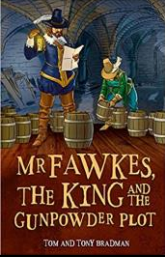


**THE WINTERTON FEDERATION MEDIUM TERM PLAN HISTORY Autumn Term YEAR 2**

Guy Fawkes & Gunpowder Plot	Learning Objective	Activity	Success Criteria
Session 1	To explain what Parliament is.	Introduce what democracy is and parliament. Discuss this idea and then introduce electing the class school council members. Find out where parliament meets and who the local MP is	I can ask questions to find out more information I know what Parliament is and who my MP is.
Session 2	To find out about King James I of England.	Look back at the timeline of queens which was covered in Year 1, Elizabeth II, Victoria and Elizabeth I. Introduce King James VI of Scotland and how he became the king of England. Explore what life was like in Britain at the end of the Tudor period <b>comparing life in the past to present day.</b> <b>Gainsborough Old Hall virtual tour of kitchen, bedroom and great hall.</b>	I can name King James I and Queen Elizabeth I I can use the past tense when talking about historical events <b>I can compare life in the past to present day</b>
Session 3	To find out who Guy Fawkes was.  To find out about the Gunpowder plot.	Explain who Catholics were <b>and who Puritans were – they were both Protestants but worshipped &amp; lived in different ways – images to show this and discuss differences.</b> Find out what life was like for Catholics in England during the reign of James I and <b>think about why Puritans continued worshipping in secret.</b> Is this Catholics continuing to worship – look at photographs of priest holes in Tudor houses? E.g National Trust website Baddesley priest hole – house had 3, owned by Thomas Percy who used it to store the gunpowder for Guy Fawkes and the plot. Show image of Thomas Catesby & Guy Fawkes. <b>Introduce who Guy Fawkes was and explain why he decided to leave England and join the Spanish army. Find out how Guy became involved in the plot and form a conscience alley to help Guy decide if killing the king would be the right thing to do.</b>	I can explain who Guy Fawkes was I understand why Guy Fawkes and the other conspirators created the gunpowder plot <b>I can think of relevant arguments to influence Guy Fawkes' decision</b>
Session 4	To find out what happened next in the Gunpowder Plot.	Share the letter and transcript received by Lord Monteagle warning about the plans of the plot. <a href="https://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/source-1/">https://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/source-1/</a> Can you predict what action Lord Monteagle took on receiving the letter? Learn about the events of 5th November 1605 and consider how different characters were feeling, (role play masks available Twinkl)	I can say how Guy Fawkes and his conspirators would be feeling on the day of the plot
Session 5	To think about why	Think about how Bonfire Night is celebrated today. Think and talk about their own	I can explain why Guy Fawkes is

	fireworks are lit on November 5th.	<p>Bonfire Night experiences. Listen to firework sounds and discussing and describing the sounds they make.</p> <p>Recap what they have found out about Guy Fawkes and the Gunpowder Plot.</p> <p>Retell the events surrounding the plot in their own words – produce a story map or consider how the famous poem describing the events reflect what happened.</p>	<p>famous</p> <p>I understand why Guy Fawkes and the other conspirators created the Gunpowder Plot</p> <p>I can retell the events of the Gunpowder plot</p>
<b>Session 6 &amp; 7</b>	Remembrance		
<b>Cross Curricular / Possible texts</b>		 <p>MR FAWKES, THE KING AND THE GUNPOWDER PLOT</p> <p>TOM AND TONY BRADMAN</p>	