

# 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>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: Read through the information about Guy Fawkes. 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>Guy Fawkes Gunpowder Plot gunpowder Catholic King James I Robert Catesby</p>	<p><b><u>WALT find out who Guy Fawkes is and the difference in how Guy Fawkes lived compared to people today</u></b></p> <p>Children to draw or stick pictures around Guy Fawkes and label the items, explaining how he used them (teacher to model this on flip chart first).</p> <p>Can the children write down ways in which he travelled, sent messages/communicated?</p>	<p><b>Identify</b> who Guy Fawkes was and how long ago he lived (400 years).</p> <p><b>Describe</b> how life was different in the 1600s (1605).</p> <p><b>Explain</b> why Guy Fawkes is a famous person in our History.</p> <p><b>Predict</b> how the conspirators ended up.</p>	<p>Image of Guy Fawkes as a talking point.</p> <p>Image of the conspirators</p> <p>Image of Guy Fawkes to stick into books draw items around (or find images for the children to cut and stick)</p>

<div data-bbox="73 196 810 914"><p><b><u>The Gunpowder Plot Conspirators, 1605</u> by by Crispijn de Passe the Elder engraving, circa 1605, NPG 334a © National Portrait Gallery, London (CC BY NC ND)</b></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></div>				
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## 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></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><b><u>WALT: find out how and why the gunpowder plot started</u></b></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><b>Take photos on iPad and stick in books when possible of role-play – collage? Can we ask anyone who was there at the time? Why not?</b></p> <p><b>So what can we use?</b></p> <p><b>What do Historians use?</b></p> <p><b>List: museums, artefacts, photos, paintings, diaries, letters, log books, eye witness accounts that were written down...</b></p> <p><b>Show some examples of these (on PP)</b></p> <p>Children work in pairs to sort primary and secondary historical sources into two group (use hoops and take photos as evidence) the focus is on using Historical vocabulary and hypothesise- <b>stick photos into books for evidence.</b></p>	<p><b>Understand</b> 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 Montague 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 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><b><u>WALT: use prior knowledge to sequence the events of the gunpowder plot</u></b></p> <p>Chn 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.</p> <p>Ensure the sequence is clear in the children's minds and begin to talk about cause and effect.</p> <p>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.</p> <p>Children have the images (from PP) and write what they think the equipment was used for into their books.</p> <p><b>Plenary – explain to the children what each piece of equipment was used for. Remind the children that these are artefacts and primary sources.</b></p>	<p><b>Identify</b> the key events during the Gun Powder Plot</p> <p><b>Describe</b> what happened.</p> <p><b>Explain</b> why/how Guy Fawkes was caught.</p> <p><b>Use</b> 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 from internet)</p>

## Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Explain to chn 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> <ul style="list-style-type: none"> <li>Remind the children of the skills they learned with Nicola Burrell, from our OSM project.</li> </ul> <p>If possible, model how to start a body part.</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><b><u>WALT to design a Guy Fawkes from materials</u></b></p> <p>Split the class into groups of 3 or however works for your class.</p> <p>Using materials collected during the term, chn will be making a Guy Fawkes replica.</p> <p>Example of groups:</p> <p>Group 1 – head/neck</p> <p>Group 2 – main body</p> <p>Group 3 - legs</p> <p><b>Remind chn that these Guy Fawkes will be burnt – as some chn might be upset their work is ruined.</b></p>	<p><b>Explain</b> why Guy Fawkes was such a significant historical figure.</p>	<p><b>cardboard boxes and materials</b></p> <p><b>glue guns</b></p> <p><b>masking tape</b></p> <p><b>scissors</b></p>

Remind them to be Collaborating Carlos and work as a team to create the body parts they are given.  Split class into groups and choose what they are going to be working on – Adults to supervise around the room to help.				
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## Lesson plan: Session 5

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





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