

*A bespoke scheme of learning for History*

Subject: History		Year group: Year 1	
Prior Learning EYFS – All about me and my family, How have I changed? Celebrations and memories		Unit of Learning: <b>A Significant Event: The Gunpowder Plot</b> <b>A Significant Individual: Guy Fawkes</b>	
<b>Learning Objectives</b> <b>Chronological Understanding</b> To be able to recognise the distinction between past and present To be able to explain their reasons using historical knowledge and vocabulary  <b>Knowledge and Interpretation</b> To be able to explain why we celebrate the 5 <sup>th</sup> November  <b>Historical Enquiry</b> To find out about the Gunpowder Plot To find out about who was Guy Fawkes and why he is a significant person in history. To find out why the plotters wanted to blow up the Houses of Parliament To use photographs to find clues as to what the past was like in 1605 – how did people dress? What did people look like?		<b>National Curriculum objectives;</b> <b>Chronology</b> – Recognising the distinction between past and present, identifying some similarities and differences between ways of life in different periods, know where current learning era fits in a chronological framework related to prior historical knowledge, to use common words and phrases about the passing of time. <b>Events, people and changes</b> - Using and making simple comparisons to parts of stories, recognise that their own lives are different from the lives of people in the past by describing some of the topics and events that they have studied, recount simple stories accurately and suggest why people and events were important. <b>Communication</b> - To show what they know and understand about the past in different ways, understand historical concepts and use them to make simple connections and draw contrasts. <b>Enquiry</b> - Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources, begin to understand the importance of basing ideas on source evidence and begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources.	
Autumn Term			
Concept Thread	Historical Knowledge	Line of Enquiry	Vocabulary and Resources
<b>Power</b> London in 1605 - King James I was on the throne.  <b>Religion</b> King James I was a Protestant	To be able to use photographs to find out clues about what life was like in the past.  To know some similarities and differences between London in the past and London now.  To know why Guy Fawkes is such an important figure in history.	<b>Enquiry 1</b> Who was Guy Fawkes? What did he look like? PowerPoint Discussion Use a variety of photographs to compare past and present: King Charles III with King James I Discuss clothes, hair, backgrounds, facial features.	<b>Significant People:</b> King James I Guy Fawkes Robert Catesby – Ring Leader

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<p>Guy Fawkes and the plotters were Catholic, there was a conflict of religious beliefs and places of worship.</p> <p><b>Technology /Invention</b> The invention of gunpowder. Guy Fawkes had used gunpowder in Spain therefore he was asked by Robert Catesby to join the group of plotters.</p>	<p>To know why Guy Fawkes wanted to blow up the Houses of Parliament</p>	<p>Sheet activity attached for comparisons and descriptions</p> <p><b>Enquiry 2 –</b> Why is Guy Fawkes such a significant person in history? What have we learnt from the Gunpowder Plot? Compare 2 photos of the Houses of Parliament now and in 1605</p> <p><b>Key Questions for discussion</b> What happened on the 5<sup>th</sup> November 1605? Who were the plotters? Why did they make a plan to blow up the Houses of Parliament?</p> <p><b>Enquiry 3</b> Recall their own experience of Bonfire Night What did you see? What did you smell? What did you hear? What did you taste?</p> <p>Complete the activity sheet about their experience of Bonfire Night.</p>	<p><b>Vocabulary</b> England, London, Houses of Parliament, Royal Guards, Catholic, Protestant, plot, plan, gunpowder, 36 barrels, cellar, fireworks, bonfire, prison, high treason, captured, Tower of London</p>
<p><b>Learning outcome:</b></p>	<p>To understand why we remember the 5<sup>th</sup> of November every year. To develop an understanding of why King James I was not a well-liked king.</p>		
<p><b>Key Assessment Criteria</b></p>	<p>To know why Guy Fawkes is such an important figure in history. To know why Guy Fawkes wanted to blow up the Houses of Parliament</p>		

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