

Journeys

DRIVING QUESTION:

HOW DO JOURNEYS CHANGE THE PEOPLE THAT EMBARK ON THEM?

In this theme students will investigate how both religious and non-religious journeys may impact on a person's life experience. In order to answer the driving question, students must consider the reasons why people undertake a journey both in the past and in the present. There is a significant Humanities focus in this project. From a historical perspective, using primary and secondary sources, students will study the terrible conditions on board a slave ship, how the Roman Empire grew and the monumental journey undertaken by Hannibal and his troops across the Alps.

Students will also explore the purpose and value of religious pilgrimages from an Islamic, Sikh and Christian perspective. Furthermore, students will look at the key geographical skill of map reading and symbols. In Numeracy students look at time zones and currency culminating in a 'trip around the world' experience using the skills learned during the project.

In this theme students will learn...

- To understand the difference between historical sources and interpretations
- Where the Roman Empire was and the countries which were part of the Empire.
- The reasons why the Roman Empire grew
- About the armour and weaponry of the Roman Army
- Why Boudicca can be described as a hero and a villain
- Who Hannibal was and what happened to him and his army on their journey across the Alps
- About the compass rose and cardinal directions
- What a tagxedo is
- What symbolism, imagery and figurative language is
- What pilgrimage is
- What the Golden Temple is
- Who Guru Nanak was and how he founded the Sikh faith
- How the Khalsa was formed
- What the Triangular Trade and the Middle Passage are
- Who Olaudah Equiano was and what a journey on a slave ship was like
- The story of Theseus and the Minotaur
- Why Christians go on pilgrimage to Lourdes and the Holy Land
- Why Muslims go on pilgrimage to Mecca (Hajj)
- Who Thomas a Becket was and why and how he was murdered
- Who Geoffrey Chaucer was and read an extract from his 'Canterbury Tales'
- About the contribution that Indian soldiers made to the war effort in World War One, and in particular about Khudadad Khan
- About the poem 'Ah Sunflower' by William Blake

In this theme the skills students will develop will be...

- How to use historical sources and interpretations to answer historical questions
- How to analyse the reliability of historical sources and interpretations
- How to analyse the usefulness of historical sources and interpretations

- How to write a diary entry
- How to arrange information into chronological order
- How to use a compass rose
- How to use four figure grid references
- How to identify a variety of Ordnance Survey map symbols
- How to create a mood board
- How to write a descriptive poem
- How to identify symbolism, imagery and figurative language within a poem
- How to produce a travel guide brochure
- How to write a narrative text
- How to use mime, still image and physical theatre within Drama
- How to write a newspaper report
- How to write a script as a tour guide around a place of interest
- How to create a fact file
- How to effectively work with others in a group
- How to annotate a poem, highlighting different literary devices

Parents:

You could support your child at home by...

- Ask your child about a journey they remember. Where did they go to? Why do they remember the journey? Was it a positive or negative experience and why?
- Plan a journey with your child. Discuss where you will go, how you will get there and why you are going. Make this journey with your child. Discuss what you have learned by making this journey.
- Look at an Ordnance Survey map with your child. Ask them what symbols they can identify.
- Research religious pilgrimages together – do you know any friends or relatives who have been on a religious pilgrimage? If so, ask them about it and bring in the information to share with the rest of the class.
- Looking at a map of the Roman Empire together and discussing the different countries who were part of the Roman Empire
- Watch a video about the story of Hannibal and his journey over the Alps.
- Research into the story of Theseus and the Minotaur. What happened in chronological order?
- Finding out who Thomas a Becket was and why he was murdered.
- Looking at some photographs of soldiers during World War One and discussing the conditions in which they had to fight.
- Watch some 'Horrible Histories' clips of Boudicca and discuss with your child if these show her as a hero or a villain and why.
- Finding out what a tagxedo is.
- Watching a documentary about the origins of slavery and discussing how slaves would have felt on their journey from Africa to America on a slave ship, as part of the Triangular Trade.