



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.

Mayflower 400 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 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 geographical and maritime position, 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.

Through this scheme of work, every young person will begin to:

- know the story of the Mayflower
- understand the relevance of the Mayflower narrative to their city
- understand why the passengers on the Mayflower sailed to the New World
- understand the difficulties faced by the travellers on their journey
- understand the relationship of the Mayflower settlers with the 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

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.

The scheme of work as set out in this document is intended, primarily, for KS1. 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. This scheme uses the term Pilgrim to represent the Separatists and tradespeople who settled the Plymouth Colony.

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?</p> <p>Select story version to share with the children. Talk about who the Pilgrims were. Can you name anyone else that travelled the world exploring new places?</p> <p>Map of the world – locate America, England and Plymouth, UK and MA.</p> <p>Collect key facts about America and England now – link to Modern British Values.</p> <p>Talk about why people might have travelled and what they were hoping to find – how is it different to travelling to America today?</p> <p>Look at pictures of England and Massachusetts at the time. Note similarities and differences. What would it have been like to live in America and in England? Compare to life in Plymouth today.</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>Read accounts of the New World, such as John Smith, and create images based on their descriptions. John Smith, Pg 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>History</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality. <p>Geography</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Reading</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Spoken Language</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • 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>Citizenship</p>

			<ul style="list-style-type: none"> • Take part in discussions with one other person and the whole class • Take part in a simple debate about topical issues
<p>What was the Mayflower and its voyage like?</p>	<p>What do we already know about ships and how they sail?</p> <p>What different kinds of ships do we know about? Focus on passenger ships. Where do they go and why?</p> <p>Look at the Mayflower and compare it to modern cruise liners - similarities and differences.</p> <p>Create a cabin space and test it for size for a Pilgrim family. Talk about what it would have been like to live in this space for 66 days.</p> <p>Consider what you would take with you if you were moving to a new country to live. Choose 10 things. Why are you taking them?</p> <p>Look at what the Pilgrims took and why.</p> <p>Look at life on board – think about diet and entertainment. How did the children keep themselves entertained for 66 days? What did they eat and drink?</p> <p>Create some games to keep children entertained.</p> <p>Compose a song to sing together.</p>	<p>Look at what the ship was like: http://www.scholastic.com/scholastic_thanksgiving/voyage/ Build a model and/or map out her size on the floor and see how much room each person would have had: http://mayflowerhistory.com/cross-section Map the voyage: http://mayflowerhistory.com/voyage Look at the diet on board the Mayflower, and other voyages at the time, and decide whether it was a healthy diet and what food/drink they could have done with: http://mayflowerhistory.com/cooking 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. Look at the story of Plymouth Rock. Create your own 'landing rock' for your class – think about what you would carve on it: http://www.history.com/news/the-real-story-behind-plymouth-rock Write a description of what it might have been like as a child on the Mayflower: http://mayflowerhistory.com/girls</p>	<p>Music</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Geography</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>Writing</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and writing about real events. • learn how to use sentences with different forms; expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form; subordination and co-ordination. <p>Science</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Maths</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). <p>Design and Technology</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • build structures, exploring how they can be made stronger, stiffer and more stable
<p>Who were the crew?</p>	<p>What do you already know about what a crew is and the type of jobs they do on a ship?</p> <p>What were the jobs of the crew on the Mayflower?</p> <p>Create some movement using what you find out about the jobs – what actions might they have done?</p>	<p>Act out 'a day on board the Mayflower' where students need to roleplay the different positions/duties/activities: http://mayflowerhistory.com/crew Look at the different equipment used to navigate, how it worked and its limitations: http://www.rootsweb.ancestry.com/~mosmd/17cnav.htm</p>	<p>Physical Education</p> <ul style="list-style-type: none"> • master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Music</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes

	<p>What sea shanties could have been sung? Create one of your own.</p>		<p>Spoken Language</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play, improvisations and debates <p>Maths</p> <ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
<p>What was life like in 17th Century Plymouth, England?</p>	<p>What do you already know about the history of Plymouth?</p> <p>Look at 16th century houses on and near the Barbican and compare to modern houses – similarities and differences.</p> <p>Create model houses – timbered houses using straws and lollipop sticks and/or cardboard box models.</p> <p>How might life in the Elizabethan house have been different to life today? Think about food, education, play, chores. What would it have been like living without electric and heating?</p> <p>Use images to look at how 17th century Plymouth, England was similar/different to 17th century Plymouth, Massachusetts.</p> <p>Which Plymouth would you like to visit and why?</p> <p>What is on the Barbican now that would not have been there in 1620? How do we know this?</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 Build/draw/map out a village/town in 17th Century England and discuss issues such as living conditions and proximity to open land Write a food diary for a typical family in 17th Century England. Was it a healthy, balanced diet? 17th Century England: http://www.localhistories.org/stuart.html</p>	<p>History</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. <p>Geography</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Writing</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and writing about real events. learn how to use sentences with different forms; expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form; subordination and co-ordination. <p>Science</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Design and Technology</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
<p>What was the New World like?</p>	<p>What do you already know about America? What do you think we have in the UK that came from America?</p> <p>What do you think America and England looked like in the 1600s? Think about how it is different from today.</p>	<p>Read accounts of the New World, such as John Smith, and create images based on their descriptions. John Smith, Pg 17: https://books.google.co.uk/books?id=mnoFAAAQAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v</p>	<p>Geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Reading</p>

	<p>Compare the lifestyle of the Pilgrims with the Wampanoag by looking at appearances – how were they different from each other? What does this tell you about how they lived?</p> <p>How were the Pilgrims and Wampanoag different from ourselves?</p> <p>Look at some artists impressions of the Wampanoag and actual representations – how are they different and why do you think this is?</p>	<p>=onepage&q&f=false Question what excited explorers about the New World. Thinking about what the Pilgrims had with them, and what they might be able to find along the shore, make an information leaflet for what they should have done on arrival to the New World: http://mayflowerhistory.com/provision-lists 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 Compare the Wampanoag and Pilgrim houses, and which were better suited to the environment and why: http://www.plimoth.org/learn/just-kids/homework-help/building-home</p>	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Science</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Citizenship</p> <ul style="list-style-type: none"> • Understand what improves and harms their local, natural and built environments and about some of the ways people look after them • Take part in discussions with one other person and the whole class • Take part in a simple debate about topical issues
<p>Who were the Wampanoag?</p>	<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/ 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.</p>	<p>Look at the different types of houses, animals, clothing and transport you can spot in the map: http://www.quesper.com/Projects_Student/Native_Amer/Native_American_Regional_Map.htm Draw and label accurate pictures of Wampanoag people: http://www.plimoth.org/learn/just-kids/homework-help/what-wear Read the Wampanoag creation stories from ‘The Children of the Morning Light’ by Manitonquat/Arquette and/or Moshup the giant stories: http://www.firstpeople.us/FP-HTML-Legends/Moshup-the-</p>	<p>History</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Writing</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and writing about real events. • learn how to use sentences with different forms; expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form;

<p>Use images of Wampanoag homes to discuss what it would have been like living there.</p> <p>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.</p> <p>Grow your own Wampanoag crops.</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>Link to comparisons with Pilgrims.</p>	<p>Giant-Wampanoag.html</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: http://www.plimoth.org/learn/just-kids/homework-help/building-home</p> <p>Recreate some of the games played and activities enjoyed by the Wampanoag children. http://www.scholastic.com/scholastic_thanksgiving/daily_life/</p> <p>http://www.plimoth.org/learn/just-kids/make-it-home</p> <p>http://www.plimoth.org/learn/just-kids/homework-help/who-are-wampanoag</p> <p>Write a brief diary/comic strip of the 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/act out your reaction to seeing a Pilgrim for the first time.</p> <p>Look at the food the Wampanoag grew and collected: 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>subordination and co-ordination.</p> <p>Reading</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Art and Design</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Science</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Citizenship</p> <ul style="list-style-type: none"> • Understand what improves and harms their local, natural and built environments and about some of the ways people look after them • Identify and respect the differences and similarities between people • Understand that family and friends should care for each other • Understand that they belong to various groups and communities, such as family and school • Take part in discussions with one other person and the whole class • Take part in a simple debate about topical issues <p>Design and Technology</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks
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			<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable
Who were the Pilgrims?	<p>What do you already know about the Pilgrims?</p> <p>Use this as an opportunity to address stereotypes.</p> <p>Select a story version to share with the children to support discussion of why they decided to leave England/the Netherlands and how they travelled to America.</p> <p>What would it have been like arriving in Plymouth, Massachusetts, for the first time? Act out the Pilgrims first reactions.</p> <p>What was the daily routine like on Plimoth Plantation? Think about what jobs they would need to do when they first arrived, and decide on what the movements would be for those jobs.</p> <p>Explore how children were taught and prepared for their adult roles, including what chores they would do.</p> <p>Link to comparisons with the Wampanoag.</p>	<p>Find out about the Pilgrims: https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims Look at the 102 passengers, and group them by age, gender, and whether they are a Saint or Stranger: http://mayflowerhistory.com/mayflower-passenger-list/ Write a diary/comic strip of the life in the day of a Pilgrim on Plimoth Plantation. Think about their routines and work: http://www.scholastic.com/scholastic_thanksgiving/daily_life/ Draw and label accurate pictures of a Pilgrim: http://www.plimoth.org/learn/just-kids/homework-help/what-wear http://www.plimoth.org/learn/just-kids/homework-help/playing-learning 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>History</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Writing</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) and writing about real events. learn how to use sentences with different forms; expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form; subordination and co-ordination. <p>Art and Design</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Science</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Maths</p> <ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data <p>Citizenship</p> <ul style="list-style-type: none"> Identify and respect the differences and similarities between people Understand that family and friends should care for each other Understand that they belong to various groups and communities, such as family and school Take part in discussions with one other person and the whole class Take part in a simple debate about topical issues
What was the 'First Thanksgiving'?	<p>What do you already know about the 'First Thanksgiving'?</p> <p>Select a story version to share with the children.</p> <p>What does thanksgiving mean?</p>	<p>Wampanoag and giving thanks: http://www.wampanoagtribe.net/Pages/Wampanoag_Education/celebrations The 'First Thanksgiving': http://www.plimoth.org/learn/just-kids/homework-help/thanksgiving/thanksgiving-history</p>	<p>History</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p>Spoken Language</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

	<p>What were the Pilgrims thankful for?</p> <p>Why did the Wampanoag join them and what were they thankful for?</p> <p>How did they celebrate? Look at pictures of the celebration and discuss.</p> <p>Compare to our celebrations, such as Harvest – similarities/differences.</p> <p>Create your own thanksgiving celebration – invitations/ menu/ recipes and make the food/table decorations/ speeches/ songs/ clothing etc.</p> <p>Write about one thing you are thankful for and share at your own thanksgiving celebration.</p>	<p>Recreate the first Thanksgiving: http://www.plimoth.org/learn/just-kids/thanksgiving-interactive-you-are-historian Hold your own version of Thanksgiving and each explain what they are thankful for. Compare the first thanksgiving with a modern day thanksgiving; what has changed and why? Primary sources for the 'First Thanksgiving' http://www.pilgrimhallmuseum.org/pdf/TG_What_Happened_in_1621.pdf</p>	<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Citizenship</p> <ul style="list-style-type: none"> Take part in discussions with one other person and the whole class Take part in a simple debate about topical issues <p>Design and Technology</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable
<p>How did the Pilgrims and the Wampanoag live together?</p>	<p>What do you already know about the relationship between the Pilgrims and the Wampanoag?</p> <p>How did they help each other?</p> <p>Why do you think they needed each other's help?</p> <p>Why was it important that they helped each other?</p> <p>Explore how you would communicate with someone whose language you do not understand?</p> <p>What do you think it would have been like when the Pilgrims and the Wampanoag met for the first time? Act out meeting each other and learning to work together, discussing what movements they might have used and what they might have said to each other.</p>	<p>Act out the first meeting between the Native Americans and the Pilgrims. Accounts of the first meeting: Bradford's journal, pg259: http://archive.org/stream/historyplymouth01socigoog#page/n258/mode/2up Mourt's Relation, pg21: https://static1.squarespace.com/static/50a02efce4b046b42952af27/t/50a8701fe4b08d1f2ced2ff4/1353216031950/MourtsRelation.pdf</p>	<p>Physical Education</p> <ul style="list-style-type: none"> master basic movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Spoken Language</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances, role play, improvisations and debates <p>Citizenship</p> <ul style="list-style-type: none"> Identify and respect the differences and similarities between people Understand that family and friends should care for each other Understand that they belong to various groups and communities, such as family and school Take part in discussions with one other person and the whole class Take part in a simple debate about topical issues
<p>What was it like being a</p>	<p>What do you already know about what children's lives were like in 17th century England/America?</p>	<p>Re-enact the day in the life of a Pilgrim/Wampanoag child:</p>	<p>Writing</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by writing

<p>Pilgrim/Wampanoag child?</p>	<p>This can be an extension of ‘who were the Pilgrims/Wampanoag?’</p> <p>What were Pilgrim children expected to do on the Plantation?</p> <p>What were Wampanoag children expected to help their families with? Think about how this might be different to Pilgrim children.</p> <p>Look at what the children wore, ate, how they spent their playtime, and how they were prepared for adulthood.</p> <p>What are the differences between the boy’s and the girl’s routines? Discuss why this might have been and how it might be different now.</p> <p>Create a brief diary/comic strip of daily life for a Pilgrim/Wampanoag child and one for a modern child. What is the same/different?</p> <p>Would you like to be a Pilgrim/Wampanoag child? Why/why not?</p> <p>What might surprise a Wampanoag/Pilgrim child about your life today? Why?</p>	<p>http://www.plimoth.org/learn/just-kids/homework-help/childs-role</p> <p>Create and play games used by the Pilgrim and Wampanoag children:</p> <p>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 <p>All by Kate Waters</p> <p>Write your own brief account of a day as a Pilgrim/Wampanoag child.</p>	<p>narratives about personal experiences and those of others (real and fictional) and writing about real events.</p> <ul style="list-style-type: none"> • learn how to use sentences with different forms; expanded noun phrases to describe and specify; the present and past tenses correctly and consistently including the progressive form; subordination and co-ordination. <p>Reading</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Spoken Language</p> <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others
<p>What crafts did the Wampanoag make?</p>	<p>What do you already know about art from Native America?</p> <p>Use this as an opportunity to discuss stereotypes and misunderstandings, such as which peoples created totem poles and used wigwams.</p> <p>Remember that the Wampanoag did not write down their stories, but had an oral tradition. Look specifically at the</p>	<p>Create your own design for a Wampum belt on a grid:</p> <p>https://www.britannica.com/art/wampum</p> <p>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</p> <p>http://manyhoops.com/cradleboard-and-baby.html</p> <p>Look at the different crafts the boys and girls would do:</p>	<p>Art and Design</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Design and Technology</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria

	<p>wampum belt and how it has been used to recount important moments in history.</p> <p>What other stories from the Wampanoag and Mayflower history could be told in a wampum belt?</p> <p>In what ways was art and craft part of creating useful, everyday objects, such as basket weaving and cradleboards? Compare to modern objects. Think about everyday objects, and what they say about modern cultures.</p> <p>What different crafts did boys and girls get taught? Look at bows and arrows, and cornhusk dolls. Why do you think they made different toys?</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</p> <p>https://www.marthastewart.com/968909/harvest-time-corn-husk-dolls</p>	<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
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