

Year: 2 (AP1)

Topic: Gunpowder plot

Time Period: Post medieval

Learning outcomes:

- Find out who Guy Fawkes is and the difference in how Guy Fawkes lived compared to people today
- Find out how and why the gunpowder plot started
- Use prior knowledge to sequence the events of the gunpowder plot

Teacher Notes:

Guy Fawkes was born on 13th April 1570, in York.

His **Catholic** religion was very important to him but, at that time, **King James I** did not like people being Catholic in England

He went to war in Europe to fight on behalf of Spain, which was a Catholic country. He called himself 'Guido' instead of Guy and became an officer.

When he came back to England, he became involved in a plot to kill King James I. A group of men, led by **Robert Catesby**, wanted Guy Fawkes to be involved partly because he understood how to use **gunpowder**, which is very explosive and dangerous.

- **Protestantism** is a form of Christian faith and practise that formed around the 16th century (1500).
- **Catholicism** is also a form of Christian faith.
- **They are both similar to each other but also have some differences which is why they have different names.**

Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
 <p>CARDBOARD AND VARIETY OF MATERIALS NEED TO BE COLLECTED FROM TEACHERS FOR LAST LESSON – ASK CHILDREN TO BRING IN CARDBOARD</p>  <p>The Gunpowder Plot Conspirators, 1605 by by Crispijn de Passe the Elder engraving, circa 1605, NPG 334a © National Portrait Gallery, London (CC BY NC ND)</p> <p>Ask the children: Who is this? What can we learn about this person from looking at the image? Encourage the children to share their ideas.</p> <p>Use talk partners for the children to discuss the different questions about the picture of Guy Fawkes. Are his clothes like the clothes we wear now? How can we tell this person lived a long time ago?</p>	<p>Guy Fawkes</p> <p>Gunpowder</p> <p>Plot</p> <p>gunpowder</p> <p>Catholic</p> <p>King James I</p> <p>Robert Catesby</p>	<p>WALT find out who Guy Fawkes is and his importance in History</p> <p>Children to draw or stick pictures around Guy Fawkes and add simple sentences or words about what the have learnt today.</p> <p>Have key facts/words on the board or flip chart to help them</p> <p>Model how to label/annotate for them to reproduce similar outcome in their books.</p>	<p>Identify who Guy Fawkes was and how long ago he lived (400 years).</p> <p>Describe how life was different in the 1600s (1605).</p> <p>Explain why Guy Fawkes is a famous person in our History.</p> <p>Predict how the conspirators ended up.</p>	<p>Image of Guy Fawkes and Conspirators as a talking point.</p> <p>Image of Guy Fawkes to stick into books draw items around (or find images for the children to cut and stick)</p> <p>Information pages about Guy Fawkes</p>

<p>Guy Fawkes: Read through the information about Guy Fawkes (in resources). Discuss any terms and concepts that the children may be unfamiliar with, such as gunpowder. Look at the picture of Guy Fawkes and the other conspirators, including the leader Robert Catesby. Can the children spot them in the picture?</p> <p>How many people were involved in the Gunpowder Plot? How Long Ago? Looking at the timeline, ask the children to discuss these questions about life during the time Guy Fawkes was alive. How would people travel? What did people wear? Were there telephones and computers?</p>				
--	--	--	--	--

Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Introduce the lesson and recap on who Guy Fawkes was.</p> <p>Go through story/sequence of gunpowder plot. It would good to create a timeline on the flip chart for the working wall- for the children to refer to. It important to refer to the 1600s as a time period, from 400 years ago. Remind the children that life was very different and discuss the rule of the monarchy and disagreements regarding religious beliefs. <i>There are many timelines and stories to find online for this, to support.</i> https://www.youtube.com/watch?v=nMNgFrEdse0</p> <p>Explain to chn they are going to 'roleplay'. Model this with an adult in the room or another child. Explain you are going to act out being the plotters of the gunpowder plot and have to think as group what they think will happen next after the news of the letter has been told to the men.</p>	<p>Guy Fawkes</p> <p>Gunpowder</p> <p>Plot</p> <p>gunpowder</p> <p>Catholic</p> <p>King James I</p> <p>Robert Catesby</p>	<p>WALT: find out how and why the gunpowder plot started</p> <p>Have chn roleplay and act out the gunpowder plot and act out and then discuss what they think happens next after Lord Monteagle shares the news!</p> <p>Take photos on iPad and stick in books, when possible, of role-play.</p> <p>Ask the children:</p> <p>How do we know about this event?</p> <p>Can we ask anyone who was there at the time? Why not?</p> <p>So, what can we use?</p> <p>What do Historians use?</p> <p>List: museums, artefacts, photos, paintings, diaries, letters, logbooks, eyewitness accounts that were written down...remind the children of their Year 1 learning about The Great Fire of London and evidence /historical sources.</p>	<p>Understand that there have been significant events and people throughout History.</p>	<p>Ipads</p>

Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Talk to the chn about the gunpowder plot and recap.</p> <p>Who was the ringleader? Why did they want to blow up parliament? Can anyone remember the date of the Gunpowder Plot?</p> <p>Go through yesterday's flip chart/timeline and recap the gunpowder plot – today, introduce what happens after Lord Monteagle tells the plotters about the letters.</p> <p>Explain to the chn that they are going to be sequencing the events in order. Ask them if they can remember what happens at the start? What happens at the end? Can you remember what happens in between these?</p>	<p>Guy Fawkes</p> <p>Gunpowder</p> <p>Plot</p> <p>gunpowder</p> <p>Catholic</p> <p>King James I</p> <p>Robert Catesby</p> <p>Cause</p> <p>Effect</p> <p>Consequences</p> <p>Religion</p> <p>Catholic</p> <p>protestant</p> <p>monarchy</p> <p>Houses of Parliament</p> <p>treason</p>	<p>WALT: use prior knowledge to sequence the events of the gunpowder plot</p> <p>(Link to Audience and Purpose: who are we writing this for and why? Is it an information text for younger children, teaching them an Historical story?)</p> <p>Children have a zig zag book and draw the order of events- adding sentences to tell the 'story.'</p> <p>They can create a front cover for their zig-zag books at the end –<i>What would the front cover need to include (title, author, picture)? Linked to the book's content?</i></p> <p>Ensure the sequence is clear in the children's minds and begin to talk about cause and effect.</p> <p><i>This needs to be modelled by the CT initially and constant referral to the flip chart/working wall where all of the key information is written.</i></p> <p>Children have the images and write what they think the equipment was used for into their books.</p> <p>Plenary – explain to the children what each piece of equipment was used for. Remind the children that these are artefacts and primary sources.</p>	<p>Identify the key events during the Gun Powder Plot</p> <p>Describe what happened.</p> <p>Explain why/how Guy Fawkes was caught.</p> <p>Use the sequencing to begin to explain cause and effect.</p>	<p>Prepared zig-zag books</p> <p>Clear sequence of events (either on flip chart/working wall or other source)</p>

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain to children that they will be creating a Guy Fawkes replica out of cardboard and any materials they have gathered as a class/year group. Discuss why we are doing this- to re-enact the ‘celebrations’ people have had over 400 years, when the plot to destroy the Houses of Parliament, was stopped.</p> <p>Use pictures of Guy Fawkes from the internet and remind them of how he looked and how the replica does not need to be perfect!</p> <p>Demonstrate ways of cutting cardboard and how to be safe with scissors. How do we hold scissors when we are not using them? Where should I be when I am cutting the cardboard?</p> <p>Remind the children of the skills they learned with Nicola Burrell, from our OSM project.</p> <p>Model how to start a body part using the skills from OSM – cutting/scoring, bending and fixing.</p> <p>Remind them to be Collaborating Carlos and work as a team to create the body parts they are given.</p> <p>Split class into groups and choose what they are going to be working on – Adults to supervise around the room to help.</p>	<p>Guy Fawkes</p> <p>Gunpowder</p> <p>Plot</p> <p>gunpowder</p> <p>Catholic</p> <p>King James I</p> <p>Robert Catesby</p> <p>Cause</p> <p>Effect</p> <p>Consequences</p> <p>Religion</p> <p>Catholic</p> <p>protestant</p> <p>monarchy</p> <p>Houses of Parliament</p> <p>treason</p>	<p>WALT to design a Guy Fawkes from materials</p> <p>Remind them to be Collaborating Carlos and work as a team to create the body parts they are given.</p> <p>Split class into groups and choose what they are going to be working on – Adults to supervise around the room to help.</p> <p>Example of groups:</p> <p>Group 1 – head/neck</p> <p>Group 2 – main body</p> <p>Group 3 - legs</p> <p>Remind children that these Guy Fawkes will be burnt – as some children might be upset their work is ruined.</p>	<p>Explain why Guy Fawkes was such a significant historical figure.</p>	<p>cardboard boxes and materials</p> <p>glue guns</p> <p>masking tape</p> <p>scissors</p>

Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><u>WALT partake in the tradition of 5th of November</u> Finish on Guy Fawkes replicas – go over health and safety with scissors.</p> <p>Once complete/when time is up, take children to Forest School area to light them on fire.</p> <p>Children to say the gunpowder plot poem when complete!</p>				



Made possible with

**Heritage
Fund**

One Square Mile: Heritage on our Doorstep

St John's Green Primary School
and National Lottery Heritage Fund