

	<p>Year group: Year 1</p>	<p>Area/topic: The Gunpowder Plot (Autumn 2)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally. • Significant historical events, people and places. 	

Prior learning	Future learning
<p>Children will have discussed and learnt about bonfire night in Reception. They would have learnt about firework night and what happens during this event.</p>	<p>Children will go on to be taught about The Great Fire of London and learn about another significant event that occurred in the 1600s and within the same city.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children need to know who Guy Fawkes was. • Children need to know what The Gunpowder Plot was and when it happened. • Children to understand when The Gunpowder Plot happened by looking at a timeline which shows when the plot happened compared to today's date. • Children need to understand the reasons that caused the event to happen. • Children need to know some of the problems that the plotters faced and consider what impact these issues had on the plan. 	<ul style="list-style-type: none"> • Sequence the events of The Gunpowder Plot in chronological order. • Through discussion be able to recall why Guy Fawkes and the plotters hated the King.

- Children need to understand the link between The Gunpowder Plot and bonfire night and consider why the event is still celebrated today.

Key vocabulary

- **Guy Fawkes** - A member of The Gunpowder Plot who supplied the gunpowder.
- **King James I** - The king at the time.
- **Monarch** - A king or queen.
- **Thomas Percy**
- **Plot** - A secret plan to do something that is illegal or wrong.
- **Gunpowder** - An explosive powder.
- **Barrels** - A hollow wooden container.
- **Catholics** - Members of the Catholic church.
- **Protestants** - Christians who are not Catholic.
- **Houses of Parliament** - A building in London where the government works.
- **Treason** - When somebody betrays another person or they are trying to kill or get rid of the King and Queen.
- **Guards** - A person whose job it is to protect a person, place or thing.
- **Traitor** - A person who betrays someone or something.
- **Proclamation** - A public official important announcement.
- **Conspirator** - A person who plans to do something illegal or harmful.
- **Bonfire night** - An evening where wood and rubbish is set on fire outdoors.
- **5th November 1605** - The date they had planned to get rid of the king.
- **Chronology/chronological** - Ordering events in the order that they happened.

- Through acting retell the story of The Gunpowder Plot.
- Through drama think about how Guy Fawkes and the plotters would have felt and consider what he may have said at the time.

Common misconceptions

- Children may have the misconception that some religions are bad.
- Due to celebrating bonfire night, some children may have the misconception that The Gunpowder Plot was a positive event and that Guy Fawkes did a good thing.
- Misconception that King James I was a bad person.

Books linking to this area

- The Gunpowder Plot - Liz Gogerly
- Guy Fawkes for Kids: The Gunpowder Plot of 1605 - Andrew Thompson
- The Gunpowder Plot - Helen Cox
- The Gunpowder Plot - Jenny Powell
- Bonfire Night - Clare Chandler

	<p>Videos:</p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none"> • Opportunities to step into the role of significant individuals from The Gunpowder Plot through drama. • Using historical sources such as a replica of the King's proclamation and photographs to interpret information. • Arrange a virtual visit from Guy Fawkes- A live, interactive performance followed by Q&A (Website: www.virtualschoolvisits.com). 	<ul style="list-style-type: none"> • Drama - Retelling the story through speech and actions • Hot seating • Stepping into the role • Q&A session with Guy Fawkes

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Picture timelines• Consider alternative ways of recording the information• Role play opportunities	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Picture word banks• Writing frames• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise rather than write their ideas and responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images and text• Thicker lines on sheets for writing responses• Role play opportunities.• Opportunities to handle real artefacts to support learning.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Now and next boards• Allow a quiet space• Give a special role to increase self esteem• Provide visual support - what to do if you are stuck• Movement breaks	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• Consider carpet space position during input• Reduce background noise• Enlarge images and writing• Consider alternative ways of recording the information• Where possible, use artefacts rather than images to allow the child to be more hands on