

Prior Learning-

Year R- Queen- monarchy- someone rules the country

National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.

Vocabulary:

Past, present, anniversary, fireworks, plot, treason, gunpowder, Houses of Parliament, monarchy, politics, religion, Guy Fawkes, failed attempt, barrels, bonfire, conspirators

Snapshot

School
Timeline.
Festivals and
why we

Sequencing,
chronology of
events (timeline).
Links to previous

Key facts.

How we
remember him.

History Medium Term Planning

Year Group: Year 1

Topic: Guy Fawkes

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	<p>I can explain why we remember things.</p> <p>I can explain what an anniversary is.</p>	<p>Show pictures/videos of fireworks. What is this a celebration of? Discuss.</p> <p>Watch video of my first festival- https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-bonfire-night</p> <p>Children to come up with own questions to find out information about Bonfire Night/Guy Fawkes.</p> <p>Plenary: As a class, make a mind map of what Bonfire Night is about.</p>	<p>Children to come up with own questions to find out information about Bonfire Night/Guy Fawkes.</p> <p>Support- Adult to record children's questions.</p> <p>Core and Extension to write own questions.</p>	<p>-To identify that the 5th November celebrates that Guy Fawkes tried to blow up the Houses of Parliament but failed.</p>

<p>Session 2</p>	<p>I can ask and answer questions about Guy Fawkes.</p>	<p>In classes, timeline to be displayed in classroom with key events like electricity, cars, toys and previous learning.</p> <p>Add Guy Fawkes onto timeline – discuss where children think he will go.</p> <p>Recap questions they would like to know about Guy Fawkes from previous lesson. Hot seat- Guy Fawkes using questions from yesterday.</p> <p>Plenary: Feedback in classes and create list of facts for WW.</p>	<p>Children to ask questions and adults to record responses for display.</p>	<p>From Guy Fawkes: He plotted to blow up the Houses of Parliament. He was not successful.</p>
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Session 3	I know I can find information from different sources.	<p>Children to be taught that they will find out about the past by using different things from the past- these things are called sources. Teacher may need to have some artefacts e.g. fossils from dinosaurs etc to explain that we know about these things from the sources.</p> <p>Children to be presented with paintings/drawings, letters, plan, rhyme- "Remember, remember the 5th November, gunpowder, treason and plot," birth certificate, celebration of Bonfire Night, letter. Teacher to model/ elicit from the children what we can learn from the sources. E.g. a drawing of Guy Fawkes with his co-conspirators reveals that he has other people to help him plan.</p>	Class mind map to be written about what learning has happened from the sources.	I can find out about the past from a source e.g artefact, written record, oral history, pictures and paintings.
Session 4	I can record facts I have learnt about Guy Fawkes.	Children to watch video about Guy Fawkes https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zjsqbdm	Children to work individually on a mind-map of everything they have learned about Guy	-To know Guy Fawkes plotted to blow up the Houses of Parliament.

		<p>Teacher to make it clear to the children that the video has been made to teach children about the past- it is not from the past.</p>	<p>Fawkes. Children to have an A3 piece of paper with a picture of Guy Fawkes in the middle. Children to decide how they would like to write (e.g. in keywords, bullet points, note form or sentences) and write all the things they have learned about Guy Fawkes (key facts to be ready on table for reminding them). Support- Annotated mind map</p>	<p>- To know he was unsuccessful.</p>
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Session 5	I can sequence key events relating to Guy Fawkes.	Powerpoint to be shared with the children about the story of the Gunpowder plot. Teacher discuss what a sequence is and when they might be used.	Children to sequence pictures of the Gunpowder plot story. Children to use sequences pictures to say the story to themselves/partners. Support- children given less pictures to sequence.	To know Guy Fawkes plotted to blow up the Houses of Parliament. - To know he was unsuccessful.
Session 6/7	I can recall key events relating to Guy Fawkes.	Teacher to ask the children how we can find out about the past- remind them of the lesson where we used sources to find out about the past- what sources did we use? Explain to the children that today we will be writing a letter to our friends to warn them of the Gunpowder plot. We will make it look like an artefact by making the paper look old. E.g. dipping in tea, ripping edges and crumpling it up.	Children to write their own letter warning their friends about the Gunpowder plot. Children to make their letter look like an artefact. Support: E.g. Dear Sir, Do not go to Parliament. We will blow it up!	To know Guy Fawkes plotted to blow up the Houses of Parliament. - To know he was unsuccessful.

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Impact

To know how to find out about the past from various sources of information. i.e. books, photos, videos, internet, paintings, expert visitors.

To know that Guy Fawkes plotted to blow up the houses of parliament.

To know that because of Guy Fawkes we celebrate 5th November every year with fireworks

To know that Guy Fawkes wasn't successful in blowing up the houses of parliament