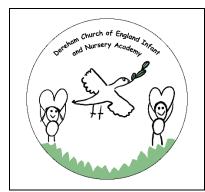
# Dereham Church of England Infant and Nursery Academy- History





# Year group: Year I

Area/topic: The Gunpowder Plot (Autumn 2)

(objectives from NC/ELG/Development matters)

Pupils to be taught:

- Events beyond living memory that are significant nationally.
- Significant historical events, people and places.

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

What pupils need to know or do to be secure	e
Key knowledge and skills	Possible evidence
<ul> <li>Children need to know who Guy Fawkes was.</li> </ul>	<ul> <li>Sequence the events of</li> </ul>
<ul> <li>Children need to know what The Gunpowder Plot was and when it</li> </ul>	The Gunpowder Plot in
happened.	chronological order.
<ul> <li>Children to understand when The Gunpowder Plot happened by</li> </ul>	<ul> <li>Through discussion be</li> </ul>
looking at a timeline which shows when the plot happened	able to recall why Guy
compared to today's date.	Fawkes and the
<ul> <li>Children need to understand the reasons that caused the event to</li> </ul>	plotters hated the
happen.	King.
<ul> <li>Children need to know some of the problems that the plotters</li> </ul>	-
faced and consider what impact these issues had on the plan.	

 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.
- Manarch A king or queen.
- Thomas Percy
- Plat A secret plan to do something that is illegal or wrong.
- Gunpawder 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.
- Banfire night An evening where wood and rubbish is set on fire outdoors.
- 5. 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 Gunpawder Plot of 1605 - Andrew Thompson
- The Gunpowder Plot Helen Cox
- The Gunpowder Plot Jenny Powell
- Bonfire Night Clare Chandler

Memorable first hand experiences	Videos:  • https://www.bbc.co.uk/teach/class-clips- video/history-ksl-the-gunpowder-plot- home/zsb7wnb  Opportunities for communication
<ul> <li>Opportunities to step into the role of significant individuals from The Gunpowder Plot through drama.</li> <li>Using historical sources such as a replica of the King's proclamation and photographs to interpret information.</li> <li>Arrange a virtual visit from Guy Fawkes- A live, interactive performance followed by Q&amp;A (Website: <ul> <li>www.virtualschoolvisits.com).</li> </ul> </li> </ul>	<ul> <li>Drama – Retelling the story through speech and actions</li> <li>Hot seating</li> <li>Stepping into the role</li> <li>Q&amp;A session with Guy Fawkes</li> </ul>

# Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

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- Visual aids
- · Pre-teaching the vocabulary
- Picture timelines
- Consider alternative ways of recording the information
- Role play opportunities

#### Social, Emotional and Mental health

- · 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

## Cognition and Learning

- 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.

## Sensory and Physical

- 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