



Churchill Park School  
**Mid Term Plan – Key Stage 4 - Food and Festivals**

**History – The Wild West**

	Week 1	Week 2	Week 3	Week 4	Week 5
	<p><b>Objective:</b> To recognise different Native American Indian symbols and what they stand for.            To know that different cultures have different beliefs            To build a totem pole</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can choose a picture of an animal to go on my totem pole. I can work as part of a group.  <b>Core:</b> I can work with a group to make a totem pole. I can choose motifs because I know their meaning  <b>Extension:</b> I can work with a group to make a totem pole. I can choose motifs because I know their meaning.            LOtC: Go to Forest School and build a totem pole            SMSC to experience looking at the beliefs of another culture            Using IT:  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Watch the introduction Native American people power point</li> <li>• To build a totem pole  <a href="http://www.wikihow.com/Make-a-Totem-Pole">http://www.wikihow.com/Make-a-Totem-Pole</a>  <a href="https://uk.pinterest.com/pin/309692911860911229/">https://uk.pinterest.com/pin/309692911860911229/</a></li> <li>• To draw/paint motifs and symbols</li> <li>• There is lots of things to do especially for the support group on Twinkl</li> <li>• Story of totem poles  <a href="https://www.youtube.com/watch?v=whw6tfNStTM">https://www.youtube.com/watch?v=whw6tfNStTM</a></li> <li>• Use of motifs  <a href="http://www.dkfindout.com/uk/history/native-americans/totem-poles/">http://www.dkfindout.com/uk/history/native-americans/totem-poles/</a></li> </ul>	<p><b>Objective:</b> To be able to make and design a tepee            To know what a nomadic lifestyle is            To recognise Native American Indian motifs and what they stand for</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can experience making a tepee. I can work as part of a group  <b>Core:</b> I can make a tepee. I can give one reason why the Native American Indians moved about.  <b>Extension:</b> I can say why people moved about. I can make a tepee. I can use the correct terminology and language            LOtC: Go to Forest School and make a den            SMSC to experience looking at the beliefs of another culture            Using IT:  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Look at tepee power point</li> <li>• What would you pack if you had to constantly be on the move</li> <li>• Why were the Native American Indians nomadic - what did they move for, what did they follow?</li> <li>• Make a tepee</li> <li>• <a href="http://julieblanner.com/how-to-make-a-teepee/">http://julieblanner.com/how-to-make-a-teepee/</a></li> <li>• Go to Forest School and make a den</li> </ul>	<p><b>Objective:</b> To be able to make a dream catcher</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can thread beads onto wool. I can make a choice of colours and materials. I can indicate that I have made a dreamcatcher  <b>Core:</b> I can say what a dreamcatcher is used for and who used them.  <b>Extension:</b> I can say what a dreamcatcher is used for and who used it. I can retell the story of dreamcatchers            LOtC: finding natural products to make a dream catcher – displaying them outdoors            SMSC to experience looking at the beliefs of another culture            Using IT: watch the dreamcatcher story on youtube. Use the i-pad to take photos  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dream-catchers.org/make-a-dream-catcher-for-kids/">http://www.dream-catchers.org/make-a-dream-catcher-for-kids/</a></li> <li>• Story of the dreamcatcher  <a href="http://www.motherbird.com/dream_s.htm">http://www.motherbird.com/dream_s.htm</a></li> <li>• Dreamcatcher legend  <a href="https://www.youtube.com/watch?v=H7HvcgFqFIU">https://www.youtube.com/watch?v=H7HvcgFqFIU</a></li> </ul>	<p><b>Objective:</b> To know where from and why people came to America. To know how people traveled across America.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can experience travelling on a boat to America – role play. I can experience how people travelled across America – wagon trains  <b>Core:</b> I can say why people traveled to America. I can say how they travelled across America.  <b>Extension:</b> I can say why people travelled to America. I can say how people travelled across America. I can use the correct language eg settlers, wagon train            LOtC:            SMSC to experience why people moved from their homes to start a new life – relate to immigration today            Using IT: video being on a wagon train  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Look at Why America? power point</li> <li>• Design a poster advertising the reasons you should emigrate to America</li> <li>• Role play - peoples experience travelling to America - what were conditions like</li> <li>• Wagon train power point</li> <li>• <a href="http://www.historybits.com/west-wagon-trains.htm">http://www.historybits.com/west-wagon-trains.htm</a></li> <li>• What belongings would you take with you travelling from England - make a list - what is precious to you?</li> <li>• What job do you think you'd do 'out West' - Sheriff? Cowboy? Cook? Pony Express? Landlady? Working in a saloon?</li> </ul>	<p><b>Objective:</b> To understand what it was like to live as a cowboy.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can dress up in cowboy clothes and say (indicate/gesture/use symbols) that I am a cowboy, I can experience different 'cowboy' activities  <b>Core:</b> I can experience being a cowboy. I can name 'cowboy' features, know the cowboy code,  <b>Extension:</b> I can experience being a cowboy, I can name cowboy features. I can write my own code of conduct.            LOtC: cooking on a campfire – use trangers or ask Jason about going to Forest school            SMSC looking at codes of conduct to live by            Using IT: i-pad for recording lessons  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Share power point</li> <li>• Dress up - see costume characteristics</li> <li>• To write a cowboy code</li> <li>• Play poker!</li> <li>• Cook cowboy food  <a href="http://www.foodnetwork.co.uk/recipes/cowboy-bacon-beans.html">http://www.foodnetwork.co.uk/recipes/cowboy-bacon-beans.html</a>  <a href="http://www.foodnetwork.co.uk/recipes/cowboy-cookie-4855.html">http://www.foodnetwork.co.uk/recipes/cowboy-cookie-4855.html</a></li> <li>• Lassoing</li> <li>• Groom horses- at the Farm or at Magpie</li> <li>• Mining for gold</li> </ul>
	<p style="text-align: center;"><b>Week 6</b></p> <p><b>Objective:</b> To understand what it was like to live as a cowboy.</p> <p><b>Success Criteria:</b>  <b>Support:</b> I can dress up in cowboy clothes and say (indicate/gesture/use symbols) that I am a cowboy, I can experience different 'cowboy' activities  <b>Core:</b> I can experience being a cowboy. I can name 'cowboy' features, know the cowboy code,  <b>Extension:</b> I can experience being a cowboy, I can name cowboy features. I can write my own code of conduct.            LOtC: cooking on a campfire – use trangers or ask Jason about going to Forest school            SMSC looking at codes of conduct to live by            Using IT: i-pad for recording lessons  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Share power point</li> </ul>	<p style="text-align: center;"><b>Suggested Home Learning</b></p> <ul style="list-style-type: none"> <li>• Watch a selection of films about the Wild West - Dances with Wolves</li> <li>• Loads of activities and crafts on Twinkl</li> <li>• What does your family believe in - what's important</li> <li>• If you emigrated where and why would you go? Discussion</li> </ul>			



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