

Year 1 – History – Guy Fawkes

National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Events beyond living memory that are significant nationally or globally.

Vocabulary:

Past, present, anniversary, fireworks, plot, treason, gunpowder, Houses of Parliament, monarchy, politics, religion, Guy Fawkes, failed attempt, barrels, bonfire

Snapshot overview

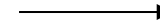
School Timeline.
Festivals and why
we remember
things.



Sequencing,
chronology of
events (timeline).
Links to previous
events taught.



Key facts.



How we
remember
him/festivals.

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History Medium Term Planning

Year Group: Year 1 Term: Guy Fawkes

Topic: History

	Learning Objective	Input (including key questions and vocabulary)
Session 1	<p>I can explain why we remember things.</p> <p>I can explain what an anniversary is.</p>	<p>Explore what we remember – e.g. short and long term.</p> <p>Key Question – Are some things we remember more important than others and why? How do we celebrate important anniversaries? E.g. remembrance day, Christmas, Halloween, birthdays.</p> <p>Show pictures/videos of fireworks. What is this a celebration of? Discuss.</p> <p>Introduce gunpowder and what it does – discuss.</p> <p>What do we already know about Guy Fawkes? Show pictures. What would they like to found out? (TA to record what we already know and what we would like to know for WW).</p>
Session 2	<p>I can ask questions to retrieve information on Guy Fawkes.</p>	<p>Add Guy Fawkes onto school timeline – discuss where children think he will go. Recap questions they would like to know about Guy Fawkes. Hot seat- Guy Fawkes. Feedback in classes and create word bank for WW.</p>

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Session 3	I can find out information about Guy Fawkes from a variety of different sources.	<p>Show video clip of Guy Fawkes (BBC Website – famous historical people). Put into groups of 4 (in tables). Teacher to give a question to each table and children have to research answer, using a range of different sources, and note on sugar paper for WW ready to present to whole class.</p> <p><u>Key Questions:</u> Who was Guy Fawkes? What did he try to do? Why did he try to do it? How and why do we remember Guy Fawkes?</p>
Session 4	I can plan a wanted poster.	<p>What is a wanted poster? Why do we need them? (discuss time/era of event and the need for wanted poster as no TV etc) Show examples of wanted posters and discuss features of a wanted poster: Titles, description, picture, why they are wanted, reward, if found call 999. Use picture of Guy Fawkes to generate descriptive words/adjectives word bank for WW.</p>
Session 5	I can create a wanted poster.	<p>Children to use plans and ideas from yesterday to create a wanted poster, thinking about all the features needed.</p>

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Session 6	I can sequence events.	Teacher discusses what a sequence is and when they might be used. Recap information already learnt about Guy Fawkes. Use pictures of timeline of key events. Children to sequence these as a living timeline (each one holds different part of event) – discuss. Stick first part of timeline on board and give children post it notes to write something they can feel, hear, see, smell etc. and stick on board with event. Once finished act out using vocab from post it notes. Repeat for all.
Session 7	I can write a recount.	Discuss recounts. What features do they have? Different sentence starters, facts, description, information, sequence. Recap key events and write a recount.
Session 8	I can discuss how and why we remember Guy Fawkes.	Recap Guy Fawkes. Discuss why and how we remember him using different sources – refer back to first session on anniversaries and festivals. Teacher model writing “We remember him by...” And children given piece of paper to write sentence on and draw fireworks on the back.

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Impact:

Children will know who Guy Fawkes was

Children will be able to explain what Guy Fawkes did

Children will know that he did not manage to blow up the houses of Parliament

Children will know that we celebrate the fact that he didn't do it.