouth	Minnesota, America
Plymouth	Iowa, America
Plymouth	Nebraska, America
Plymouth	Kansas, America
Plymouth	Oklahoma, America
Plymouth	North Dakota, America
Plymouth	Utah, America
Plymouth	California, America
Plymouth	Pictou County, Nova Scotia, Canada

**Canada**

Plymouth	Carleton County, New Brunswick, Canada
Plymouth	Yarmouth County, Nova Scotia, Canada

**Tobago**

Plymouth	Tobago in Trinidad and Tobago
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**Montserrat**

Plymouth	Saint Anthony in Montserrat
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## History and Colonisation

### Aim

This unit of work will require students to look at and understand the purposes behind colonisation, as well as the role of colonisation in forming new alliances and expanding empires. Students will also look at how colonies were formed and maintained, and, crucially, to what extent they are seen as successful.

The line of enquiry should see students understand the role and nature of colonisation in North East America, and ultimately question the success of these explorations and settlements.

### Curriculum Links

-the development of Church, state and society in Britain 1509-1745

-the first colony in America

### Assessment

Students should be able to explain the purpose, process and success of the Plymouth Colony. This can be done through a series of closed questions to assess historical accuracy and open questions to assess understanding of the pilgrims, and wider 17<sup>th</sup> Century societal, perspective.

### Objectives

- look at and compare other instances of colonisation, such as Jamestown, why they took place, and which were more successful
- look at and understand the role of the Mayflower Compact, what it infers about the Pilgrims and how it compares to founding documents for other colonies
- investigate the workings of Plymouth colony and how they formed a functional society
- look at and discuss the view of New England and why colonisation was seen as a viable option
- understand and question the risks of colonisation for the monarch and stakeholders, and how the financial investors were safeguarded
- investigate how profit was made through colonisation

### Themes/Key words

- Impact on world affairs
- colonial history
- Immigration
- impact on indigenous populations
- Race, ethnicity and freedom of movement
- servitude and human trafficking
- leadership and class
- migration and exile

<b>Week One</b> The New World	<b>Week Two</b> The Virginia Company	<b>Week Three</b> The Virginia Company
<b>Lessons</b>		
<p>Students should look at both the lyrics from the Virginia Company song and the instructions for forming Jamestown (esp. first paragraph of page 3). Discuss what sailors/explorers would have seen as the positives and negatives of going to the New World. Based on this information alone, do the rewards outweigh the risks? What do you think were the main reasons for wanting to form colonies in the New World?</p>	<p>Students need to understand the financial set up behind the Virginia Company, the role of the monarch and why it was formed this way. This is a difficult process to understand and could be differentiated to just look at how and why rich men would financially support explorations to the New World, and what they expected to be brought back to them in return for their investment. In doing so, students should think about the financial risks of colonisation and how these were safeguarded against.</p>	<p>Students should continue their work from week two. This needs to be extended by looking at how colonists worked to make a profit for the stakeholders through goods and trade. Students could look at the need for furs, wood and jobs, as well as the profit to be made on sugar, rice, tobacco, etc.</p>
<b>Resources</b>		
<p>Teachers will need to source the lyrics for the Virginia Company song (as used in the Pocahontas film) Jamestown instructions  <a href="http://nationalhumanitiescenter.org/pds/amerbegin/settlement/text4/JamestownInstructions.pdf">http://nationalhumanitiescenter.org/pds/amerbegin/settlement/text4/JamestownInstructions.pdf</a></p>	<p>The Virginia Company  <a href="https://www.britannica.com/topic/Virginia-Company">https://www.britannica.com/topic/Virginia-Company</a></p>	<p>The fur trade  <a href="http://www.pilgrimhallmuseum.org/pdf/The_Pilgrims_Fur_Trade.pdf">http://www.pilgrimhallmuseum.org/pdf/The_Pilgrims_Fur_Trade.pdf</a></p>
<b>Week Four</b> The 13 Colonies	<b>Week Five</b> Plymouth Colony	<b>Week Six</b> Plymouth Colony
<b>Lessons</b>		
<p>Students should decide on what could be used as success criteria for the formation of a colony in North East America. This could include: population growth rate; death rate; longevity of colony; profit made. Students to research and compare the success rate of the thirteen colonies. Which colony is considered the most successful and why? Students could explore this through cooperative techniques such as forum theatre, think-pair-share, jigsaw or round robin.</p>	<p>Students should look at the formation of Plymouth Colony through the Mayflower Compact, what this tells you about their ability to govern and the importance they put on different aspects of colony life, such as religion and cooperation. Students could discuss whether this document predicted the success/failure of the colony and why. Students could compare it to the instructions from the Virginia Company in week one, and look at what was considered important by each. Why are there similarities/differences?</p>	<p>Students should continue their work from week five.</p>
<b>Resources</b>		

<p>Thirteen Colonies  <a href="http://www.history.com/topics/thirteen-colonies">http://www.history.com/topics/thirteen-colonies</a>  Students will need access to resources (books/hand-outs/internet) in order to research the thirteen colonies.</p>	<p>Mayflower Compact  <a href="http://mayflowerhistory.com/mayflower-compact/">http://mayflowerhistory.com/mayflower-compact/</a></p>	
<p><b>Week Seven</b>  Plymouth Colony</p>		
<p><b>Lessons</b></p>		
<p>Students should discuss why the formation of Plymouth colony was different to the other colonies; was it for profit, freedom or expansion?</p>		
<p><b>Resources</b></p>		
<p>Plymouth Colony  <a href="http://www.history.com/topics/plymouth">http://www.history.com/topics/plymouth</a>  Pilgrim History  <a href="http://mayflowerhistory.com/pilgrim-history/">http://mayflowerhistory.com/pilgrim-history/</a></p>		

## Geography

### **Aim**

This unit of work will require students to consider the location, topography and role of Plymouth in relation to its local developments, as well as its ability to build, develop and maintain international links. Students will also look at the process of colonisation, taking into consideration how a settlement is chosen and what needs to be done in order for it to be successful.

### **Curriculum Links**

- extend their local knowledge and deepen their spatial awareness of the world's countries
  - physical geography relating to rocks, weathering and soils; weather and climate
  - human geography relating to population and urbanisation; international development; and the use of natural resources
  - understand how human and physical process interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
  - interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- (Change week one and two to look at your locality if not within the Plymouth area)

### **Assessment**

Students should be able to explain the geographical requirements needed for a successful colony/settlement, including possible long term requirements if colony is successful, and ascertain suitability between possible sites.

### **Objectives**

- look at and compare the environments of Plymouth UK and Plymouth MA and what difficulties there would have been relocating
- explore what the crew and passengers would have needed to do to form a colony, in terms of physical needs such as shelter and food.
- look at what national and international relationships the Mayflower helped to form, such as trade and military strength, and assess why/how their geographical locations influenced this
- explore and assess how the location and topography of Plymouth UK has led to its development and success
- explore and assess how the location and topography of Plymouth MA meant it was chosen as the site for colonisation

### **Themes/key words**

- migration and exile
- servitude and human trafficking
- Immigration
- colonial history
- impact on indigenous populations
- citizenship and belonging

Week One Plymouth UK	Week Two Plymouth UK	Week Three Plymouth MA
<b>Lessons</b>		
<p>Students should use a range of maps to look at the typography and location of Plymouth, UK and assess how this has aided its development as a maritime city.</p> <p>Students could look at the formation of Plymouth City from the three towns of Devonport, Stonehouse and Plymouth.</p>	<p>Students should now look at the physical and human geography of Plymouth, UK.</p> <p>Students could think about important locations such as the dockyard and prison, Royal William Yard, Crownhill Fort or the Royal Citadel, in order to assess the development and growing needs/uses of Plymouth.</p>	<p>Students should use a range of maps to look at the typography and location of Plymouth, MA and assess how this had aided its use for colonisation.</p> <p>Students could look at the initial explorations by the Pilgrims to understand the terrain they were faced with.</p>
<b>Resources</b>		
<p>Teachers will need to source appropriate maps.</p>	<p>A brief history of Plymouth  <a href="http://www.localhistories.org/plymouth.html">http://www.localhistories.org/plymouth.html</a>            Timeline of Plymouth  <a href="http://www.localhistories.org/plymouthtime.html">http://www.localhistories.org/plymouthtime.html</a></p>	<p>Teachers will need to source appropriate maps.</p> <p>A Relation or Journal of the Proceedings of the English Plantation – the expeditions are described in Winslow’s writing, from pg7  <a href="http://mayflowerhistory.com/primary-sources-and-books/">http://mayflowerhistory.com/primary-sources-and-books/</a></p>
<b>Week Four</b> Plymouth MA	<b>Week Five</b> Plymouth MA	<b>Week Six</b> Forming a colony
<b>Lessons</b>		
<p>Students should now look at the physical and human geography of Plymouth, MA.</p> <p>Students could think about important locations such as the fort, Burial Hill, Jenny Grist Mill or Leyden Street, in order to assess the development and growing needs/uses of Plymouth.</p> <p>Students could continue to look at the initial explorations by the Pilgrims to understand the terrain they were faced with.</p>	<p>To what extent did the geography of Plymouth, MA hinder/support the forming of a functioning colony?</p> <p>Students can also look at the issues the Mayflower faced when trying to berth, including winter weather and hazardous shoals.</p>	<p>Students should consider the effects of colonisation, including the introduction of animals, the spread of disease, the change of use in land and the use of new resources.</p>
<b>Resources</b>		
<p>Fort  <a href="http://mayflowerhistory.com/militia">http://mayflowerhistory.com/militia</a>            Grist mill  <a href="http://www.plimoth.org/what-see-do/plimoth-grist-mill">http://www.plimoth.org/what-see-do/plimoth-grist-mill</a></p>	<p>Virtual tour of Plimoth Plantation  <a href="https://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip">https://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip</a></p>	<p>Teachers will need to source information on the effects of colonisation, or students could have access to resources (books/hand-outs/internet) in order to carry out research.</p>
<b>Week Seven</b> Forming a colony		
<b>Lessons</b>		

<p>Taking into account what has been learnt about forming a colony and its effects, what would be the best/worst places to form a colony? Provide a number of options (can be fictional) and get students to explore the ability to colonise various locations.</p>		
<b>Resources</b>		
<p>Thirteen Colonies  <a href="http://www.history.com/topics/thirteen-colonies">http://www.history.com/topics/thirteen-colonies</a></p>		

## Physical Education

### Aim

This unit of work will require students to consider the physical needs of those on board the Mayflower and how exercise can be adapted to suit time, location and equipment. Students will also be required to consider how exercise may affect mental health and wellbeing and a person's ability to be fit for work.

### Curriculum Links

- develop their technique and improve their performance in competitive sports
- take part in outdoor and adventurous activities which present challenges and be encouraged to work in a team
- analyse their performances compared to previous ones and demonstrate improvement to reach their personal best

### Assessment

Students should be able to show an understanding of the different types of exercise, their importance in daily routines and the need to remain fit for work. This should be assessed through their ability to explore and adapt exercises suited to the person's time, location, equipment and health.

### Objectives

- explore the ways in which the body can be kept physically fit and healthy with limited time, space and resources
- look at how group motivation and competition can be used as a tool for improvement
- interrogate how fitness can be maintained without specialist equipment
- explore the physical impact manual labour can have and the need to be 'fit to work'
- explore how physical fitness can affect mental health and wellbeing

### Themes/Key words

- daily routines
- healthy living
- fitness for work
- working as a group
- key skills for an active lifestyle
- endurance tasks

<b>Week One</b> Types of Exercise	<b>Week Two</b> Types of Exercise	<b>Week Three</b> Mayflower Circuits
<b>Lessons</b>		
Students should explore the four types of exercise (endurance, strength, balance and flexibility), thinking about the importance and necessity of each one. Students should research what effect each type of exercise has on the body.	Students should decide what exercises fall under the four types – they should think about exercises with and without equipment. Can students think of exercises that might target more than one type? Explore how each type of exercise is part of your daily routine and how it can be part of an exercise routine.	Students will need to begin by marking out the dimensions of the Mayflower ship to work within. This should lead to a discussion of other limitations faced by the Pilgrims, including time, equipment, effects of weather, age/gender makeup of group, and wellness of participants. Taking into account the limitations on board the Mayflower, students should create a circuit of exercises to suit the needs of the Pilgrims. Students need to be able to explain their rational behind their decisions.
<b>Resources</b>		
This can be done through individual research (book/computer) or as a discussion of prior knowledge	Equipment dependant on school resources	Students should not use exercise equipment for this. Tape/paint needed to mark the dimensions of the ship.
<b>Week Four</b> Mayflower Circuits	<b>Week Five</b> Motivation and Competition	<b>Week Six</b> Mayflower Circuits
<b>Lessons</b>		
Students should continue their work from week three.	Students should assess whether individual/team scores improve with focused motivation and/or through competition. Students should complete their circuit without either as a bench mark. Students should introduce elements of motivation/competition before testing again and assess the impact on scores. Students should consider how this might relate to the physical and mental difficulties the Pilgrims had to face.	Students should critically assess and evaluate their Mayflower circuits. Taking into account the four types of exercise, motivation and competition, and the limitations on the Mayflower, are the circuits as effective as possible? Students should modify their circuits accordingly.
<b>Resources</b>		
As per week three	As per week three	As per week three

<p align="center"><b>Week Seven</b> Fit to Work</p>		
<b>Lessons</b>		
<p>Students should now consider the physical requirements of forming a colony (for example, building, hunting and farming) and the effects these have on the body.</p> <p>Assess whether the Mayflower circuits have prepared the Pilgrims for this type of work and what modifications should be made.</p> <p>This can be expanded on by creating a new circuit for the Pilgrims now that they are alongside and have less/different restrictions.</p>		
<b>Resources</b>		

## Maths

### Aim

This unit of work will require students to explore all aspects of the Mayflower, the Pilgrims and the Wampanoag tribe through collection of data, presentation of statistics and comparison of numerical information. Students will also be asked to look at what we can infer about the people and the journey based on the information they collect, and how this compares to modern day scenarios.

### Curriculum Links

**These are an indication but do not cover the potential scope of the work**

- select and use appropriate calculation strategies to solve increasingly complex problems
- substitute values in expressions, rearrange and simplify expressions, and solve equations
- use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics
- extend and formalise their knowledge of ratio and proportion in working with measures and geometry
- use standard units of mass, length, time, money and other measures, including with decimal quantities
- use compound units such as speed, unit pricing and density to solve problems
- draw and measure line segments and angles in geometric figures, including interpreting scale drawings
- explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally
- describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)
- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data
- change freely between related standard units [for example time, length, area, volume/capacity, mass]
- use scale factors, scale diagrams and maps

### Assessment

Students need to demonstrate their ability to infer and deduce from statistical information, present their own statistical analysis based on real life scenarios and work out the probability of success in a range of different circumstances, real life and fictional.

### Objectives

- look at and assess the size and suitability of the ships
- research and compare routes between Plymouth, UK, and Plymouth, US
- understand and successfully use scale maps and bearings
- research and present a range of demographic data
- research and present data relating to the survival of the Pilgrims, comparing the figures to assess success
- formulate and analyse percentage growth/decline

### Themes/Key words

- demographics of groups
- population growth and change
- physical constraints of the ship
- assessing survival

<b>Week One</b> The Ships	<b>Week Two</b> The Ships	<b>Week Three</b> Speed and Navigation
<b>Lessons</b>		
Students should compare the measurements of the Speedwell and the Mayflower (using both imperial and metric), working out how much room the passengers had before and after the Speedwell was disposed of. This could be both in terms of square footage and volume per passenger. This would be an opportunity to build scale models of the ship(s).	Students should continue with their work from week one.	Students need to look at the route the Mayflower actually took and compare it to the planned route – how do the two routes differ in terms of time and distance? Students can use bearings and scale maps to plot and assess the routes.
<b>Resources</b>		
How large is the Mayflower? <a href="http://mayflowerhistory.com/cross-section">http://mayflowerhistory.com/cross-section</a> Teachers will need to source information on the Speedwell, or students could have access to resources (books/hand-outs/internet) in order to carry out research.		Teachers will need to source appropriate maps.
<b>Week Four</b> Speed and Navigation	<b>Week Five</b> The People	<b>Week Six</b> The People
<b>Lessons</b>		
Students should continue with their work from week three. This should be extended to look at speed (students will need to work out the speed of the ship), how far the Mayflower travelled each day and how this may have differed between routes.	Students should research the Pilgrims based on age and gender and assess how these affected the death/survival rates. This is an opportunity for students to capture and present data in a number of ways, as well as analysing their findings.	Students should compare the life expectancy of the Pilgrims with present day populations and infer the reasons behind the similarities/differences. This could be extended to include looking at population increase/decrease for the Native Americans and if there are any correlations to the colonists population changes.
<b>Resources</b>		
	Mayflower passengers <a href="http://mayflowerhistory.com/mayflower-passenger-list/">http://mayflowerhistory.com/mayflower-passenger-list/</a>	Teachers will need to source information on population, or students could have access to resources (books/hand-outs/internet) in order to carry out research.
<b>Week Seven</b> The People		
<b>Lessons</b>		
Students should continue with their work from week six.		

Resources		

## Languages

### **Aim**

This unit of work will require students to use language as a tool to explore the daily life and routines of the Pilgrims or the Wampanoag. Students will also be asked to form basic opinions on what they do and do not like about the lifestyle of the Pilgrims or the Wampanoag.

### **Curriculum Links**

- use and manipulate a variety of key grammatical structures and patterns, including voices and moods
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently
- read and show comprehension of original and adapted materials from a range of different sources
- read literary texts in the language to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

### **Assessment**

Students should be able to verbalise and/or write about what the Pilgrims were like and their opinions of their daily life.

### **Objectives**

- use new vocabulary to describe individuals and their surroundings
- use new vocabulary to describe their daily routine and actions
- both write and present an introduction to one of the people being studied
- write and/or verbalise own ideas and opinions
- where possible, use evidence from the text to support own ideas and opinions

#### Alternative lesson:

At the teachers discretion, week five or seven could be dropped and an introduction to the spread of language to the Americas could be given in week one. This could look at the use of French in Canada, English in America and Spanish in South America/Mexico, and how the language of Native Americans has diminished.

### **Themes/Key words**

- routines and actions
- daily life
- individuals
- daily conversations
- ideas and opinions

<b>Week One</b> Daily Life - descriptions	<b>Week Two</b> Daily Life - routines	<b>Week Three</b> Daily Life
<b>Lessons</b>		
<p>Either the teacher or the students to decide if the focus of their work will be the Pilgrims whilst on the Mayflower or at the Plantation, or the Wampanoag. This decision will inform which daily life and routine the students will study. This could be done by watching the virtual tours, linked below. Students should be introduced to either the Pilgrims or the Wampanoag by describing their clothes and/or environment. Students should work on adjectives and present tense verbs. Students should work to form much of their own vocabulary and sentences based on their own research, understanding and inference.</p>	<p>Students should look at the daily routine of the Pilgrims or Wampanoag, forming sentences to explain basic actions. Students should use reflective verbs and, where able, extend to adverbs and prepositions. Students should work to form much of their own vocabulary and sentences based on their own research, understanding and inference.</p>	<p>Through listening to and reading descriptions of routines and actions, students should learn about who the Pilgrims were. This could include students identifying vocabulary they have learnt in the first two weeks, working out unfamiliar vocabulary, or practicing the pronunciation of simple sentences.</p>
<b>Resources</b>		
<p>Virtual tour of Plimoth Plantation and Wampanoag home site  <a href="https://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip">https://www.plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip</a>            Virtual field trips  <a href="http://www.scholastic.com/scholastic_thanksgiving/webcast.htm">http://www.scholastic.com/scholastic_thanksgiving/webcast.htm</a>            Help sheets  <a href="http://www.plimoth.org/learn/just-kids/homework-we-can-help">http://www.plimoth.org/learn/just-kids/homework-we-can-help</a></p>	<p>Resources from week one</p>	<p>Extracts have been taken from William Bradford's and Edward Winslow's journals, modernised and shortened, as attached. It should be noted that this does not cover the Wampanoag, which teachers will need to source.</p>
<b>Week Four</b> 'Meet the...' chat show	<b>Week Five</b> 'Meet the...' chat show	<b>Week Six</b> What were they like?
<b>Lessons</b>		
<p>Using the skills and vocabulary they have learnt about life for the Pilgrims or the Wampanoag, students could host a chat show as a way for the Pilgrims/Wampanoag to introduce themselves. This could be extended to revise with students how to introduce themselves and greet</p>	<p>Students should continue with their work from week four. This could be finished with a final performance.</p>	<p>Students should revise giving basic opinions, such as 'I like ___ because...' or 'I dislike ___ because...'            Students should verbalise and/or write about their own opinions on the Pilgrims or Wampanoag.</p>

others.		
<b>Resources</b>		
Students could create costumes, based on the descriptions in week one.	Resources from week four	
<b>Week Seven</b> What were they like?		
<b>Lessons</b>		
Students should continue with their work from week six, and where able, use evidence from previous weeks.		
<b>Resources</b>		

<b>Possible vocabulary</b>	
<p><b>Clothes</b>  Breechcloth  Deerskin  Woven belt  Mantles  Skirt/leggings  Moccasinash  Jewellery  Shell/glass/bone/wood/stone  Tattooing  Best clothes – black  Everyday clothes – many colours  Gowns  Aprons  Doublets/waistcoat  Petticoats  Linen  Shirt/smock  Breeches  Wool/canvas  Corset  Stockings/garters  Leather shoes/boots</p>	<p><b>Environment</b>  River bank  Forest  Crops  Farm/cattle</p>
<p><b>Actions</b>  Fishing  Hunting  Gathering crops  Growing crops  Weaving</p>	<p><b>Routine</b>  Harvesting  Cooking  Making fire  Prayers</p>

<b>Original text</b>	<b>Modern translation</b>
<b>On the Mayflower</b>	
And first after their humble prayers unto God for His direction and assistance, and general conference held heereabout.	They prayed to God for his help and felt confident in his support.
According to the usual manner, many were afflicted with seasickness.	Many suffered from seasickness, which was normal on the ship.
By break of the day we espied land which we deemed to be Cape Cod.	At the start of the day, they spotted land and thought it was Cape Cod.
It was thought good there should be an association and agreement.	They thought it would be good to all agree on how to live together.
<b>On the Plantation</b>	
They (as many as were able) began to plant their corn.	They planted their crops.
The 18 <sup>th</sup> September they sent out their shallop to the Massachusetts.	On the 18 <sup>th</sup> September, they sailed a small boat to Massachusetts.
They began now to gather in the small harvest they had.	They harvested the small amount of crops they had managed to grow.
And to fit up their houses and dwellings against winter.	They got their houses ready for the winter.
Others were exercise in fishing, about cod and bass and other fish.	They went fishing.
This summer they built a fort with good timber.	They used strong wood to build a fort.
They were set ashore, and when they had ordered themselves in the order of a single file, and marched about the space of a mile.	They went on land and marched, single file, for about a mile.
So they set forth three sentinels, and the rest, some kindled a fire, and others fetched wood.	Three people stood watch whilst others fetched wood or made a fire.
Whilst some of us were digging up this, some others found another heap of corn, which they digged up also.	They found corn and dug it up.

## Citizenship

### Aim

This unit of work will require students to understand and assess the choices made by the Pilgrims, questioning why they made those choices and how society viewed them both then and now. Students will also look at the vocabulary used when discussing different groups within society and what impact this has on societal views.

### Curriculum Links

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system
- the roles played by public institutions and voluntary groups in society

### Assessment

Students should be able to articulate their understanding of the Pilgrims decisions and the impact they had, including how these views have been shaped by the vocabulary used. For example, but not limited to, students could:

- Imagine that you were a character sailing on the Mayflower. Write a diary or a story that chronicles your account.
- Write and perform a short play.
- Plan and deliver an assembly about the Mayflower and the characters involved.
- Write a poem
- Draw a picture for a class display and write a paragraph about the Mayflower and characters.

### Objectives

- look at and question the Mayflower narrative, and what it infers about freedom and individual rights
- question the definition, idea and role of freedom
- explore and question the idea of religious choice and instances when this is/is not present
- question the definition, idea and role of rebels
- question the definition, idea and role of radicals
- question the definition, idea and role of persecution
- explore and question the ways in which the Pilgrims have been labelled
- explore and question the role and justification of persecution
- explore and discuss the justification of the Pilgrims actions
- look at and understand the purpose of the Mayflower compact, and what it infers about the Pilgrims

### Themes/Key words

- impact on world affairs
- immigration, migration and exile
- freedom of movement
- leadership and class
- community and belonging
- negotiation
- vocabulary: freedom, rebel, radical

Week One The Narrative	Week Two Freedom	Week Three Rebel
<b>Lessons</b>		
<p>Introduce the story of the origins of the Pilgrims, why they separated from the church and what happened to them.</p> <p>Students to decide what aspects of the narrative raise questions about freedom and individual's rights.</p> <p>Students will need to decide if the notion of freedom and individual rights were the same or different for the Pilgrims as for today's society.</p> <p>Students could explore this through cooperative techniques such as forum theatre, think-pair-share, jigsaw or round robin.</p>	<p>Students to unpick what freedom means, what freedoms the Pilgrims had and what freedoms may have been denied.</p> <p>This could be extended by students questioning whether religious choice is a personal freedom - they could think about instances such as arranged marriage.</p> <p>Students could consider whether religious freedom is a modern British value – was it a value in 17<sup>th</sup> Century England and is it an important value in today's society?</p>	<p>Students should unpick what 'rebel' means and both its positive and negative connotations. Students could begin by looking at definitions of 'rebel' and possible synonyms.</p> <p>Students need to look at why the Pilgrims might have been called rebels, in what sense might they have been rebels and to what extent this label is justified.</p>
<b>Resources</b>		
<p>Teachers will need to source a narrative they feel best works for their class needs.</p>	<p>The Pilgrims' religion <a href="http://mayflowerhistory.com/religion">http://mayflowerhistory.com/religion</a></p>	<p>Dictionary/Thesaurus – class set</p>
Week Four Rebel	Week Five Radicals	Week Six Radicals
<b>Lessons</b>		
<p>Students should continue with their work from week three.</p>	<p>Students need to unpick the term 'radical'.</p> <p>Looking at the Pilgrims actions, can they be seen as radicals? Students should discuss if they think that the Pilgrims actions were justifiable and understandable.</p>	<p>Students should continue with their work from week five.</p>
<b>Resources</b>		
	<p>'very radical' Separatists <a href="https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims">https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims</a></p>	
Week Seven Modern significance		
<b>Lessons</b>		
<p>Students should look at the Mayflower compact and why it was written.</p> <p>Considering the document as one of law and order, students should question what it infers about the Pilgrims and their actions as</p>		

<p>rebellious or radical.  Students could compare the Mayflower compact with modern British values and debate whether the compact would still be valuable and useful for a modern society.</p>		
<b>Resources</b>		
<p>The Compact  <a href="http://mayflowerhistory.com/mayflower-compact/">http://mayflowerhistory.com/mayflower-compact/</a></p>		

## Religious Studies – Separatism and the Roots

### Aim

This unit of work will require students to understand the reasons behind the Separatist movement, who influenced the growth of the Separatist group and how it resulted in national and international resettlement. Students will also be encouraged to explore religious tolerance and what modern society may understand by the term tolerance.

### Curriculum Links

- deepen understanding of important beliefs, concepts and issues of truth and authority in religion
- apply understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues
- enquire into and explain reasons for similarities and differences in religious beliefs and values, both within and between religions
- consider how the media portray religion in the modern world
- develop evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues
- reflect on the impact of religion and belief in the world

### Assessment

Students should be able to state the timeline of the separatist movement, noting cause and effect, and articulate their own opinions on the decisions of the Separatists.

### Objectives

- explore the beginnings of the Separatist movement
- understand the cause and effect of the actions throughout the Separatist movement
- explore the founding of a separatist church (Scrooby manor) and the influences behind this
- explore and question the influential relationships between the separatists
- explore and question the impact the Pilgrims had on the spread and 'success' of separatism
- question the intensification of persecution and its effect on the Pilgrims
- question whether this separation for religious freedom was justifiable
- explore the term tolerance, what it meant for the Pilgrims and what it means in modern society

### Themes/Key words

- heritage
- diversity
- spirituality
- power and limitations of language
- tensions within and between religions
- responses to religion
- impact on the world

Week One Separatism	Week Two Separatism	Week Three Founding Church
<b>Lessons</b>		
Look at the separatist history of Christianity, beginning with the break from Roman papacy and the start of the Church of England under Henry VIII.	Students to continue with their work from week one.	Students should look at the founding of a separatist church by William Brewster in Scrooby and its fundamental values.
<b>Resources</b>		
English Separatists <a href="https://www.britannica.com/topic/Separatists">https://www.britannica.com/topic/Separatists</a> Church of England <a href="https://www.britannica.com/topic/Church-of-England">https://www.britannica.com/topic/Church-of-England</a>		William Brewster <a href="http://mayflowerhistory.com/brewster-william/">http://mayflowerhistory.com/brewster-william/</a> Students could have access to resources (books/hand-outs/internet) in order to research Scrooby, and the other places within the UK with links to the Mayflower.
Week Four The Williams	Week Five Persecution	Week Six Tolerance
<b>Lessons</b>		
Students should look at the relationship between William Brewster and William Bradford and what impact it had on the spread and 'success' of the Mayflower Separatists. Students should decide on what may have been the key features of the separatist movement that were most appealing and enabled it to spread.	Students should look at the intensification in persecution of the separatists, particularly at instances in Boston, and specific instances of what happened to the Separatists. Students should discuss why the Separatists were persecuted and what impact it had on their decision to leave.	Students should use this as an opportunity to discuss the term 'tolerance', what it may have meant to the Pilgrims and what it means in modern society. Students could also explore and debate current instances of persecution and tolerance around the world.
<b>Resources</b>		
William Bradford <a href="http://mayflowerhistory.com/bradford-william/">http://mayflowerhistory.com/bradford-william/</a>	Teachers will need to source information on persecution of English Separatists, or students could have access to resources (books/hand-outs/internet) in order to carry out research.	International Day for Tolerance <a href="http://www.un.org/en/events/tolerance/day/index.shtml">http://www.un.org/en/events/tolerance/day/index.shtml</a> Roger Williams – (1603-1683) religious dissenter, founder of Rhode Island and advocate of religious toleration <a href="http://www.history.com/topics/roger-williams">http://www.history.com/topics/roger-williams</a>
Week Seven Tolerance		
<b>Lessons</b>		
Students should continue their work from week six. Students could explore and debate whether anything has		

really changed in terms of persecution and tolerance of religion around the world?		
<b>Resources</b>		
Students could be given time to look through current news articles, and find examples of tolerance and intolerance of religion.		

## Religious Studies – Search for Religious Freedom

### Aim

This unit of work will require students to understand how religion is governed, question if different religions can coexist and explore the effects of religious migration. Students will also be asked to question the impact and legacy following 'imposing' one religion on another.

### Curriculum Links

- deepen understanding of important beliefs, concepts and issues of truth and authority in religion
- apply understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues
- enquire into and explain reasons for similarities and differences in religious beliefs and values, both within and between religions
- consider how the media portray religion in the modern world
- develop evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues
- reflect on the impact of religion and belief in the world

### Assessment

Students should be able to show understanding of religious migration, what issues this may cause and what the long term impact might be. Students may also be able to explain how any negative impacts of religious migration may be able to be stopped or lessened.

### Objectives

- understand how religion was governed in England during the 1500/1600s
- explore and question the right to religious freedom
- explore and question the ability for religions to coexist
- understand the major differences between the Wampanoag and the Separatists, and how and why these differences have come about
- explore and question the impact of introducing Christianity to Native American people
- explore and discuss possible ways of reducing the impact of Christianity on the Native Americans
- compare the Wampanoag tribe before and after the Mayflower landing (the further the dates are from the landing of the Mayflower, the larger the difference)
- question and debate the respect given by the 'imposing' religion on the native one
- question and debate to what extent searching for religious freedom restricts that of others

### Themes/Key words

- heritage
- diversity
- spirituality
- power and limitations of language
- tensions within and between religions
- responses to religion
- impact on the world
  
- Chief Seattle's speech – although from a much later time, it addresses the issues of Native Americans losing ground and respect to settlers.

Week One Freedom of Religion	Week Two Pilgrims Freedom	Week Three Separatists and Wampanoag
<b>Lessons</b>		
<p>Students should look at who governed religion and why it was structured this way. Students should focus on Christianity in England before and after the break with Rome.</p> <p>Students could question if religious freedom is a right or a privilege. Can it be or will it ever be possible to be found?</p>	<p>Students should look at the Pilgrims' practices and beliefs, focusing on why these did not conform to the state religion, and why they left England.</p>	<p>Students should be introduced to the Wampanoag and separatists by looking at the major differences and similarities between them. Students should compare and contrast, and question why and how they are different?</p>
<b>Resources</b>		
<p>Reformation <a href="http://www.history.com/topics/reformation">http://www.history.com/topics/reformation</a></p> <p>Teachers should source information on Christianity in England before and after the break with Rome.</p>	<p>Pilgrim's faith <a href="https://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims">https://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims</a></p> <p>Pilgrim's religion <a href="http://mayflowerhistory.com/religion">http://mayflowerhistory.com/religion</a></p>	<p>The Wampanoag <a href="https://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag">https://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag</a></p>
<b>Week Four</b> The Effects	<b>Week Five</b> Legacy	<b>Week Six</b> Freedom and Respect
<b>Lessons</b>		
<p>Students should look at the effects the introduction of the Pilgrims and their religion had on the Native Americans, specifically the Wampanoag. Students could look at the change in population, ownership over land, spread of religion or change of leadership. Students could discuss how the effects could have been mitigated.</p>	<p>Students should look at the current Wampanoag and how they compare to those prior to the Mayflower landing. This could include looking the revival of their original language.</p>	<p>Students should be able to debate whether the Wampanoag's beliefs and practices were respected by the Pilgrims, when they landed and in the first few years of the colony. Students should question whether the Wampanoag were allowed religious freedom during the colonisation of Plymouth, Massachusetts.</p>
<b>Resources</b>		
<p>A Wampanoag perspective <a href="https://www.scholastic.com/teachers/articles/teaching-content/native-american-perspective-fast-turtle-wampanoag-tribe-member/">https://www.scholastic.com/teachers/articles/teaching-content/native-american-perspective-fast-turtle-wampanoag-tribe-member/</a></p>	<p>Mashpee <a href="http://www.mashpeewampanoagtribe-nsn.gov/">http://www.mashpeewampanoagtribe-nsn.gov/</a></p> <p>Aquinnah <a href="http://www.wampanoagtribe.net/Pages/index">http://www.wampanoagtribe.net/Pages/index</a></p>	<p>Students should use the information they have gathered during the first five weeks.</p>
<b>Week Seven</b> Freedom and Respect		
<b>Lessons</b>		
<p>Students should continue their work from week six.</p>		
<b>Resources</b>		

## Religious Studies – Moving Religion

**Aim**  
This unit of work will require students to understand the difficulties faced with religious migration, and the short and long term effects of introducing a 'new' religion. Students will also need to consider what happened to the Wampanoag people following the landing of the Pilgrims and whether, in hindsight, the Pilgrims were right to colonise Plymouth, Massachusetts.

**Curriculum Links**

- deepen understanding of important beliefs, concepts and issues of truth and authority in religion
- apply understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues
- enquire into and explain reasons for similarities and differences in religious beliefs and values, both within and between religions
- consider how the media portray religion in the modern world
- develop evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues
- reflect on the impact of religion and belief in the world

**Assessment**  
Students should be able to explain the difficulties of religious migration and how these could be mitigated. Students will also need to be able to explain the effects of separatism on the Wampanoag and, with evidence, articulate whether the Pilgrims were right to colonise Plymouth, Massachusetts.

**Objectives**

- explore and discuss the implications of religious migration
- explore and discuss what needs to be considered before religious migration
- understand what issues the Separatists faced when colonising Plymouth, MA
- explore and understand the similarities and differences between the Separatists and Wampanoag
- question and debate whether religions should, or even can, coexist without affecting each other
- explore and understand the beliefs and practices of the Wampanoag
- understand the series of events, and their impact on the Wampanoag, following the Pilgrims landing, at least until the end of the 1600s
- discuss what could have been done to lessen the negative effects of Christian religious migration on the Wampanoag
- explore and debate, with evidence, the justification of the religious migration by the Separatists

**Themes/Key words**

- heritage
- diversity
- spirituality
- power and limitations of language
- tensions within and between religions
- responses to religion
- impact on the world

Week One Imposing Religion	Week Two Imposing Religion	Week Three Introductions
<b>Lessons</b>		
<p>Students should explore and discuss what issues they think there are with religious migration.</p> <p>Students could look at the dominant religions across the world and how they are spread out – why are they spread out like this and what does it tell you about the movement of religious groups.</p> <p>Why and how do religions move?</p>	<p>Students should focus on what religious dispersion looks like in America and how it has changed since the Pilgrims – how and why has Christianity spread the way it has?</p>	<p>Students should be introduced to the Wampanoag and separatists by looking at the major differences and similarities between them.</p> <p>Students should compare and contrast, and question why and how they are different?</p>
<b>Resources</b>		
<p>Teachers will need to source information on the spread of religions across the world, or students could have access to resources (books/hand-outs/internet) in order to carry out research.</p>	<p>Students should continue working with resources from week one.</p>	<p>The Pilgrim's religion  <a href="http://mayflowerhistory.com/religion">http://mayflowerhistory.com/religion</a>            Pilgrim's faith  <a href="https://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims">https://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims</a>            The Wampanoag  <a href="https://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag">https://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag</a></p>
Week Four The Wampanoag	Week Five What happened next?	Week Six The Effects
<b>Lessons</b>		
<p>Students should focus on the diversity, beliefs and spiritual practices of the Wampanoag. This could be extended to look at if there is any Native American religion/culture left? Students could question whether being a minority religion makes it any less of a religion?</p>	<p>Students should investigate what happened to the Wampanoag, and wider tribes, following the arrival of the separatists.</p> <p>This should include the conversion to Christianity and the decline in Native people's population, which can be done through looking at King Philip's War or the Pequot War.</p>	<p>Students should look at the cause and effect the introduction of the Pilgrims and their religion had on the Native Americans, specifically the Wampanoag.</p> <p>Students could discuss how the effects could have been mitigated.</p>
<b>Resources</b>		
<p>Mashpee  <a href="http://www.mashpeewampanoagtribe-nsn.gov/">http://www.mashpeewampanoagtribe-nsn.gov/</a>            Aquinnah  <a href="http://www.wampanoagtribe.net/Pages/index">http://www.wampanoagtribe.net/Pages/index</a>            A Wampanoag perspective  <a href="https://www.scholastic.com/teachers/articles/teaching-">https://www.scholastic.com/teachers/articles/teaching-</a></p>	<p>King Philip's War  <a href="http://www.history.com/topics/native-american-history/king-philips-war">http://www.history.com/topics/native-american-history/king-philips-war</a>            King Philip's War  <a href="https://www.britannica.com/event/King-Philips-War">https://www.britannica.com/event/King-Philips-War</a>            Pequot War  <a href="https://www.britannica.com/topic">https://www.britannica.com/topic</a></p>	<p>Students should use resources from previous weeks</p>

<a href="#">content/native-american-perspective-fast-turtle-wampanoag-tribe-member/</a>	<a href="#">/Pequot-War</a>	
<b>Week Seven</b> Moving a Religion		
<b>Lessons</b>		
Students should be given the opportunity to revisit the initial question – what issues are there when taking a religion to a new land? They should be able to debate whether the movement of Separatism to North East America was justifiable.		
<b>Resources</b>		
Students should use resources from previous weeks		