



Enquiry Question

Why do people place a “Guy” on top of the bonfire on 5th November and let off fireworks?

Skills Taught:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: what was it like of people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Describe historical events
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a timeline.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate. Identify some of the different ways the past has been represented.

Immersion:

Crime Scene Provocation linked to the events of November 5th 1605

Fire Brigade visit linked to Bonfire Night

Big Questions:

What is the past? What is the present?

How can we find out about the past?

What is the difference between stories and historical events?

Who was Guy Fawkes?

What are the Houses of Parliament?

Who was the king, why did Guy Fawkes want to kill the king?

What was the Gunpowder Plot?

What event alerted the king to the plot and led to Guy Fawkes capture?

Why do we celebrate with fireworks?

What is a timeline?

Topic Title: Time Travellers

Focus Texts: Hovis the Hedgehog, Why Do We Remember? People in History – Guy Fawkes You Wouldn't Want to be Guy Fawkes Bonfire Night, Fireworks Night, Poems about Celebrations



Challenge for All:

	Skills and Knowledge
Some children will:	<ul style="list-style-type: none">• Ask questions such as: what was it like of people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Place events on a timeline.
Most children will:	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Describe historical events• Name and describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.• Label timelines with words or phrases such as: past, present, older and newer.
Some children will progress further and will:	<ul style="list-style-type: none">• Use dates where appropriate.• Identify some of the different ways the past has been represented.• Compare events in the past and understand why events are significant – have had a great impact upon society and life today.• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.• Show an understanding of the concept of nation and a nation's history.• Show an understanding of concepts such as monarchy, parliament.

Enrichment/Outdoor Learning:

Forest activity – fire building/ cooking/ Role play – interview Guy Fawkes and King James hot seat – thoughts and feelings

Resources

<https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/>

<https://www.youtube.com/watch?v=I9JW-RE4-ZE>

<https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zdrrcj6>

<https://www.history.org.uk/primary/resource/3675/gunpowder-plot-at-key-stage-1>

Previously

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Vocabulary:

historical figure, Parliament, past, king, life-time, plot
arrested, attempt, century, decade, conspiracy, plan,
commemorate, important, royal, soldiers, guards, barrels
gunpowder, cellar, Thames. Trial

Cross-curricular links:

English- Newspaper headlines, Wanted Poster,

SEMH – Fire Safety/ Tolerance

British Values - Democracy

Celebration of knowledge and skills gained (opportunities for assessment):

Learning Together – Choral performance Remember, Remember the fifth of

November... <http://www.bonfirenight.net/remember.php>

Present reasons why they believe November the 5th is still commemorated today

