

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 have an understanding of who Guy Fawkes is, the gunpowder plot, what bonfire night is and why this event is significant in England.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I know who Guy Fawkes is and his involvement in the gun powder plot.</p> <p>Skills focus: Chronology Causation</p>	<p>Children will know who Guy Fawkes is and about the Gunpowder plot. Children will be able to chronologically order the events of the gunpowder plot.</p>	<p><u>Prior Knowledge assessment</u>- KWL grid to be completed</p> <p><u>Main Teaching</u> Discuss with the children who Guy Fawkes is showing them pictures of the Discuss with the children what they have found out through looking at the power point. What did they recall? notice? about the power point. Who was Guy Fawkes? What did the plotters do? Do we do anything today because of their actions?</p> <p><u>Activity</u> Discuss the order of events for the gunpowder plot and children to plot onto a timeline the order these things took place for the gunpowder plot. <u>SEN</u>- T to support children to recall the order using scaffolds from the power point.</p>	<p>PowerPoint Who was Guy Fawkes. Timeline Images for the timeline Images of the gun powder plot to order with captions</p>	<p>Guy Fawkes Bonfire night Fireworks Plot Plan Explode houses of parliament gunpowder past similarities differences change plotters.</p>

<p>Lesson 2</p>	<p>I can imagine how Guy Fawkes and the plotters were feeling throughout.</p> <p>Skills focus: Description Chronology Causation Affect</p>	<p>Children will be able to discuss how Guy Fawkes was feeling at different points in the plot through drama.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u>- Brainstorm on tables in a mind map as many things as they can remember about the last lesson of Guy Fawkes and the gunpowder plot. Show the children some images from the power point from last week to scaffold the children's recall.</p> <p><u>Main Teaching</u> Discuss the gunpowder plot and the problems the plotters encountered during this time. Have the children think about the problems that the plotters tried to overcome. What was it and what were the problems? Discuss with the children how this impacted the gunpowder plot.</p> <p><u>Activity</u> In mixed ability groups, ask the children to think about the people involved in the plot and how Guy Fawkes might have been feeling at three different points: Before the plot, while it was being hatched During the plot while he was laying the Gunpowder After he was arrested and the plot seemed destined to fail. Complete work in speech bubbles for something Guy Fawkes might say and brief sentence to explain how he might be feeling and why.</p> <p><u>SEN</u>- T to scribe is necessary Children to share their role play in groups to the class.</p>	<p>Problems for the Plotters PowerPoint</p> <p>Props for role play</p> <p>Speech bubbles with different characters on</p>	<p>Guy Fawkes Bonfire night Fireworks Plot Plan Explode houses of parliament gunpowder past similarities differences change plotters.</p>
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Lesson 3	<p>I can understand some of the differences in how people such as Guy Fawkes lived, compared with today.</p> <p>Skills focus: Comparison Sorting</p>	Children will be able to compare lifestyles during the time of the gunpowder plot with present day.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <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> 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 disucs show they can identify whether this is past or present day.</p> <p><u>Activity</u>-Chn to sort images into past and present day. Write a list of similarities and differences about the two time periods into books. Stem sentence- ____ is similar to _____ because_____ _____ is different from _____ because. SEND- Work as a group with T.</p>	The End of the Plot PowerPoint	Guy Fawkes Bonfire night Fireworks Plot Plan Explode houses of parliament gunpowder past similarities differences change plotters.
Lesson	I can write a diary	Children will be able to	<u>Prior Knowledge assessment</u> - Retrieval grid to be completed quickly as a class.	Example diary entry.	Guy Fawkes, Bonfire night,

4	<p>entry from Guy Fawkes perspective.</p> <p>Skills focus: Compare Contrast Describe</p>	<p>recall the events of the gunpowder plot and write a diary entry from Guy Fawkes perspective.</p>	<p><u>Starter</u> Show the children snippets of a diary entry and children discuss who they think could have written this entry and why?</p> <p><u>Main Teaching</u> Discuss the children the story of the gunpowder plot and recall the main events. Thinking about Guy Fawkes and what his did and how he felt during this plot. Show the children the full example of a the diary entry as a model of what they will be completing.</p> <p><u>Activity</u> Children to write diary entry from the perspective of Guy Fawkes either in his cell after the plot of just before the plot was about to begin. SEND: Supported by T children provide ideas and write together.</p>		<p>fireworks, plot, plan. Explode, houses of parliament, gunpowder, past, similarities, differences, change, plotters.</p>
Lesson 5	<p>I can use parts of the Gunpowder Plot to show what I know and understand about it.</p> <p>Skills focus:</p>	<p>Children will be able to re-enact the gunpowder plot with in small groups recalling facts.</p>	<p><u>Prior Knowledge assessment-</u> Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Discuss with the children the main events of the Gunpowder plot into 6 sections. Order those events and think about their significant and how it lead to the next part of the plot.</p> <p><u>Main Teaching</u> Children to be split into 6 groups and asked to think about a section of the Gunpowder plot each. Give the children images</p>	<p>PowerPoint The Plot in Six Acts on Role play masks</p>	<p>Guy Fawkes, Bonfire night, fireworks, plot, plan. Explode, houses of parliament, gunpowder, past, similarities, differences, change, plotters.</p>

	Chronology Causation affect		<p>to support their memory of what happened. Children to practise acting out their scene of the gunpowder plot and show it to the children in the class. Children to make role play masks for their showcase.</p> <p>Hot seat question time after the performances- Children can use the timeline of the event to support this. Do some hot seating. Children to take on roles while other children ask questions. Can they answer as that person?</p>		
Lesson 6	<p>I understand how the Gunpowder plot is remembered today.</p> <p>Skills focus: Fact recall Affect</p>	Children will create a class poster to show how we remember the gunpowder plot.	<p><u>Starter</u> Recap what we have looked at during this unit first. As a class think about how the gunpowder plot is remembered. Children to share their own ideas and experiences based upon this. Do we all celebrate the same or are there differences.</p> <p><u>Main teaching</u> Children to create a class poster about how we celebrate the 5th November.</p> <p><u>KWL grid to be completed</u> <u>End of unit assessment Children to complete the pop quiz about the Gunpowder plot and Guy Fawkes created by class</u> <u>T. T to support SEND by allowing them to answer verbally.</u></p>	Remember, Remember PowerPoint	Guy Fawkes, Bonfire night, fireworks, plot, plan. Explode, houses of parliament, gunpowder, past, similarities, differences, change, plotters.