

## History Medium Term Plan- Year 2- Autumn Term

### Events from Beyond Living Memory- Bonfire Night - Guy Fawkes

NC objective: To learn about events beyond living memory that are significant nationally or globally





Enquiry Question- Who is Guy Fawkes and why is he part of Bonfire night?

End of unit goal: Children will understand who Guy Fawkes is, impact of King James I beliefs, 1605 the year the plot happened, the meaning of 'plot', the importance of bonfire night today.

#### Substantive concepts

with key knowledge outcomes

Threads that we explore throughout our curriculum building schemas.

			
<p><b>Conflict &amp; Cooperation:</b> How injustice can lead to conflict, how lack of understanding of people's beliefs and rights can have a negative impact and lead to conflict.</p>	<p><b>Innovation &amp; Legacy:</b> The survival of King James I is celebrated on 'Bonfire night'</p>	<p><b>Power &amp; Rule:</b> Impact of King James I decisions to ban Catholicism impacted on people's lives</p>	<p><b>Community &amp; Daily Life:</b> How Guy Fawkes' actions impact us today- celebration of Bonfire night, the right to have our own beliefs and religions and standing up for what we believe.</p>

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p><b>I know who Guy Fawkes is and his involvement in the gun powder plot.</b></p> <p>(Discipline concepts)</p> <p><b>Skills</b></p> <p><b>Focus:</b></p> <p>Chronology</p> <p>Cause and Consequence</p> <p>Historical Enquiry</p>	<p>Children will know who Guy Fawkes is and begin to understand the Gunpowder plot.</p> <p>Children will be able to chronologically order the events of the gunpowder plot.</p>	<p><b>Retrieval - What is History? What do learn about?</b></p> <p><b>What does the word 'past' mean?</b></p> <p><b>Can chn recall why we have bonfire night? What happens?</b></p> <p><b>Why might we light a fire?</b></p> <p><u>Starter-</u></p> <p>Show picture of Guy Fawkes in pairs, who do they think he is? Why might we be learning about him? When might he have lived - past/present?</p> <p><u>Main Teaching</u></p> <ul style="list-style-type: none"> <li>Look at video on Twinkl – Launch video all about Guy Fawkes</li> </ul> <p>Discuss with the children what they have found out through looking at the video. What did they recall? notice? about the Who was Guy Fawkes? What did the plotters do? Do we do anything today because of their actions?</p> <p>Look at power point and discuss the events leading up to Gun powder plot and discuss. Can children remember the order of events?</p> <p><u>Activity</u></p> <p>In pairs, chn to create a poster all about Guy Fawkes. They need to include who he was? When was he born? Where was he from? Why do we remember him? What did he do?</p>	PowerPoint Who was Guy Fawkes/video	<p>Guy Fawkes</p> <p>Bonfire night</p> <p>Fireworks</p> <p>Plot</p> <p>Plan</p> <p>Explode</p> <p>houses of parliament</p> <p>gunpowder</p> <p>past</p> <p>similarities</p> <p>differences</p> <p>change</p> <p>plotters.</p>

			Display on working wall.		
Lesson 2	<b>I can find out about the Gunpowder plot and why it happened</b>  (Discipline concepts) <b>Skills</b> <b>Focus:</b>  Historical enquiry  Cause and consequence  Chronology	Children will be able to discuss how Guy Fawkes was feeling at different points in the plot through drama.	<b>Retrieval – Can chn recall who Guy Fawkes? Why is he important? Why do we remember him?</b> <a href="#">Who was Guy Fawkes and what was the gunpowder plot? - BBC Bitesize</a>  <u>Main Teaching</u> Discuss the gunpowder plot and the problems the plotters encountered during this time. <a href="#">When was the gunpowder plot and how did it start? - BBC Bitesize</a> Share the Gunpowder plot power point to reinforce learning. Ask chn to think about if they were one of the plotters, do they agree with Guy Fawkes? Have short discussion and record ideas.  <u>Activity</u> Chn to complete timeline of events leading up to the Gunpower plot. T to support SEND children. .	Video BBC Bitesize  The gunpowder plot Power-point	Guy Fawkes Bonfire night Fireworks Plot Plan Explode houses of parliament gunpowder past similarities differences change plotters.
Lesson 3	<b>I can compare similarities and</b>	Children will be able to compare lifestyles	<b>Retrieval – Can chn recall events of the Gunpower plot? When did it happen? Why do we need to learn about this? What do we mean by 'History'?</b>	Gunpower plot pictures to sequence	Guy Fawkes Bonfire night Fireworks Plot

	<p><b>differences between the era of Guy Fawkes and now (Stuart era).</b></p> <p>(Discipline concepts)</p> <p><b>Skills</b></p> <p><b>Focus:</b></p> <p>Similarities and differences</p> <p>Continuity and change</p> <p>Historical enquiry</p>	during the time of the gunpowder plot with present day.	<p><u>Starter-</u> In table groups, children to be given images that show the main events of the gunpowder plot. Can they in discuss this in groups. What is happening in each photo/image/source? Children to put them in chronological order. Can they justify why they have done this?</p> <p><u>Main Teaching</u></p> <p>Children to look at images of people from this era and people now. Children to look at the clothes, hairstyles, houses and lifestyle of those people and sort them into past and present. Help the children develop an awareness of the past and identify similarities, including differences between ways of life in different periods. Chn to discuss what they can see in given images and discuss.</p> <p><u>Activity-</u></p> <p>Chn to sort images into past and present day.</p> <p>Write a list of similarities and differences about the two time periods into books.</p> <p>Stem sentence- ____ is similar to ____ because ____</p> <p>____ is different from ____ because.</p> <p>SEND- Work as a group with T.</p>	A variety of pictures from the stuart era to sort and	Plan Explode houses of parliament gunpowder past similarities differences change plotters.
Lesson 4	<b>I can compare similarities and differences</b>	Children will be able to compare lifestyles during the	<p><u>Retrieval - Can chn recall anything about the Stuart era? What was housing like? What clothes did people wear?</u></p> <p><u>Main Teaching</u></p>	Activity sheet - What could Guy fawkes use? Lesson 1	Guy Fawkes, Bonfire night, fireworks, plot, plan. Quill/ink

	<p><b>between the era of Guy Fawkes and now (Stuart era).</b></p> <p>(Discipline concepts)</p> <p><b>Skills</b></p> <p><b>Focus:</b></p> <p>Similarities and differences</p> <p>Significant individuals</p>	time of the gunpowder plot with present day.	<p>Think about Guy Fawkes and what we would have needed or used in the Stuart era. Show examples of items today and discuss if Guy Fawkes would have used these? Show items from the Stuart era and discuss e.g. Quill and ink, lantern, shirt</p> <p><u>Activity</u> Children to sort items according to what Guy Fawkes would need and what we would use today.</p> <p>In Stuart era we would not use _____ because _____. Today, we would not use _____ because _____. SEND to sort and group.</p>		<p>Lantern</p> <p>Shirt</p> <p>Pocket watch</p>
Lesson 5	<p><b>I understand how the Gunpowder plot is remembered today.</b></p> <p>( Discipline concepts)</p> <p><b>Skills</b></p> <p><b>Focus:</b></p>	Children will create a class poster to show how we remember the gunpowder plot.	<p><b>Retrieval - What can children remember about Guy Fawkes and the Gunpower plot? Why do we remember it today? What has it taught us?</b></p> <p><u>Main teaching</u> Children to read and discuss 'What is Bonfire night?' Power point. Link to lesson within this unit of work with links to Gunpowder plot and Guy Fawkes.</p> <p><u>Activity-</u> Chn to create a historical memory - Why is Bonfire night</p>	What is Bonfire night?	<p>Guy Fawkes, Bonfire night, fireworks, plot, plan. Explode, houses of parliament, gunpowder, past, similarities, differences, change, plotters.</p>

	Chronology		important to us? What does it remind us of? Who does it remind us of? What do fireworks represent?		
	Continuity/ change				
	Historical enquiry				
	Significant individuals				