




Year 6- The Mayflower



<p>Concepts</p>	<p> Knowing about the past, chronological order, asking and answering questions, using sources Perspective</p>	<p> Knowing about significant people and leaders from the past Leadership</p>	<p> Knowing how events and people from the past shape society and the world today Legacy</p>
<p>Learning about The Mayflower allows children to understand the name behind the school federation. It brings the learning back to their locality and gives them knowledge about their local history. Prior knowledge of North America will support his topic, the children already having a good geographical knowledge of North America and the UK.</p> <p>This topic will allow the children to gain a greater understanding of the reasons for migration in the past, and make links between the migration of other people, learnt about in previous units e.g. The Windrush, The Vikings, The Romans, The Tudors, The Atlantic Slave Trade.</p> <p>This topic will give children the opportunity to compare North America in the past with how it is today. Their knowledge of Tudor England will support their understanding of what life was like in Britain around this time, and will aid them with placing this event on a timeline. In previous topics, children have learnt about the history of Southwark as well as the geography of London and the UK. These topics have been taught in previous years to give children an understanding both geographically and historically of their local area, and to support the learning that will take place in this unit.</p>			
<p>National Curriculum</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 • I can address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information • I can understand how our knowledge of the past is constructed from a range of sources • I can make confident use of a variety of sources for independent research 			

**Year 6
History
The Mayflower**

Foundation subject Knowledge and skills

When did this happen?	<ul style="list-style-type: none"> • Know that the Mayflower set sail on 6th September 1620 • Know the story of the Mayflower • Chart the voyage from Plymouth to Plimoth • Know the reasons behind the journey of the Mayflower • Know who the different groups were and why they went to America • Know that the majority of passengers were going for non-religious reasons and were making the journey because they were servants, merchant adventures or traders, known as ‘Strangers’. All of them counted as Pilgrims. • Have an understanding of what was already known about the New World • Know what the Mayflower was built from • Compare the Mayflower to modern cruise liners • Know how long it took to cross the Atlantic • Know what happened at Cape Cod and the myths behind Plymouth Rock • Know that Jones died after returning to Rotherhithe with the remaining crew, and was buried at St Mary’s church. • Know that the Mayflower was most likely broken up a few years later in Rotherhithe as it was also a ship breaking port
What was life like then?	<ul style="list-style-type: none"> • Use a range of sources to gain an understanding of what life was like on board the Mayflower for different people • Use a range of paintings from the time to learn about the voyage • Know what people took with them on their voyage • Know how people felt about the New World and what they expected to find there • Know that Christopher Jones, the captain and part owner of the ship lived in Rotherhithe (as did many of the crew • Know in July 1620 the Mayflower sailed from Rotherhithe to Southampton, to join another ship, the Speedwell, coming from Holland • Know that the Speedwell had a serious leak so was forced to stop in Plymouth where passengers and provisions were crowded onto the Mayflower.
Who were significant people at this time?	<ul style="list-style-type: none"> • Understand the significance of the story for Plymouth • Know where the Pilgrims settled • Know what it may have been like to live in the new settlement e.g. food, water, amount of work etc. • Know what the New World was and why it was called that • Know why the Pilgrims were called pilgrims and the reasons from them travelling to the New World • Know why the Pilgrims thought that the New World would be a good place to settle • Know what animals the pilgrims took with them to America • Know what plants and animals were already there and how they were used but the Native Americans • Know who the Wampanoag were • Know how the Wampanoag were better prepared to live in the environment • Understand the impact on Native Americans

	<ul style="list-style-type: none"> • Explore how the Native Americans used the land in different seasons • Know about the everyday lives and roles of the Wampanoag • Know how Saints and Strangers lived together in the new settlements
<p>How did this period of time effect the world today?</p>	<ul style="list-style-type: none"> • Understand the relevance of the Mayflower to Southwark • Know landmarks in Southwark which have a link to the Mayflower • Know how the Pilgrim settlements have changed over time-compare to then and now • Research the legacy left behind by the pilgrims who went to the New World • Know the origins of Thanks Giving • Know how American's celebrate Thanks Giving now • Consider ways to show gratitude to others in everyday life