History
Knowledge, Skills and Progression

KS1: The Gunpowder Plot

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
Y1: Timelines are of only limited help here. You will want to talk about "a very long time ago", "400 years ago" etc but it is much more important children think more about what houses looked like then, how people travelled, the clothes they wore, how messages were sent. Y2 children place the Gunpowder Plot in correct sequence on a very simple timeline which includes other events studied eg GFL, Grace Darling, building of Clifton Y1 children recognise the order of events on a timeline The fourth key question provides an opportunity for children to study the past within living memory. The three recommended PowerPoint presentations, including copyrighted images of the 1950s and early 60s from Mary Evans picture library give children a flavour of a familiar event within a past period which seems very different from the present. All children could put Bonfire Night when Granny was a girl onto a timeline of recent events eg building of Clifton and other events in their life time	Pupils **describe, reason and select** as they examine a selection of pictures and photos in the role of detectives that have to find evidence to back up statements that have been made about the Gunpowder plot. (Key Stage History website) **Compare** life at the time of Guy Fawkes with today with 'then' and 'now' activities to ensure children have a sense of life a very long time ago Pupils **sequence** the story of Guy Fawkes and the Gunpowder plot. They could act out the story with teacher as lead or pupils move to different parts of the room representing different places in the story as teacher tells the story of the life of Guy Fawkes in four parts Pupils **reason and select** as they use of evidence. Children analyse the 'tip off letter'. Which source tells us? Activity using images of lantern, map, letter etc. Pupils **observe, reason and select** using pictures and photos as evidence of events in the recent past **Y2** Children are given a set of simple statements about Bonfire Night when Granny was a girl. They have to find evidence to back up each statement. They could also **sequence** these events	What do we know about Bonfire Night? What did Guy Fawkes do that makes us burn a guy on bonfire Night? What went wrong with the Plot and how do we know? What was Bonfire Night like when Granny was a little girl?	Gunpowder Plot, Catholics, Protestants, gunpowder, Houses of Parliament, government, Robert Catesby, Guy Fawkes, Thomas Percy, James I, king, bodyguard

Learning outcomes **All children should be able to:** • Know that the Gunpowder Plot happened a very long time ago; ==Y1 recognise the correct order of events== on a timeline, ==Y2 sequence events and create a timeline== • ==Describe== the various stages in Guy Fawkes' life leading to the discovery of the plot and his subsequent execution using words such as at first, then, next, at least finally and before in their ==sequencing== • ==Reason and select== as they find out from ==and use different sources== • ==Recognise (Y1) and describe(Y2) difference between ways of life at different times== Y2: ==Compare== different versions of the past	**More able challenged with additional questions/tasks** • Harder questions eg with first task using picture stimulus: 1. Of all the pictures which on shows something that DIDN'T ACTUALLY HAPPEN. 2. Of all the objects and pictures you have seen which THREE do you think have survived over 400 years • Odd one out tasks to extend understanding of the time period • Provide opportunities for children to ask their own questions, carry out tasks of their own design and communicate their understanding in ways they have chosen. **How those with SEND are Supported:** • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers

	- Collaborative activities to support peer-learning and inclusion eg in first task with picture stimulus: A-E have been designed for those who need considerable support,
	- Use of visuals, film, drama to support contextual understanding
	- Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design
	- TA support used to question and develop children's conceptual understanding of concepts and encourage independence
	- Use of low threshold-high ceiling tasks to support inclusion