

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

<p>Nicky Nook Class Autumn 1 Year A</p>	<p>N.C. LINKS: Pupils should be taught about: Events beyond living memory that are significant nationally or globally.</p>			
<p>Etymology - conspiracy - <i>noun</i> a secret plan by a group to do something unlawful or harmful</p>	<p>Vocabulary</p>			
<p> The Gunpowder Plot Unclassified by Nick Hunter</p>	<p>Subject Specific:</p>	<p>Chronological Understanding</p>	<p>Knowledge & Interpretation</p>	<p>Historical Enquiry</p>
<p>Key Concept: SIGNIFICANT EVENT/ MONARCHY – <u>The Gunpowder Plot</u></p> <p>Key Question: How does this historical event impact on our lives today?</p>	<p>Gunpowder Plot Guy Fawkes Houses of Parliament King James Bonfire</p>	<p>Century, earlier, later, timeline, periods, era, dates</p>	<p>Important figures, Britain, King, rule, events, celebrate</p>	<p>Explain, artefacts, who? Why? What? Where?</p>
<p>Unit Overview: What was the Gunpowder Plot and who was involved? Why did they plan</p>	<p>Gunpowder</p>			

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<p>it? Was it successful? What is the legacy of the plot today?</p>	<p>Fireworks Plotters/Conspirators</p>			
<p>Chronological Context: King James I crowned in 1603 The Great Fire of London (1666)</p>				
<p>New Knowledge Progression: Understand what led to the planning of The Gunpowder Plot Sequence what happened before, during and after this historical event. Explain the significance of Guys Fawkes role in the plot. Explain the impact this historical event has had on our world today. Understand where The Gunpowder Plot fits into the chronology of history.</p>	<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development Communication – talk about key events in own lives, about family, friends, other people including significant people. Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members. Describe – features of objects, people, places at different times, make comparisons Research – find out about people, places, events, objects, ask questions, use different sources to find answers. Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences. Vocabulary – language of time when talking about past/present events in their own lives.</p>	<p>Building on Prior learning when B follow A: To learn about events beyond living memory. To understand how London has changed. To know what the Great Fire of London was, how it happened and why it spread so quickly. To learn about Samuel Pepys and his role in the Great Fire. Explain Queen Elizabeth’s life and achievements Order events in history linked to her life and achievements and understand how these fit into the chronology of history and the Royal Family. Understand the significant of her achievements.</p>		

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Key Skills (Disciplinary)

- **Chronology**
 - Order and sequence events and objects.
- **Events, People and Changes**
 - Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
 - Develop awareness of significant historical events, people and places in their own locality.
- **Interpretation, Enquiry and Using Sources**
 - Ask and answer simple questions about the past through observing and handling a range of sources.
 - Choose parts of stories and other sources to show what they know about significant people and events.
 - Make simple observations about different people, events, beliefs and communities.
 - Use sources to answer simple questions about the past.
 - Identify some of the basic ways in which the past can be represented.
- **Communication**
 - Talk about what / who was significant in simple historical accounts.
 - Demonstrate simple historical concepts and events through role-play, drawing and writing.
 - Use a variety of simple historical terms and concepts.
 - Describe special or significant events.
 - Retell simple stories or events from the past.

Sequence of Lessons:

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1. **LO: Identify significant people from the past. (Guy Fawkes, King James)**
2. **LO To make links to historical events. (What was the Gunpowder Plot?)**
3. **LO: To research the life of Guy Fawkes. (Why did he want to kill King James?)**
4. **LO: To order events of the past. (What was the plot? Who was involved? What happened on the night?)**
5. **LO: What happened next?**

Enhancements:

Share Bonfire Night stories and create firework art paintings.

End of Unit Outcome:

Create a timeline of events that occurred during the Gunpowder Plot.

Oral Assessment:

How does this historical event impact on our lives today?

Can you talk about significant people from the past? (Guy Fawkes, King James)

What was the Gunpowder Plot?

Why did Guy Fawkes want to kill King James?

What was the plot? Who was involved? What happened on the night?

What happened next?