

Guy Fawkes and the Gunpowder Plot : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out where and when the Gunpowder Plot happened.	In this first lesson, children will find out what the Houses of Parliament are, and that in the 17th century, there was a plot to blow them up! As a class, children will use timelines to find out when the Gunpowder Plot happened. In the main activity, they will explore what life was like in the Stuart era.	<ul style="list-style-type: none"> Do children understand what timelines can show us? Do children know when the Gunpowder Plot took place? Can children talk about some differences between life in the Stuart period and life now? 	<ul style="list-style-type: none"> Slides Then or Now? Cards Then or Now? Sorting Sheet Life in the Stuart Era Information Sheet Similarities and Differences Sheet Agree or Disagree? Cards (FSD? activity only) Agree or Disagree? Record Sheet (FSD? activity only)
Lesson 2	To find out about religion during the Stuart era.	Children will find out how James VI of Scotland came to be the King of England and Ireland in 1603. They will explore the differences between the two main branches of Christianity at that time - Catholicism and Protestantism. Children will begin to think about how King James's reign affected Catholics and how they could worship.	<ul style="list-style-type: none"> Do children know that Catholics and Protestants were different groups of Christians? Do children understand some of the differences between the Catholic and Protestant faiths? Can children explain why Catholics were unhappy when James VI and I came to the throne? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Scenario Cards (FSD? activity only)
Lesson 3	To find out who Guy Fawkes was, and how he became involved in the Gunpowder Plot.	After recapping why Catholics were unhappy with King James VI and I, children are introduced to Guy Fawkes. They find out about his life, and how he came to meet up with a group of men who were plotting to kill the king. In their independent activities, children write diary entries as Guy Fawkes, stating reasons for and against his involvement in the plot.	<ul style="list-style-type: none"> Can children explain who Guy Fawkes was? Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot? Can children think of reasons for and against Guy Fawkes's decision to take part in the plot? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B Word Bank and Glossary
Lesson 4	To retell the events of the Gunpowder Plot in chronological order.	Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events leading up to and after 5th November, 1605. In their independent activities, children will put the main events in chronological order.	<ul style="list-style-type: none"> Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot? Can children recall key facts about the Gunpowder Plot? Can children retell the events of the Gunpowder Plot in chronological order? 	<ul style="list-style-type: none"> Slides Event Cards 4A/4B/4C Timeline 4A/4B Date Cards (FSD? activity only) Event Posters (FSD? activity only)
Lesson 5	To explore why and how we still celebrate Bonfire Night.	In this final lesson, children will explore how 5th November has been celebrated since 1606. In their independent activities, they will investigate how Bonfire Night is celebrated in their local area, and what people know about why we celebrate it. In the alternative activity, children are challenged to create a poster, leaflet, booklet or short presentation explaining both why and how we celebrate Bonfire Night today.	<ul style="list-style-type: none"> Can children explain why the Gunpowder Plot is an important event which is still remembered today? Can children discuss how their family and local community celebrate Bonfire Night? Can children ask and answer questions about modern-day Bonfire Night celebrations? 	<ul style="list-style-type: none"> Slides Question Sheet Survey Sheet 5A/5B Survey Results Sheet Challenge Cards (FSD? activity only)

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KS1 Aims and Objectives:

Objective

- events beyond living memory that are significant nationally or globally

Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Vocabulary

past, present, long ago, today, timeline, time period, events, chronological order, century, 17th Century, King James I, Stuart, Tudor, reign, monarch, Catholic, Protestant, religion, worship, secret, same, different, Gunpowder Plot, House of Parliament, Bonfire Night, November 5th, fireworks, Guy Fawkes, Robert Catesby, The King's men, plotters, plot, treason, trial, motivation, stories, national, tradition, historical records, eyewitness, confessions, statements, letters, anonymous.

Teacher notes