

SKILLS	WORKING TOWARDS	EXPECTED	ABOVE EXPECTED
<p><b>History – Guy Fawkes</b>  <b>Chronology Plus Build An Overview:</b></p> <ul style="list-style-type: none"> <li>• Can I identify the century that Guy Fawkes attempted to blow up the Houses of Parliament?</li> <li>• Can I identify Bonfire Night as a significant event in our country's past?</li> <li>• Can I identify Guy Fawkes as a significant historical figure?</li> <li>• Can I give reasons for why we celebrate Bonfire Night in the present day and how the action of Guy Fawkes' influences life in Britain?</li> </ul>	<p><b>Put all dates and chronology information</b></p> <p>I can recall that a century is 100 years. I know that the Gunpowder plot was discovered in 1605 and this was in the 17<sup>th</sup> century.</p> <p>I understand the link between the gunpowder plot and Bonfire Night/Fireworks.</p> <p>I understand that Bonfire Night is the celebration of the FAILURE of the Gunpowder Plot and King James I said that people must not forget the Gunpowder Plot and must thank God on 5<sup>th</sup> November every year because the plot failed; it's the anniversary of an attempt to blow up the Houses of Parliament.</p> <p>I understand that the 'burning of the guy' was started during the next King's reign (Charles I – 1625-1649) where people burnt effigies of the Pope.</p> <p>I know that when laws against Catholic worship were removed, that's when Guy</p>	<p><b>linked to the following events on the</b></p> <p>I know that the Vikings existed between the late 8<sup>th</sup> century (AD 793) to the early 11<sup>th</sup> century (AD1066) and I know – in comparison - that the Gunpowder plot was discovered in the 17<sup>th</sup> century (5<sup>th</sup> November 1605).</p> <p>I understand that the difference in centuries between the end of the Viking era and the discovery of the Gunpowder plot is 6 centuries = approximately 600 years, but more accurately 539 years (1605 – 1066).</p> <p>I know that the background to the Gunpowder Plot was linked to religion (the Catholics and the Protestants) and I am able to outline the key timeline of events which led to the plot.</p> <p>I understand that even today, the events from that night the Houses of Parliament are still searched by the Yeomen of the Guard before the state opening to ensure that no 'modern day' Guy Fawkes is hiding in the cellars, although it is more ceremonial than serious and they do this with lanterns.</p> <p>I know that the Thanksgiving Act of 1606 made services and sermons commemorating the plot a regular, annual feature each Nov 5<sup>th</sup>. Church attendance was compulsory that day.</p>	<p><b>class timeline plus individual one.</b></p> <p>I know that Guy Fawkes lived in the period known as The Stuart dynasty. (1603 – 1714)</p> <p>I know that 24<sup>th</sup> March 1603 James VI of Scotland was crowned James I of England. This meant that the 3 separate kingdoms of England, Scotland and Ireland were now united.</p> <p>I know that he took over from the Tudor Queen – Elizabeth I.</p> <p>I know that in 1604, James I styled himself as the King of Great Britain.</p> <p>I know that James I died on 27<sup>th</sup> March 1625 and his son Charles I became king.</p> <p>I know that for English Catholics the plot was a disaster, tainting all Catholics with the treason of a handful of men with a lot of Protestant MPs demanding action against Catholics.</p> <p>I know that James I argued that the majority of Catholics were loyal yet he made them swear an oath affirming loyalty to the king and denying power to the Pope.</p> <p>I know that although the Gunpowder Plot marked the end of Catholic conspiracy in England, Wales and Scotland, Protestant suspicion lived on.</p>

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<ul style="list-style-type: none"> <li>Can I give reasons for why we celebrate Bonfire Night in the present day and how the action of Guy Fawkes' influences life in Britain? (From previous page)</li> </ul>	<p>Fawkes replaced the Pope on top of the Bonfire</p> <p>I know that the chant came in during 19<sup>th</sup> century to accompany the collection of money and firewood on Bonfire Night.</p>	<p>I know that the tradition then grew to marking the day with the ringing of church bells and bonfires.</p> <p>I know that fireworks were included in some of the earliest celebrations.</p>	
<p><b>History – Guy Fawkes</b> <b>Interpreting The Past.</b></p> <ul style="list-style-type: none"> <li>Can I ask questions and acquire information to decide if Guy Fawkes was a hero or a villain?</li> <li>Can I suggest sources of evidence to help find facts to answer the question?</li> </ul> <p><b>Communicating Historically</b></p> <ul style="list-style-type: none"> <li>Can we – as a class – act out the events linked to the plot?</li> <li>Can we present our findings linked to research clearly using the correct historical language?</li> </ul>	<p>I understand that we know about Guy Fawkes from sources of evidence and can list the two main types, giving at least 2 examples which could fall under each one.</p> <p>I can ask questions linked to the plot which will help me ascertain if Guy Fawkes was a hero or a villain.</p> <p>I can use some of the sources listed to find information which answers the questions.</p> <p>I can form an opinion as to whether Guy Fawkes was a hero or a villain based upon research findings.</p>	<p>In relation to Guy Fawkes and the Gunpowder Plot, I can list the types of evidence which would fit under each source.</p> <p>I can find evidence to support the notion that Guy Fawkes was EITHER: A villain or ... A Hero</p> <p>I can put points across in a debate forum, with reference to evidence acquired from a variety of sources, having organised researched information into categories first.</p>	<p>I understand that primary sources are more credible sources of evidence and explain why.</p> <p>I appreciate that good research draws upon both primary and secondary sources of evidence.</p> <p>I can write a balanced argument as to why Guy Fawkes could be perceived as being a villain and a hero using information from a variety of sources.</p>
<p><b>Vocabulary</b></p>	<p>Treason, conspirators, persecuted, government, century, significant, 17<sup>th</sup> century, sources (primary/secondary) Houses of Parliament, time-line. Extra: plot, Catholics, Protestants, effigy, primary source, secondary source.</p>		
<p><b>Books</b></p>	<p>Guy Fawkes – Joan Blyth, Gunpowder Guy – Stewart Ross/Sue Shields, Guy Fawkes – R.Bell – Very good, The National Archives – The Gunpowder Plot Unclassified: The Secrets Of The Gunpowder Plot Revealed – N. Hunter.</p>		
<p><b>Useful Links</b></p>	<p><a href="https://www.parliament.uk/documents/education/docs/guy-fawkes/Final-Guy-Fawkes-lesson-plan-new.pdf">https://www.parliament.uk/documents/education/docs/guy-fawkes/Final-Guy-Fawkes-lesson-plan-new.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=1o3nwTHGsA4">https://www.youtube.com/watch?v=1o3nwTHGsA4</a> (more suitable for staff reference)</p> <p><a href="https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night">https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night</a> (Good summary of events in a list)</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6</a> (Short video clip)</p> <p><a href="https://www.dkfindout.com/uk/search/guy-fawkes/">https://www.dkfindout.com/uk/search/guy-fawkes/</a> (4 short fact sheets)</p>		

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<p><b>Chronology</b> Can I record the dates of World War One, Armistice and link to our Remembrance Service?</p>	<p>I can list the start and end dates linked to WW1.</p> <p>I can explain what Armistice Day marks and list the date of this.</p> <p>I can explain why this is always on the same day, month and time each year.</p>	<p>I know that Armistice Day is also known as Remembrance Day and I know when this change came about and why.</p> <p>I know that Remembrance Sunday falls on the second Sunday in November every year and know why this day was chosen.</p> <p>I know the date of this changes each year.</p> <p>I know why we celebrate Remembrance Day as a school.</p>	<p>I can list the dates of WWII and name other wars involving our soldiers.</p> <p>I can research the year of the first Poppy day and where the raised funds went to.</p> <p>I can research the date when the British Legion opened its own poppy factory and why, who makes the poppies and approximate figures made. .</p>
<p><b>Interpreting The Past</b> Can I discuss why we remember our fallen and the significance of this event each year?</p>	<p>I can explain the similarities and differences between Armistice Day, the end of WW1 and Remembrance Day plus Remembrance Sunday.</p> <p>I can explain what an armistice is.</p>	<p>I can explain Why Armistice Day/ Remembrance Day are celebrated in the way that they are and when this dates back to.</p> <p>I can name King George V as the man who organised Britain's first 2 minute silence exactly a year after WW1 ended and explain why</p>	<p>I know that the 'fallen' from every conflict are commemorated on Remembrance Day.</p> <p>I can explain why it is important to remember the fallen in all conflicts.</p>
<p><b>Build an overview.</b> Understand that Remembrance is part of our culture in Britain and give examples of other acts in Britain.</p>	<p>I can list broad headings associated with culture</p>	<p>I can explain what is meant by culture and give examples.</p>	
<p><b>Communicating Historically</b> Can I write poetry in the style of a kenning to describe events of a battle in WWI using evidence from photos and selecting appropriate language?</p>	<p>I can write a simple kenning using appropriate adjectives linked to aspects within photographs from WWI.</p>	<p>I can draw on my understanding of synonyms and use a thesaurus to arrive at quality adjectives to create a kenning linked to aspects within photographs from WWI. .</p>	<p>I can create a kenning which focuses upon the soldiers themselves, writing in the first person to portray what the experience was like from a physical plus emotional point of view, tugging on the readers' heartstrings.</p>
<p><b>Geography</b> Can I understand in simple terms how WWII started and list the dates linked to it? Can I locate Germany and Poland plus first countries which were Poland's first allies and further allied countries? Can I list some neutral countries?</p>	<p>I can list the dates WWII began and ended and the two countries which were involved at the start.</p> <p>I can explain how Britain became involved in WWII.</p> <p>I can locate Germany, Poland, France And Britain on a world map.</p>	<p>I can understand the term allies and allied forces and can locate additional allied countries /continents including these: Australia, Canada, New Zealand, India, <b>Soviet Union</b>, China and USA.</p> <p>I can name the hemisphere each fall in (link to Autumn 1)</p> <p>I understand that Iceland and Sweden (link to Autumn 1) remained neutral countries (along with others) and can locate these.</p>	<p>I can write a short paragraph about how WWII started from a geographical point of view OR show this diagrammatically.</p> <p>I can list the continents each of the countries listed falls into.</p> <p>Locate other places our British Armed Forces have been involved with wars.</p>

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<p><b>Wreath Making</b></p> <p><b>Can I show my understanding of the origins of the poppy as a symbol of remembrance?</b></p> <p><b>Can I explain why remembrance wreaths are made from the materials they are and constructed in the shape that they are?</b></p> <p><b>Can I contribute to the creation of a class wreath?</b></p>	<p>I know that the poppy was chosen to remember those who died in battle as these were the flowers that grew on the battlefields after WWI ended.</p> <p>I am familiar with the famous WWI poem: In Flanders Fields by John McCrae</p> <p>.</p> <p>I understand that the poppy is a symbol to remember those who have lost their lives in conflicts around the world.</p> <p>I understand that that throughout history, the circular shape of a wreath symbolises eternal life for a circle has no beginning or end.</p>	<p>I know that the Royal British Legion is a British charity that provides financial, social and emotional support to members and veterans of the British Armed forces, their families and dependants.</p> <p>I know that the Royal British Legion was founded on 15<sup>th</sup> May 1921 and the first poppies made were constructed from silk.</p> <p>I know that the first artificial poppies were first sold in Britain in 1921 to raise money for the <b>Earl Haig</b> Fund (who was the UK's Commander in Chief and president of The British Legion) in support or ex-servicemen and families of those who died in WWI.</p> <p>I know nowadays, the money raised is used to help servicemen <b>and women</b> who are still alive, whose lives have been changed in wars that they have fought in plus those who've lost loved ones because of wars.</p> <p>I understand that the evergreen used in creating wreaths symbolises growth and eternal life.</p>	<p>I know that a factory was set up in 1922 in Old Kent Road, London where disabled former soldiers were employed to make the poppies and can suggest why this was and is important to a wide range of people.</p> <p>I know that after 3 years it had to move to bigger premises in Richmond, London where it lies today and can explain what this tells us about people's opinions about those who've fought in wars.</p> <p>I can suggest why the factory team of ex Armed forces workers declined in number and 'automation had to take up the slack.'</p> <p>I can suggest why the poppy button inscription was changed from 'Haig Fund' to 'Poppy Appeal' in 1994.</p> <p>I can suggest a link between a remembrance cross and the Christian symbol of a cross.</p>
<p><b>Useful Links</b></p> <p><b>The final one is a good link to the history of the British Legion's poppy factory.</b></p>	<p><a href="https://www.bbc.co.uk/programmes/articles/47x2jM702bPLXB4tS3vxJSR/remembrance-day">https://www.bbc.co.uk/programmes/articles/47x2jM702bPLXB4tS3vxJSR/remembrance-day</a> (actual words of a soldier read out)</p> <p><a href="https://www.bbc.co.uk/programmes/articles/3QvtfQFtpTTXldyV5ggyxS3/armistice-day-resources">https://www.bbc.co.uk/programmes/articles/3QvtfQFtpTTXldyV5ggyxS3/armistice-day-resources</a></p> <p><a href="https://www.tes.com/teaching-resource/remembrance-day-presentation-6062883">https://www.tes.com/teaching-resource/remembrance-day-presentation-6062883</a> (PPT)</p> <p><a href="https://www.poppyfactory.org/about-us/history-timeline/#:~:text=History%20%26%20timeline%20%2D%20The%20Poppy%20Factory&amp;text=The%20Poppy%20Factory%20was%20founded,during%20the%20First%20World%20War.">https://www.poppyfactory.org/about-us/history-timeline/#:~:text=History%20%26%20timeline%20%2D%20The%20Poppy%20Factory&amp;text=The%20Poppy%20Factory%20was%20founded,during%20the%20First%20World%20War.</a></p>		

<i>Skills</i>	<i>Working towards</i>	<i>Expected</i>	<i>Greater depth</i>
Science - Electricity Can I make a light up device for the King using my knowledge of electrical circuits?	I can construct a simple series electrical circuit, identifying and name a few basic parts.	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	I can recognise some common conductors and insulators, and associate metals with being good conductors when choosing materials for my light.
DT Can I design a light for the King?	I can give a reason for my choice of material for a light.	I can investigate different materials and select a suitable material to make a light for the King identifying my reasons for choice.  I can evaluate my product.	I can investigate changes in materials and select a suitable material explaining my reasons for my choice to make a light for the King.
Science-state of matter Can I recognise a solid, liquid and gas and explain their properties.	I can say if a material is a solid, liquid or gas.	I can describe the properties of solid, liquid and gas.	I can explain how particles react in a solid, liquid and gas.