



# Medium-Term Planning

## Subject: History



Term and Year:	Year 1/2 - Autumn 2
Teacher:	Miss Defty
Subject:	History
Key Question:	Was Fawkes a hero or a villain?
Key Themes:	Hero and Heroines
Memorable Experience:	Visit from Guy Fawkes
Vocabulary that will be taught:	Guy Fawkes, Gunpowder Plot, Catholic, Houses of Parliament, plotters, treason

### National Curriculum Objectives:

#### Key Stage One

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally

### History Skills that will be taught and assessed:

#### Year 1:

- Sequence 3 or 4 artefacts from distinctly different periods of time
- Recognise the difference between past and present in their own and others' lives
- They know and recount episodes from stories about the past
- Find answers to simple questions about the past from sources of information e.g., artefacts,
- Communicate their knowledge through: Discussion, drawing pictures, drama/role play and writing

#### Year 2:

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times
- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories
- Use a source – observe or handle sources to answer questions about the past based on simple observations.
- Communicate their knowledge through: Discussion, drawing pictures, drama/role play and writing

Focus of each lesson 'Can I...' Statement(s)		Activities/Key points
Lesson 1	<b>Who is Guy Fawkes?</b> <ul style="list-style-type: none"> <li>I can communicate my knowledge through drama/role play</li> <li>I can use artefacts to help me interpret what it was like at the time</li> <li>I can draw a picture of the Plot that reflects my knowledge about it.</li> </ul>	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	<b>What happened with the Gunpowder Plot?</b> <ul style="list-style-type: none"> <li>I can talk about what happened in the story</li> <li>I can sequence events correctly on a timeline</li> <li>I can sequence pictures correctly and write a short description of each event.</li> </ul>	Children to discuss the story of the Plot. Then to list the main events in chronological order and record the events of the Gunpowder Plot on a timeline.
Lesson 3	<b>Why did the conspirators want to kill the king?</b> <ul style="list-style-type: none"> <li>I can recognise why the conspirators wanted to blow up the Houses of Parliament</li> <li>I can give one or more reasons why the Plot was planned.</li> </ul>	Children to discuss the Plot and why the conspirators wanted to blow up the Houses of Parliament. Children to consider different points of view.
Lesson 4	<b>Why did the Plot fail?</b> <ul style="list-style-type: none"> <li>I can give the reason why the Plot failed</li> <li>I know that not all the conspirators wanted to kill people</li> <li>I can explain what happened as a result</li> </ul>	Children to study the warning letter sent to Lord Monteagle and consider why the Plot failed and whose fault it was. Children to learn about the aftermath of the failure of the Plot including the capture of the conspirators.
Lesson 5	<b>How do we know that the Gunpowder Plot happened?</b> <ul style="list-style-type: none"> <li>I can show, through discussion, an understanding of what an eyewitness is</li> <li>I can use sources to answer questions about the past</li> <li>I can understand that Guy Fawkes was one of 13 conspirators and not the leader</li> </ul>	Children to discuss the idea of eyewitnesses and how they can help us to find out what happened in the past. Children to consider Guy Fawkes role again in more detail. Was he the leader of the Plot? Discuss who he was and recall a little of his life. Why was he tried for treason? Discuss why the portraits might be different (think about the time that they were painted and possible Catholic support). Show or read Guy Fawkes' confession paying attention to his signature. Show his signature prior to his arrest and discuss why they are different.
Lesson 6	<b>Was Fawkes a hero or a villain?</b> <ul style="list-style-type: none"> <li>I can recall correctly some of the events of the Plot</li> <li>I can compare 2 versions of a past event</li> <li>I can communicate my opinion on whether Fawkes was a hero or a villain via a class discussion</li> </ul>	Class debate about whether Fawkes was a hero or a villain – considering all the facts and multiples points of view that we have studied over the last couple of weeks.