

History: The Gunpowder Plot



		Key Stage 2	Cycle B
National Curriculum Objectives	Declarative Knowledge (I know...)		Procedural Knowledge (I can...)
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history – The Gunpowder Plot</p>	<ul style="list-style-type: none"> I know the key dates and can create a timeline of events of the Gunpowder Plot I know the names the main protagonists of the Gunpowder Plot I know that we can use sources of evidence to deduce information about the past I know that no single source of evidence gives the full answer to questions about the past I know why there was conflict between the Catholics and Protestants which led to the Gunpowder Plot 		<ul style="list-style-type: none"> I can describe the characteristic features of the past: including ideas, beliefs, attitudes (e.g. to crime and punishment) I can critically analyse sources of evidence and ask and answer questions about their validity I can present historical information in different ways
<p>Prior Learning:</p> <p>Chronology of British history (Relate to other periods studied) KS1 – Who was Guy Fawkes?</p> <p>Year 3/4:</p> <ul style="list-style-type: none"> I know what primary and secondary sources of information are. 			<p>Assessment Task:</p> <p>Use primary sources of evidence to draw conclusions</p>
<p>Common Misconceptions:</p> <ul style="list-style-type: none"> All members of parliament were Protestant. 			<p>Vocabulary</p>
<p>Lesson 1</p>	<p>L.O. To understand the cause of the Gun Powder Plot and explain why there was conflict between the Catholics and Protestants. Consider - were the plotters wrong in their aim?</p> <p>Resources –PPT simple intro, https://youtu.be/I9JW-RE4-ZE</p> <p>Task – Recall prior learning from KS1. What do they know/remember about the Gunpowder Plot? Watch video and go through PPT. Answer a series of questions/ write an explanation of the background to the conflict between Catholics and Protestants</p> <p>Key questions: Was Guy Fawkes a villain? Were the Catholics treated fairly?</p>		<p>Dates, time period, era, chronology, continuity, change, century, decade, conflict, law, crime, punishment, Parliament, treason</p>
<p>Lesson 2</p>	<p>L.O. To know what the Gunpowder Plot was and be able to complete a timeline of the key events</p> <p>Resources –PPT refresher quiz https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/overview/the-plot-and-its-discovery/ https://www.bbc.co.uk/bitesize/guides/z9fk7ty/revision/3</p> <p>Task – Children to complete a timeline of the main events of the Gun Powder plot and events leading up to it, in own chosen format (written, flowchart, cartoon strip)</p> <p>Key questions: Who sent the warning letter to Lord Monteagle? Was Guy Fawkes the leader?</p>		<p>Dates, time period, era, chronology, continuity, change, century, decade, conflict, law, crime, punishment, Parliament, treason</p>
<p>Lesson 3</p>	<p>L.O To be able to use historical sources to consider how significant were the key figures? (Fawkes, Catesby, Winter, Percy, Wright, Tresham, Monteagle, King James I, Catesby)</p> <p>Resources - https://www.parliament.uk/about/living-</p>		<p>Dates, time period, era, chronology, continuity, change, century, decade, conflict, law,</p>

	heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/overview/people-behind-the-plot/https://www.youtube.com/watch?v=fMNOYxhpOY Key questions: How reliable is the historical evidence of the time?	crime, punishment, Parliament, treason
Lesson 4	L.O To be able to analyse primary and secondary sources in order to identify the cause and consequences of the Gunpowder Plot. Did the Government already know about the plot? Resources - https://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/ Task – What does the evidence tell us? How reliable is it?	Dates, time period, era, chronology, continuity, change, century, decade, conflict, law, crime, punishment, Parliament, treason
Lesson 5	L.O To be able to analyse primary and secondary sources: Think critically, weigh evidence, sift arguments and present a perspective on The Gunpowder Plot – explore copies of primary sources. E.g. Fawkes’ confession. Resources - https://www.bbc.co.uk/bitesize/guides/z9fk7ty/revision/5 Task - Explore bias in evidence.	Dates, time period, era, chronology, continuity, change, century, decade, conflict, law, crime, punishment, Parliament, treason, primary source, secondary source.
Lesson 6	L.O To be able to analyse primary and secondary sources: Think critically, weigh evidence, sift arguments and present a perspective on The Gunpowder Plot – explore copies of primary sources. E.g. Fawkes’ confession Resources - https://www.bbc.co.uk/bitesize/guides/z9fk7ty/revision/1 Task – Explore bias in evidence, CSI investigation. Use all evidence studied so far to come to own decision as to whether what we know about the plot is all entirely true.	Dates, time period, era, chronology, continuity, change, century, decade, conflict, law, crime, punishment, Parliament, treason, primary source, secondary source.