

# History

## Guy Fawkes Year 2

Was Guy Fawkes a hero or a villain?

### Remember when

- Timelines
- Significant people (Samuel Pepys)

### Sticky knowledge

- Bonfire Night is celebrated by having a bonfire with a guy on top and fireworks.
- Catholic Christians weren't treated well at the time of King James I.
- Guy Fawkes and his friends were angry with King James I and wanted to kill him and his government.
- Guy Fawkes and his friends tried to blow up the houses of parliament with gun powder. The plot failed and the men were punished.
- I can use historical evidence to give my opinion on a historical figure.

### Key vocabulary

King	Past
Monarch	Present
Parliament	King James I
Government	Fireworks
House of	Catholic
parliaments	Christians
Events	Guy Fawkes
Evidence	Bonfire
Plot	
Gunpowder	

### National curriculum

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].

### Timeline specification

### Enquiry questions

- Did people really ...?
- How do we know ...?
- Was it really ...?
- Why did...?

### Sources of information

- photographs
- documentation
- newspapers
- letters
- maps
- songs
- paintings

	Title / Focus	Lesson outline
<b>Lesson 1</b>	<p><b>LO:</b> To know how we celebrate bonfire night.</p> <p><b>Sticky Knowledge:</b></p> <p>Bonfire Night is celebrated by having a bonfire with a guy on top and fireworks.</p> <p><b>Similarity and difference</b></p> <p>Make simple observations about different types of events within a society.</p>	<p><b>How do people celebrate bonfire night?</b></p> <p>Group activity – create a large-scale bonfire night scene including key details (fireworks, sparklers, bonfire, Guy Fawkes, food etc). Present their group work to the rest of the class to share their knowledge of how we celebrate bonfire night. Ensure pupils have gained key knowledge and use picture/video prompts to bridge any gaps/misconceptions.</p> <p>WTS/ARE/GDS - Mixed ability groups. Adult support where needed.</p>
<b>Lesson 2</b>	<p><b>LO:</b> To understand what life was like in the time of King James I.</p> <p><b>Sticky Knowledge:</b></p> <p>Catholic Christians weren't treated well at the time of King James I.</p> <p><b>Using evidence:</b></p>	<p><b>Handling Evidence - How can we find out what life was like in the time of King James 1?</b></p> <p>Investigate life during the time of King James I using clues provided (pictures /books). What do they infer from the clues? What does this tell them about life in the past? Allow time for discussion and draw out key information.</p> <p>ARE – Use clues provided to explain what they learn from each clue. WTS – Adult led activity. GDS – More detailed responses. Why do they think this? Record using pictures in books.</p>

	Understand some ways we find out about the past eg. Photographs, speaking to family and visitors, diaries and artwork.	
<b>Lesson 3</b>	<p><b>LO:</b> To know who Guy Fawkes was and what he did.</p> <p><b>Sticky Knowledge:</b> Guy Fawkes and his friends were angry with King James I and wanted to kill him and his government.</p> <p><b>Cause and consequence:</b> Recognise why people did things.</p>	<p><b>Historical Significance – Why did Guy Fawkes do the things he did?</b></p> <p>Class discussion on Guy Fawkes. What do they already know about him? What do they want to know about him? Children to record their own questions on flipchart paper. Do not give away the outcome of the plot.</p> <p>Use video clips/pictures as stimulus for discussion. ARE – Scaffolded wanted poster for Guy Fawkes. Include key details about what he planned (Catholic, wanted to kill King James, date, Houses of Parliament etc). At this point, pupils will not know that Guy Fawkes was caught. WTS – work bank/multiple choice options for key information. GDS – Blank wanted poster. Encourage pupils to include all of the details they can remember.</p>
<b>Lesson 4</b>	<p><b>LO:</b> To understand what happened in the gunpowder plot.</p> <p><b>Sticky Knowledge:</b> Guy Fawkes and his friends tried to blow up the houses of parliament with gun powder. The plot failed and the men were punished.</p> <p><b>Cause and consequence:</b> Recognise why people did things, why events happened and what happened as a result.</p>	<p><b>Cause and Consequence – What was the consequence of Guy Fawkes' actions?</b></p> <p>Recap what they have learnt so far. Read the story of the Gunpowder plot. Answer questions and make inferences about different events within the story as a class discussion. Explain that Guy Fawkes and his friends tried to blow up the houses of parliament with gun powder. They were angry with King James I because Catholic Christians weren't treated well at the time of King James I. They wanted to kill him and his government but the plot failed and the men were punished.</p> <p>ARE – Summarise the sequence of events of the Gunpowder plot using a comic strip storyboard. Pictures provided to guide them through key events. WTS – Word bank provided. Adult support for structuring and writing a short sentence/key words. GDS – Draw their own pictures into blank comic strip to demonstrate their understanding of the sequence of events. Write a simple sentence to summarise each event.</p>
<b>Lesson 5</b>	<p><b>LO:</b> To understand why we celebrate bonfire night</p> <p><b>Sticky Knowledge:</b> Apply all sticky knowledge from previous lessons.</p> <p><b>Communicating idea</b> Explain own knowledge and understanding.</p>	<p><b>Historical Interpretation – Was Guy Fawkes a hero or a villain?</b></p> <p>Class discussion based on enquiry question: Was Guy Fawkes a hero or a villain? Should we remember Guy Fawkes? Do you think we should celebrate bonfire night? How do we celebrate bonfire night?</p> <p>Children to explain in their books why/why not they thought he was a villain and why. (Adult can scribe for LA children).</p>
<b>Lesson 6</b>	<p><b>LO:</b> I can summarise what I have learnt about Guy Fawkes.</p>	<p>Recall all the information that the children can remember about Guy Fawkes. Can they retell the story in their own words?</p> <p>What do people celebrate? (Make links to birthday, Christmas, Easter etc) Highlight that celebrations are based on important people or events we want to remember /</p>

	<p>To understand why we celebrate bonfire night</p> <p><b>Sticky Knowledge:</b> Apply all sticky knowledge from previous lessons.</p> <p><b>Communicating idea</b> Explain own knowledge and understanding.</p>	<p>be thankful for. Therefore, we celebrate Bonfire night because it was the night that Guy Fawks was captured.</p> <p>Children to create a mind map of all the knowledge acquired.</p>	
Working towards	<b>End of unit assessment</b> Working at Age related expectations		Working at a greater depth