



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	Year 2
Subject:	History
Key Unit Question:	What was the Gunpowder Plot?
Key Themes:	Civilization
Memorable Experience:	Guy Fawkes – A Visitor From The Past

Vocabulary that will be taught:

Catholic: a type of Christianity

Cause: a person or thing that makes something happen

Confession: a formal statement admitting guilt of a crime

Consequence: a result or effect of something

Conspirators: a person who takes part in a scheme

Execution: a sentence of death

Eyewitness: a person who has seen something happen

Plotters: someone who makes plans to do something illegal or harmful

Religion: a system of faith and worship

Treason: the crime of betraying one's country

National Curriculum Objectives:

- Events beyond living memory that are significant nationally or globally

Rationale:

This unit introduces children to the key concepts of religion and monarchy which will be developed further throughout KS2. Studying the Gunpowder Plot and its importance shows children how events can have a national impact and continue to be remembered over time. A simple exploration of the causes of it and the symbolism behind fireworks helps children to understand the significance of the event and identify how the custom has developed throughout time. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.

We have chosen to study this unit at the beginning of Year Two as it provides simple opportunities to introduce the children to key historical concepts such as, chronology, cause and consequence, change and continuity and historical evidence. Furthermore, it is topical – as it is studied beginning in November – concurrently with Bonfire Night. The discussion can be developed about whether Guy Fawkes was right to try to kill the king. Children can refer to their knowledge from EYFS about 'people who help us' to decide whether Guy Fawkes was helping people or not.

Prior Knowledge:

Children have learned in EYFS about Bonfire Night when learning about 'Celebrations'. Children are also able to consider their families traditions etc. Children have also had discussions in EYFS about past and present and are able to compare pictures and objects. This will be helpful when considering the differences in fire safety.

Children have had opportunities to explore the concept of time through the context of their own families, knowing that parents come before them and grandparents come before parents. Exploring chronology in this unit will build upon this basic understanding in a more formal way.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know what the Gunpowder Plot was
- I know the different reasons for the Gunpowder Plot
- I know how the Gunpowder Plot failed

Disciplinary knowledge:

- I can explore cause and consequence
- I can explore sources and discuss their helpfulness
- I can c



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Key lesson questions		Activities/Key points
Lesson 1	Who was Guy Fawkes? - I can communicate my knowledge through drama/role play - I can use artefacts to help me interpret what it was like at the time - I can identify similarities and differences between the 17th century and the present	- Visit from Guy Fawkes - Whole School Assembly: Guy Fawkes roleplay of desperate plan. The children play various roles acting out the complicated plot. - Return to the classroom for activity sessions including literacy group-work based on a secret 'cipher', as well as considering the plight of poor English Roman Catholics, which includes a 'hide the priest' game. - Creating posters for after the 'blow', to praise the Spanish and the various Catholic sovereigns and drawing a portrait of Guy Fawkes.
Lesson 2	Why did the conspirators want to kill the king? - I can explain why the conspirators wanted to blow up the Houses of Parliament - I can give one or more reasons why the Plot was planned.	- Explain to the children that the king at the time was King James I and he disliked the Catholics. Discuss whether James' dislike was justified. - Explore King James' actions against the Catholics and whether or not they were fair - Children pretended to be Catholics and discuss possible actions they might take – leading to killing him.
Lesson 3	What was the Gunpowder Plot? - I can talk about what happened in the story - I can sequence events correctly on a timeline - I can give a reason why the Plot failed	- Recap learning from last lesson and that the Catholics were desperate for way to stop King James - Tell the children the rest of the story, explaining how the gang plotted to kill the king; then how they were discovered, caught and punished. - Children to complete a timeline of the event – recap putting events in chronological order - Children to give one simple reason as to why the plot failed
Lesson 4	Why did the Plot fail? - I can explore the causes and consequences of the Gunpowder Plot - I know that not all the conspirators wanted to kill people - I can explain what happened as a result	- Recap events of the Gunpowder Plot – freeze frames/drama activity - Consider the causes and consequences of these events e.g. Cause – one plotter wrote to a friend in parliament Consequence – king's men searched the cellars under parliament and arrested Guy Fawkes - Discuss the capture and punishment of the plotters – explore in a cause and consequence context
Lesson 5	How do we know that the Gunpowder Plot happened? - I can explain what an eyewitness is - I can use sources to answer questions about the past - I can order sources from most helpful to least helpful	- Discuss the meaning of the term 'eyewitness'. Encourage the children to imagine that they were eyewitnesses to the Gunpowder Plot and discuss what they might have seen, heard, smelled and touched, as well as how they might have felt - Discuss why there aren't any photos of the Gunpowder Plot and what we have instead (written accounts). Ensure that children understand the difference between photographs and paintings and the fact that paintings, while helpful for showing us what it would have looked like, were often produced much later. - Look at some different sources together and discuss with the children which they feel would be more or less helpful for learning about the Gunpowder Plot and why. - Children to rank sources from most helpful to least helpful using a diamond 9
Lesson 6	What was the Gunpowder Plot? End of Unit Assessment / Knowledge Harvest	