

The Mayflower 400 Scheme of Work

This scheme of work, for the 2020 Mayflower commemorations, 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 to explore beyond the four walls of their classroom and actively look at what is around them, enabling them to be part of an inspiring legacy.

This scheme of work is an example of how Mayflower can be used within the classroom and can be supported by a range of opportunities from organisations around the city, including sessions at the Box and book boxes from Plymouth Library Service. Teachers should refer to the termly Mayflower Newsletter for the latest opportunities.

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 Pilgrims. It is a story that is fundamental to showing Plymouth as a continuing hub of global maritime significance as well as a port of enterprise, innovation and exploration. 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 and debate their heritage, understanding the many different cultures that make up a 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 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 significance. In order to do this, the young people of Plymouth need to understand the history of their home town in a way that interrogates its geographical and maritime position, and creates a lasting legacy for those yet to visit and explore Plymouth.

Through Mayflower 400, it is hoped that young people will be given the opportunity to explore and understand the cultural sensitivities faced when learning and discussing the Mayflower narrative. The commemoration should provide the support and resources to facilitate engagement and debate about both the Separatist and Native American stories, their history in Plymouth, and the legacy of their actions.

Overall objectives

The central objective is that every young person in Plymouth will know and understand the Mayflower story.

Through this scheme of work, every young person will:

- know the story of the Mayflower
- understand the relevance of the Mayflower narrative to their city
- understand why the separatists sailed to the New World
- understand the difficulties faced by the travellers on their journey
- understand the impact on Native Americans
- understand the significance of the story for Plymouth, UK
- understand and be able to tell the difference between historical ideas and contemporary values
- 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
- explore and develop pluralistic thinking

These learning outcomes are an indication of what is expected of all young people through studying 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 any aspect of the curriculum. As such, consultation with a number of leads across subjects have seen the scheme of work develop as one that will enable learning across the curriculum and that will focus on answering key questions. In doing so, this will enable young people to appreciate, not just the complexity of the Pilgrims' transatlantic voyage and its legacies for English and Native American people, but the need for cross-curricular learning, if they are to become a vital part within their city, and society at large.

The scheme of work as set out in this document is intended, primarily, for KS2. It is an indication of what can be studied. It does not provide individual lesson plans; these are left to the teacher's discretion. 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 the research and findings of the authors.

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

Key Question	Suggested Enquiry	Activities and Resources	Curriculum Links
Why did the Pilgrims go to America?	<p>What do we already know? 1600's map of the world – locate America. Modern map – locate Plymouth, UK and MA.</p> <p>Why was America a good option? Explore the narratives of the time describing life there and what explorers expected to find. Compare their descriptions to the reality and what this meant for the explorers. What happened once they realized there was no gold?</p> <p>Look at maps of the settlement at Plimoth Plantation, then and now. How and what has the settlement changed? Look at the size and location of the Pilgrim settlement, and how this could have affected their success. Think about whether it was near food, water and how much work they would need to do. Remember that the land was already cleared because Native Americans once lived there. Explore the potential impact of living in a remote and small place. In what ways was this beneficial (think about defense)? In what ways was this harmful (think about travel to closest settlements)?</p> <p>Chart the voyage from Plymouth to Plimoth. Compare with flights/voyage now. Why did the Pilgrims think that the difficult voyage would be worth the risk? Remember that the Pilgrims did not intend to end up in Plimoth, but in Virginia instead.</p>	<p>World map from 1600's: http://www.history-map.com/picture/005/World-1600s-Map.htm http://history-map.com/1600s-maps-index-001.htm</p> <p>Plimoth settlement: http://www.histarch.illinois.edu/plymouth/maps.html</p> <p>New evidence of original settlement found (map toward end of page): https://www.bostonglobe.com/metro/2016/11/22/clues-pilgrims-original-settlement-unearthed/PpLwWF9OjAzaCSG0Eft0GN/story.html</p> <p>Read accounts of the New World, such as John Smith, and create images based on their descriptions.</p> <p>PgPg. 17: https://books.google.co.uk/books?id=mnoFAAAAQAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false</p> <p>Columbus's log: https://everything2.com/title/Columbus%2527s+Log%253A+October%252C+1492 (last 2 instalments, and continued throughout October)</p> <p>Look at the voyage of the Mayflower: http://www.scholastic.com/scholastic_thanksgiving/voyage/</p>	<p>Maths</p> <ul style="list-style-type: none"> • compare durations of events [for example to calculate the time taken by particular events or tasks]. • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • find the area of rectilinear shapes by counting squares • describe movements between positions as translations of a given unit to the left/right and up/down <p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas • provide reasoned justifications for their views. • reading books that are structured in different ways and reading for a range of purposes <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • participate in discussions, presentations, performances, role play, improvisations and debates • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • consider and evaluate different viewpoints, attending to and building on the contributions of others <p>History</p> <ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a significant turning point in British history <p>Geography</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through

			<p>the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Citizenship</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • to research, discuss and debate topical issues, problems and events; • to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; • to think about the lives of people living in other places and times, and people with different values and customs • to recognise and challenge stereotypes • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; • consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment
What was the Mayflower and its voyage like?	<p>What do we already know about ships and how they sail?</p> <p>Look at the dimensions of the Mayflower and what she was originally made for. Compare the Mayflower to modern cruise liners sailing from the UK to America. What are the differences in size and capacity? Do you think there are as many voyages across the Atlantic now? Think about the time it took the Mayflower to cross the Atlantic and why it took so long. How do people make the journey now? Think about time, cost and purpose – why do people travel to America now?</p> <p>How did the Mayflower work? Look at structure, sail power and steering. Explore how vessels of different sizes float. What did the crew and passengers do when the Mayflower got a cracked beam whilst sailing to America?</p> <p>Who and what was on board for the Mayflower voyage? Think about what they would have taken over with them and whether there is anything else they should have taken.</p> <p>Look at life on board – think about exercise, space,</p>	<p>Look at what the ship was like: http://www.scholastic.com/scholastic_thanksgiving/voyage/</p> <p>Build a (scale) model and/or map out her size on the floor and see how much room each person would have had.</p> <p>Adapt the Mayflower to make it more suitable for the journey. Write accounts of what it might have been like to set sail on the Mayflower.</p> <p>http://mayflowerhistory.com/cross-section</p> <p>Descriptions of the voyage.</p> <p>Map the voyage.</p> <p>http://mayflowerhistory.com/voyage</p> <p>Use coding and/or programmable robots to chart the voyage and its difficulties.</p> <p>Read P.J.Lynch, 'the boy who fell off the Mayflower', and write a diary entry of your own.</p> <p>Look at the diet on board the Mayflower, and other voyages at the time, and examine what affects the food/drink would have on the body.</p> <p>http://mayflowerhistory.com/cooking</p> <p>Examine how people on long voyages at the time tried to stop different diseases/illnesses on board.</p> <p>Map out the difficulties the Mayflower encountered on the journey and</p>	<p>Science</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Maths</p>

<p>diet and entertainment. How did the children keep themselves entertained for 66 days? What did they eat and drink? How did they keep illnesses like scurvy away? Remember that some women and children were left behind. Why do you think this happened?</p> <p>What would have taken with you and how would you have spent the time? Compare to journeys you have taken recently.</p> <p>Look on a map to see where the Mayflower landed. Did the Mayflower sail straight to Plymouth?</p> <p>Remember to explore what happened at Cape Cod and the myths behind Plymouth Rock.</p>	<p>trouble shoot each before comparing to what the crew and passengers did.</p> <p>Act out what it would have been like on the Mayflower, thinking about what the passengers and crew would be doing and how they might be feeling.</p> <p>Create a timeline for what happened to Plymouth Rock.</p> <p>Create your own 'landing rock' for your class – think about what you would carve on it.</p> <p>http://www.history.com/news/the-real-story-behind-plymouth-rock</p> <p>Write a description of what it might have been like as a child on the Mayflower.</p> <p>http://mayflowerhistory.com/girls</p>	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • find the area of rectilinear shapes by counting squares • describe movements between positions as translations of a given unit to the left/right and up/down • interpret and present data using bar charts, pictograms and tables • solve multi-step problems in contexts, using information presented in different formats, deciding which operations and methods to use and why. • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] <p>Spoken Language</p> <ul style="list-style-type: none"> • participate in discussions, presentations, performances, role play, improvisations and debates • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Writing</p> <ul style="list-style-type: none"> • in narratives, creating/describing settings, characters and plot/atmosphere • integrating dialogue to convey character and advance the action • noting and developing initial ideas, drawing on reading and research where necessary <p>Geography</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the
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			<p>United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Design and Technology</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <p>Computing</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use sequence, selection, and repetition in programs; work with variables and various forms of input and output – link to coding robots around the voyage <p>PE</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns
Who were the crew?	What do you already know about what a crew is and the type of jobs they do? Look at the different jobs on board the Mayflower	Act out 'a day on board the Mayflower' where students need to roleplay the different positions/duties/activities. http://mayflowerhistory.com/crew	<p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or

	<p>and see if anything is known about some of those crew members. Remember not all of the crew are known and we do not even know exactly how many there were.</p> <p>Research who was responsible for navigating and how they did it. What instruments did they use in the 16th Century? How do ships navigate today?</p> <p>What was the relationship like between the crew and the Pilgrims? Think about their different views of the New World and why they were on the Mayflower.</p> <p>Look at the instance when one of the crew died and William Bradford writes about it in his journal.</p>	<p>Look at the different equipment used to navigate, how it worked and its limitations.</p> <p>http://www.rootsweb.ancestry.com/~mosmd/17cnav.htm</p> <p>Bradford writes about the death of a crew member: pgpg. 203, Chapter 9</p> <p>http://archive.org/stream/historyplymouth01socigoog#page/n202/mode/2up</p>	<p>textbooks</p> <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>Spoken Language</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>PE</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
What was life like in 17 th Century Plymouth, England?	<p>What do you already know about the history of Plymouth?</p> <p>Focus on Plymouth/compact area.</p> <p>Compare a modern map to 1600s Barbican. Look at the similarities and differences and think about why things have changed. Visit and investigate life on the Barbican. Look at what trades there were, who set sail from and came into harbor at the Barbican, and the purposes of various buildings. Compare to trade and visitors in the Barbican now. Why has this changed over time?</p>	<p>Visit the Barbican for a history tour – Elizabethan House/Merchant House/Bakery/Mayflower Steps/etc. Visit the Mayflower Museum.</p> <p>Local history of Plymouth: http://www.localhistories.org/plymouth.html</p> <p>Build/draw/map out a village/town in 17th Century England and discuss issues such as living conditions and proximity to open land.</p> <p>Write a food diary for a typical family in 17th Century England. Was it a healthy, balanced diet?</p> <p>Research and present factsheets on typical medical illnesses and how they were treated.</p> <p>http://www.localhistories.org/stuart.html</p>	<p>Geography</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>History</p> <ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a significant turning point in British history <p>Computing</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
What was the New World like?	<p>What do you already know about the first explorations of the New World?</p> <p>What is the New World and why was it called that?</p> <p>Think about why explorers were voyaging west and what they hoped to find. Remember that many Europeans had already started to explore America by the time the Pilgrims landed, and many people</p>	<p>Read accounts of the New World, such as John Smith, and create images based on their descriptions.</p> <p>PgPg. 17</p> <p>https://books.google.co.uk/books?id=mnoFAAAAQAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false</p> <p>Question what excited explorers about the New World.</p> <p>Thinking about what the Pilgrims had with them, and what they might</p>	<p>Science</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for

<p>back home had heard various stories about what the New World was like.</p> <p>What did the Pilgrims already know about the New World that made them think it was a good place for them to settle? Think about the fact that they were originally destined for Virginia.</p> <p>What do you think the Pilgrims expected to find? Discuss whether the Pilgrims would have been excited, nervous, prepared for the New World.</p> <p>The Pilgrims introduced new animals to the New World, including cattle. Look at what animals and plants were already there and used by the Native Americans. How did that affect their diet?</p> <p>In what ways were the Wampanoag better prepared to live in that environment and what does it show about their ability to be sustainable?</p>	<p>be able to find along the shore, make an information leaflet for what they should have done on arrival to the New World.</p> <p>http://mayflowerhistory.com/provision-lists</p> <p>Look at how the Wampanoag grew the 'three sisters' and what this tells you about their understanding of the environment.</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/growing-food</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/whats-dinner</p> <p>Compare the Wampanoag and Pilgrim houses, and which were better suited to the environment and why.</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/building-home</p> <p>Look at what animals and plants were already in the New World and what the Pilgrims introduced. Think about how this effected their diet and lifestyle, then and now:</p> <p>http://www.plimoth.org/what-see-do/rare-breeds-animals</p> <p>Look at what was brought back to England and discuss what it would be like if we didn't have those commodities now.</p> <p>http://vlib.us/medieval/lectures/discovery.html</p> <p>Could also look at what Europeans took over to America that had an impact on the Natives and their land.</p> <p>http://people.umass.edu/hist383/class%20notes/european%20pathogens.htm</p>	<p>new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> • planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • construct and interpret a variety of food chains, identifying producers, predators and prey • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • recognise that environments can change and that this can sometimes pose dangers to living things. <p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • asking questions to improve their understanding • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
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			<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Art and Design</p> <ul style="list-style-type: none"> Develop their use of materials <p>Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Who were the Wampanoag?	<p>What do you already know about the Native Americans that lived across America? What do you already know about the Native Americans that helped the Pilgrims?</p> <p>Use this as an opportunity to address stereotypes and explain the diversity and spread of different indigenous populations.</p> <p>Who were the Wampanoag people? Look at how they moved between sites between summer and winter months, to help them catch, grow and store food. Explore how they worked with the land and the natural materials in order to farm and create their homes. Collect and use natural materials to build mini wetus. Grow your own Wampanoag crops. Specifically look at how they dressed, addressing how they are different to other Native American populations.</p> <p>What was the daily routine like in a Wampanoag community? Look at the differences between men and women, such as whose job it was to hunt and who looked after the home. Explore how children were taught and prepared for their adult roles, including what crafts they would make and use.</p> <p>How did the Wampanoag live alongside nature and create a sustainable relationship with it? Discuss what this could teach us in today's society.</p>	<p>Look at the different Native American peoples, their different types of land, houses, culture, etc.: http://www.history.com/topics/native-american-history/native-american-cultures</p> <p>Draw and label accurate pictures of Wampanoag people http://www.plimoth.org/learn/just-kids/homework-help/what-wear</p> <p>Read the Wampanoag creation stories from 'The Children of the Morning Light' by Manitonquat/Arquette and/or Moshup the giant stories: http://www.wampanoagtribe.net/Pages/Wampanoag_Way/other</p> <p>The Mayflower from the Wampanoag perspective: https://www.scholastic.com/teachers/articles/teaching-content/native-american-perspective-fast-turtle-wampanoag-tribe-member/</p> <p>Draw and/or create a model of a Wampanoag home site. Discuss in what ways their house was more sustainable and effective within that environment.</p> <p>Recreate some of the games played and activities enjoyed by the Wampanoag children. http://www.scholastic.com/scholastic_thanksgiving/daily_life/ http://www.plimoth.org/learn/just-kids/make-it-home http://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag</p> <p>Write a diary or 'life in the day of...' a Native American. Think about their routines and work. http://www.plimoth.org/learn/just-kids/homework-help/playing-learning</p> <p>Pretend that you are a Wampanoag person and write about your</p>	<p>Science</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs recognise that environments can change and that this can sometimes pose dangers to living things. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant construct and interpret a variety of food chains, identifying

	<p>reaction to seeing a Pilgrim for the first time. Look at how the Wampanoag grew the 'three sisters' and what this tells you about their understanding of the environment. http://www.plimoth.org/learn/just-kids/homework-help/growing-food http://www.plimoth.org/learn/just-kids/homework-help/whats-dinner</p>	<ul style="list-style-type: none"> producers, predators and prey • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • retelling some of these orally • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • participate in discussions, presentations, performances, role play, improvisations and debates • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Writing</p> <ul style="list-style-type: none"> • in narratives, creating/describing settings, characters and plot/atmosphere • integrating dialogue to convey character and advance the action • noting and developing initial ideas, drawing on reading and research where necessary <p>Art and Design</p> <ul style="list-style-type: none"> • an increasing awareness of different kinds of art, craft and design. • Develop their use of materials <p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
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			<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Citizenship</p> <ul style="list-style-type: none"> to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to research, discuss and debate topical issues, problems and events; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; to think about the lives of people living in other places and times, and people with different values and customs to recognise and challenge stereotypes that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment
Who were the Pilgrims?	<p>What do you already know about the Pilgrims?</p> <p>What is a Pilgrim and what does the word mean?</p> <p>Remember that, although William Brewster referred to them as Pilgrims in his journal, they were not collectively known as Pilgrims till many years later.</p> <p>Why was the name 'Pilgrim' appropriate?</p> <p>Look at the different people within the Pilgrims – the Saints and Strangers. How are they similar/different? Why did the Mayflower carry both Saints and Strangers over to America? Discuss what each group was looking for from the New World and what each group could bring to the new settlement. Did both groups always get on?</p> <p>Compare their views to Modern British Values, and how our thinking is different from that in 17th Century England. How would we feel if we were persecuted and hated for our beliefs?</p>	<p>William Bradford calling them pilgrims: pg173 http://archive.org/stream/historyplymouth01socigoog#page/n172/mode/2up/search/but+they+knew+they+were+pilgrimes</p> <p>Look at the 102 passengers, and group them by age, gender, and whether they are a Saint or Stranger.</p> <p>Introducing some of the Pilgrims: http://channel.nationalgeographic.com/saints-and-strangers/articles/whos-who/</p> <p>Write a diary or 'life in the day of...' a Pilgrim on Plimoth Plantation. Think about their routines and work. http://www.scholastic.com/scholastic_thanksgiving/daily_life/</p> <p>Draw and label accurate pictures of a Pilgrim http://www.plimoth.org/learn/just-kids/homework-help/what-wear</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/playing-learning</p> <p>Create and play a 'Top Trumps' style game. http://mayflowerhistory.com/mayflower-passenger-list/</p> <p>https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims</p> <p>Pretend that you are a Pilgrim and write about your reaction to seeing a Native American for the first time and/or pretend that you are a Native American and write your reaction to the Pilgrims landing.</p>	<p>Science</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Maths</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations

			<ul style="list-style-type: none"> • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • interpret and present data using bar charts, pictograms and tables • complete, read and interpret information in tables • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • participate in discussions, presentations, performances, role play, improvisations and debates • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Writing</p> <ul style="list-style-type: none"> • in narratives, creating/describing settings, characters and plot/atmosphere • integrating dialogue to convey character and advance the action • noting and developing initial ideas, drawing on reading and research where necessary <p>Citizenship</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • to research, discuss and debate topical issues, problems and events; • to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; • to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; • to think about the lives of people living in other places and times, and people with different values and customs • to recognise and challenge stereotypes • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; • consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
What is the Mayflower Compact?	What do you already know about the Mayflower Compact and why the Pilgrims wrote it? Why was the Mayflower Compact written? Look at who wrote the Compact, and where they were at the	The history of the Compact: http://www.history.com/topics/mayflower-compact Discuss what the rules are and what they tell you about the way the Pilgrims wanted to live.	<p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<p>time. Think about why it was important to establish rules for a new community. Remember that they had a charter for Virginia, and would have followed those rules, but had nothing to cover them for Plymouth. What were the Pilgrims values? What do these tell you about the way they planned to live and work together? Compare to the Modern British Values and how they have changed over time.</p>	<p>http://mayflowerhistory.com/mayflower-compact/</p> <p>Create your own list of rules for your new group and justify why you have chosen those rules. Think about what consequences there would be if the rules were broken and how you could make the rules fair for all.</p> <ul style="list-style-type: none"> • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Citizenship</p> <ul style="list-style-type: none"> • to talk and write about their opinions, and explain their views, on issues that affect themselves and society; • to research, discuss and debate topical issues, problems and events; • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; • to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; • to think about the lives of people living in other places and times, and people with different values and customs • consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
<p>What was the 'First Thanksgiving'?</p> <p>Look at the Pilgrims and Native Americans ideas of 'giving thanks' that pre dated the 1621 celebrations. Remember that both Native Americans and Europeans had their own ceremonies before the Pilgrims landed in Plimoth.</p> <p>What are the myths surrounding the 'First Thanksgiving'? Discuss what people assume about the celebrations, including what they ate, what they wore and what activities they did.</p> <p>What primary sources are there about the first</p>	<p>What do you already know about the 'First Thanksgiving'? Look at the Pilgrims and Native Americans ideas of 'giving thanks' that pre dated the 1621 celebrations. Remember that both Native Americans and Europeans had their own ceremonies before the Pilgrims landed in Plimoth.</p> <p>What are the myths surrounding the 'First Thanksgiving'? Discuss what people assume about the celebrations, including what they ate, what they wore and what activities they did.</p> <p>What primary sources are there about the first</p> <p>Wampanoag and giving thanks: http://www.wampanoagtribe.net/Pages/Wampanoag_Education/celebrations</p> <p>The 'First Thanksgiving': http://www.plimoth.org/learn/just-kids/homework-help/thanksgiving/thanksgiving-history</p> <p>Recreate the first Thanksgiving. http://www.plimoth.org/learn/just-kids/thanksgiving-interactive-you-are-historian</p> <p>Hold your own version of Thanksgiving and each explain what they are thankful for.</p> <p>Look at various images of Thanksgiving, ranging from the first Thanksgiving to modern celebrations, and pick out inconsistencies.</p>	<p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.

	<p>Thanksgiving and what do these tell us? What do they leave out? Should we rely on these sources for our information?</p> <p>Look at how the Native Americans are depicted, if at all, in the different sources. Considering who created the source, what does it say about the relationship between the Pilgrims and the Natives?</p> <p>What do the joint celebrations between the Pilgrims and the Wampanoag imply about their relationship? Think about whether they had the same values and principles.</p> <p>In what ways has Thanksgiving changed since 1621? Think about why and how it has changed, and why it remains an American holiday but not celebrated in England. Do the values attached to Thanksgiving resonate with our Modern British Values?</p> <p>Discuss what the key messages of the 1621 celebrations should be and how they relate to today's society. Compare the 'First Thanksgiving' to modern day harvest festivals.</p>	<p>Try to spot what was not part of the actual 1621 celebrations. Try to decide on what the facts are.</p> <p>Compare the first thanksgiving with a modern day thanksgiving; what has changed and why?</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/thanksgiving/thanksgiving-history</p> <p>Read Edward Winslow's letter to a friend describing the celebration. Research any unfamiliar or difficult words. Collaboratively, write a modern translation. What questions does his letter leave unanswered?</p> <p>http://www.plimoth.org/sites/default/files/media/olc/source.html</p> <p>Primary sources for the 'First Thanksgiving'</p> <p>http://www.pilgrimhallmuseum.org/pdf/TG_What_Happened_in_1621.pdf</p>	<ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes
<p>Was Plymouth the first colony in America?</p>	<p>What do you already know about who explored America and settled there?</p> <p>Who else had explored Plymouth, Massachusetts, and the surrounding area before 1620? This could be expanded to include more of the North West coast of America. This could be narrowed to look at just those that left for America from Plymouth, UK. Map out the different settlements and places where explorers landed, looking at how they were spread and what they may have had in common, that would have drawn explorers or aided success.</p> <p>Why had people gone there? What were they hoping to find?</p> <p>Discuss what effect did European exploration have on the Native Americans and their land? Think about</p>	<p>Create a timeline of other famous voyages to America before 1620</p> <p>https://www.gilderlehrman.org/history-by-era/americas-1620</p> <p>History of the exploration of North America:</p> <p>http://www.history.com/topics/exploration/exploration-of-north-america</p> <p>Explorers of America:</p> <p>https://www.landofthebrave.info/american-history-of-early-explorers.htm</p> <p>Look at the effects of exploration and colonisation of Native America</p> <p>http://people.umass.edu/hist383/class%20notes/european%20pathogens.htm</p> <p>Create a fact sheet about each of the colonies including date it was founded, how it was started, its population increase/decrease, and what has happened to the colony.</p> <p>Create a timeline of the colony's history. These can be amalgamated once each of the colonies has been studied to create an idea of the</p>	<p>Maths</p> <ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • compare durations of events [for example to calculate the time taken by particular events or tasks]. • estimate, compare and calculate different measures • interpret and present data using bar charts, pictograms and tables • solve multi-step problems in contexts, using information presented in different formats, deciding which operations and methods to use and why. • complete, read and interpret information in tables • solve problems involving the calculation of percentages [for

	<p>introducing new diseases to people who were not immune and building on their land used for hunting and farming.</p> <p>Why might these earlier explorations have been overshadowed by the Mayflower landing?</p> <p>Remember that Plymouth Colony was not the first, biggest or most productive for trade, but some still link it to the start of American democracy.</p> <p>Look at other famous colonies, including, Roanoke (1585), Popham (1607), Jamestown (1607) and Bermuda (1609). Think about where the colony was founded and by whom; whether the settlers make contact with the Native Americans; what happened to the colony in the first few months and whether it was successful in the long term; what does the settlement look like now and what makes it an important part of history.</p>	<p>colonisation of America.</p> <p>Look at any documents or descriptions of the colony; what do they tell you about the people that first lived there?</p> <p>Debate why you think this colony was/was not successful.</p> <p>Roanoke: this-day-in-history/roanoke-colony-deserted">http://www.history.com>this-day-in-history/roanoke-colony-deserted</p> <p>Popham: http://www.history.com/news/the-lost-colony-of-popham</p> <p>Jamestown: http://www.history.com/topics/jamestown</p> <p>Bermuda: https://www.bermuda-attractions.com/bermuda2_000043.htm</p>	<p>example, of measures, and such as 15% of 360] and the use of percentages for comparison</p>
<p>How did the Pilgrims create their settlement?</p>	<p>What do you already know about Plimoth Plantation and where the Pilgrims lived?</p> <p>What was Plymouth like when they arrived?</p> <p>Remember that the living history Museum uses the spelling 'Plimoth', whilst the town is called 'Plymouth'. Think about who had already lived there and how they left it, making it easier for the Pilgrims to inhabit. Compare the environment to that of Plymouth, England, and discuss what you think they would need to take in order to create their homes and supply food.</p> <p>What would you do to make it a home? Compare to</p>	<p>Design your own settlement and compare with that of the Pilgrims.</p> <p>Evidence for settlement found (map towards the end of the article): https://www.bostonglobe.com/metro/2016/11/22/clues-pilgrims-original-settlement-unearthed/PpLwWF9OjAZaCSG0Eft0GN/story.html</p> <p>Draw and/or create models of the Pilgrim's houses. http://www.plimoth.org/learn/just-kids/homework-help/building-home http://www.scholastic.com/scholastic_thanksgiving/daily_life/housing.htm</p> <p>Relations with Native Americans (halfway down article): http://www.history.com/topics/pilgrims</p>	<p>Reading</p> <ul style="list-style-type: none"> listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks summarising the main ideas explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. <p>Geography</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Computing</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Science</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using

<p>what they did at the time and how they lived. Look at the Pilgrims homes, which were based on an English cottage. Why do you think they used this as their model? Do you think these homes were suitable for the environment in Plymouth, Massachusetts? Compare to a Wampanoag wetu. How would you survive? Think about what skills and knowledge the Pilgrims may have had and if they would have known what the best thing to do was. What were the challenges they faced? Why did many of them not survive the first winter? What happened that meant the remaining Pilgrims survived? Look at what the Wampanoag taught them and what effect this had on the Pilgrims and their way of life on the Plantation. Think about food and clothing, as well as housing.</p>		<ul style="list-style-type: none"> scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat recognise that environments can change and that this can sometimes pose dangers to living things. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Citizenship</p> <ul style="list-style-type: none"> why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to think about the lives of people living in other places and times, and people with different values and customs develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters); <p>Design and Technology</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes
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			<ul style="list-style-type: none"> using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
How did the Pilgrims and the Wampanoag live together?	<p>What do you already know about the relationship between the Pilgrims and the Wampanoag? What happened at the first meeting between the Pilgrims and the Wampanoag? Discuss why the meeting was successful/unsuccessful. Think about why it was so important that they met. Remember that the Wampanoag needed the Pilgrims help as well, and that they relied on each other for protection and survival skills.</p> <p>Explore the relationships and how these developed. Look specifically at the agreement between the Pilgrims and the Wampanoag and what rules they decided on. Why do you think they picked those? Think about what the rules tell us about their values and what rules we might chose today.</p> <p>In what ways did they support/hinder each other? Look at when William Bradford sent a neighboring community a snake skin full of shot as a warning. How does the 'First Thanksgiving' represent or symbolize their relationship?</p> <p>This is an opportunity to explore the impact of Europeans on Native Americans at this time. Remember that it can be difficult to separate the impact of individual expeditions on individual populations, so it is easier to look at the wider effects.</p>	<p>Create play scripts looking at the first meeting between the Native Americans and the Pilgrims using accounts of the first meeting:</p> <ul style="list-style-type: none"> - in Bradford's journal pg259 http://archive.org/stream/historyplymouth01socigoog#page/n258/mode/2up - in Mourt's Relation pg21 https://static1.squarespace.com/static/50a02efce4b046b42952af27/t/50a8701fe4b08d1f2ced2ff4/1353216031950/MourtsRelation.pdf <p>Read and discuss the agreement between the Wampanoag and the Pilgrims, and what it tells you about their relationship.</p> <p>http://nativeamerican.lostsoulsgenealogy.com/treaties/wampanoag1621.htm</p> <p>http://www.history.com/this-day-in-history/the-pilgrim-wampanoag-peace-treaty</p> <p>Look at the incident when Bradford was sent a snake skin filled with arrows from another Native American group and how he responded. Discuss how this might have strengthened/weakened his relationship with the Wampanoag.</p> <p>Pg. 308</p> <p>http://archive.org/stream/historyplymouth01socigoog#page/n306/mode/2up/search/shot</p> <p>http://people.umass.edu/hist383/class%20notes/european%20pathogens.htm</p> <p>The effects of Europeans on Native American populations:</p> <p>https://classroom.synonym.com/did-european-migration-affect-native-populations-7034.html</p> <p>European diseases amongst the Native American populations:</p> <p>https://classroom.synonym.com/deaths-caused-diseases-among-native-americans-18th-century-16655.html</p>	<p>Maths</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations estimate, compare and calculate different measures interpret and present data using bar charts, pictograms and tables solve multi-step problems in contexts, using information presented in different formats, deciding which operations and methods to use and why. complete, read and interpret information in tables solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison <p>Reading</p> <ul style="list-style-type: none"> listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions retelling some of these orally asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience reading books that are structured in different ways and reading for a range of purposes <p>Spoken Language</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge articulate and justify answers, arguments and opinions participate in discussions, presentations, performances, role

			<ul style="list-style-type: none"> play, improvisations and debates give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing</p> <ul style="list-style-type: none"> in narratives, creating/describing settings, characters and plot/atmosphere integrating dialogue to convey character and advance the action identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Citizenship</p> <ul style="list-style-type: none"> to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to research, discuss and debate topical issues, problems and events; why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; to recognise and challenge stereotypes that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
Why were the Separatists persecuted?	<p>What do you already know about what Henry VIII did to the church and what this meant?</p> <p>What happened to the church? Look at Henry VIII and the decisions he made about who ran the church and why. Discuss why this may have upset the Separatists. How do you think the Separatists could have been included? Do you think there was a better way for them to practice their religion?</p> <p>Remember, the terms 'separatist' and 'puritan' were</p>	<p>The Reformation (England half way down article): http://www.history.com/topics/reformation</p> <p>Who were the Separatists? https://www.britannica.com/topic/Separatists</p> <p>https://www.scholastic.com/teachers/articles/teaching-content/about-pilgrims/</p> <p>Discuss why the Separatists made the decision to move http://leidenamericanpilgrimmuseum.org/Page31X.htm</p> <p>What did you think the conversation would have been like between</p>	<p>Citizenship</p> <ul style="list-style-type: none"> to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to research, discuss and debate topical issues, problems and events; why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; to realise the consequences of anti-social and aggressive

	<p>derogatory and the time, and have only been used by historians to help distinguish between the groups. What did the separatists believe in and why did this cause them to be persecuted? Where did they go to get away from the persecution? Why did they pick Leiden? Why did they then move on to America? Remember that the Separatists on the Mayflower became known as the Saints.</p>	<p>the Separatists when deciding they were moving to Leiden/America? Explore the meaning of acceptance and tolerance and how these definitions have developed over time. It is said that Leiden was meant to be more tolerant of different communities; what is the difference between tolerance and acceptance?</p>	<p>behaviours, such as bullying and racism, on individuals and communities;</p> <ul style="list-style-type: none"> • to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
What was it like being a Pilgrim/Wampanoag child?	<p>What do you already know about what children's lives were like in 17th century England/America? This can be an extension of 'who were the Pilgrims/Wampanoag?' What were Pilgrim children expected to do on the Plantation? Think about what new skills they would have had to learn and how the death rate amongst the Pilgrims in the first winter would mean they would need to take on more responsibility. What were Wampanoag children expected to help their families with? Think about how this might be different to Pilgrim children. Do you think the labour would have been easier for the Pilgrims or the Wampanoag children and why? What do their daily routines tell you about how children were viewed? Think about how this is different to today's children and whether you should be learning the same skills as they did in the 17th Century. Look at what the children wore, ate, how they spent their playtime, and how they were prepared for adulthood. How do the routines of boys and girls differ and what does this imply about the way that boys and girls were viewed? Discuss how this is different to today's views and why the distinction may have helped with the chores.</p>	<p>Re-enact the day in the life of a Pilgrim/Wampanoag child. http://www.plimoth.org/learn/just-kids/homework-help/childs-role</p> <p>Create and play games used by the Pilgrim and Wampanoag children. http://www.plimoth.org/learn/just-kids/make-it-home</p> <p>Read one or more of the following:</p> <ul style="list-style-type: none"> - Sarah Morton's Day: A Day in the life of a Pilgrim Girl - Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy - Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times All by Kate Waters <p>Write your own account of a day as a Pilgrim/Wampanoag child. This can be done as a narrative, poem or play.</p>	<p>Reading</p> <ul style="list-style-type: none"> • listening to, reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • retelling some of these orally • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Spoken Language</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and knowledge • participate in discussions, presentations, performances, role play, improvisations and debates • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Writing</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>PE</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns <p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Citizenship</p> <ul style="list-style-type: none"> • to think about the lives of people living in other places and

			<p>times, and people with different values and customs</p> <ul style="list-style-type: none"> • to recognise and challenge stereotypes • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
What crafts did the Wampanoag make?	<p>What do you already know about what the Native Americans made and used?</p> <p>What is Wampum? Look at what it is made from, the different ways it was used and its importance in recording the Wampanoag's history. Remember that the Wampanoag did not write down their stories, but had an oral tradition.</p> <p>Look specifically at the wampum belt and how it has been used to recount important moments in history. An example would be the two row wampum belt.</p> <p>What other stories from the Wampanoag and Mayflower history could be told in a wampum belt? In what ways was art and craft part of creating useful, everyday objects? Look at basket weaving and cradleboards. What do you think the combination of art/craft and utility tells us about the Wampanoag? Think about everyday objects, what they say about modern cultures and how they could be altered to represent various cultural ideas and beliefs.</p> <p>Why did girls and boys get taught to create and use different crafts? Look at bows and arrows, and cornhusk dolls. Discuss the different crafts that young people get taught now and how they compare. Think about stereotypes and commerce, and whether children need to be involved in crafting toys and utensils anymore.</p>	<p>Create your own design for a Wampum belt on a grid.</p> <p>https://www.britannica.com/art/wampum http://tworowwampum.com/</p> <p>Use this design to create your own Wampum belt using various materials, such as beads or paper.</p> <p>Create your own small versions of Wampanoag objects.</p> <p>http://manyhoops.com/woven-paper-basket.html http://manyhoops.com/cradleboard-and-baby.html</p> <p>Look at the different crafts the boys and girls would do.</p> <p>https://www.plimoth.org/learn/just-kids/homework-help/playing-learning</p> <p>Create your own bow and arrows, and/or cornhusk doll</p> <p>http://manyhoops.com/bow-and-arrow.html https://www.marthastewart.com/968909/harvest-time-corn-husk-dolls</p>	<p>Science</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • planning and setting up different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Art and Design</p> <ul style="list-style-type: none"> • an increasing awareness of different kinds of art, craft and design. • Develop their use of materials <p>Design and Technology</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

