Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Gunpowder plot (Year 2)

I. Unit Title:
The Gunpowder Plot: How are the events significant to our lives today?

Intent (II. Unit Overview):

Was the planned event worthy of the terrible suffering Guy Fawkes endured? Should Guy Fawkes have been killed for standing up to the King? If he had decided to go about his disagreement differently would there have been a different outcome? Do we celebrate because we are linking it to our British values of democracy and rule of law? What is Parliament for?

Why study this event?

In this unit we will learn about this 'almost' terrible tragedy and how it has affected our lives today. We will find out about the events leading up to the gunpowder plot, why Guy Fawkes wanted to kill the king, who was involved and what happened. The significance of the events are still prominent and are recognised today and all children are likely to be familiar with 'Bonfire Night' to give them a base for their learning. We will also link this to how it has had a significant impact on our society in other ways, for example, storage under the House of Lords is no longer available! We will discover how sources of evidence can give us an understanding of the past and how they have to be reliable as nobody who lived then, lives today. The unit will help us to understand how we might work together to ensure we live peacefully with others and how we might solve conflict without drastic actions.

At the end of this unit children will be able to :

- Explain what Guy Fawkes' disagreement was with the King.
- How and where the Gunpowder plot was drawn up.
- Revise British Values and have a democratic conversation around the events.
- Use evidence to ask questions and find answers to questions about the past.
- Place events, artefacts or historical figures on a time line using dates.

King James was the King of England. We no longer have a King, we have a Queen and the Queen doesn't hold the same responsibilities as King James did, instead the government have more control today.

Guy Fawkes was one of a small group of Catholics who felt that the government was treating Roman Catholics unfairly.

Guy Fawkes meets Robert Catesby and some other men met, they begin to discuss a plot to kill the King. Relevance to how people work together to protest or express their opinions in a more peaceful way now.

The group rent a cellar under the House of Lords and hide barrels of gunpowder under bundles of firewood. Relevance to security now.
One of the Lords receives a letter warning him not to attend the opening of Parliament on the 5th November, in 1605. *(A difference here would be that it is unlikely that he would be sent a letter, instead a quicker form of communication might be used such as an email, text or call to warn him.)* How have we warned people in the past and today? Reference to enhanced security; guards/CCTV etc.
King James I is shown this letter *(Again, this would have been shared the same day not 1 week later due to instant forms of communication).*
Houses of Parliament were searched. (4th Nov 1605).
Guy Fawkes is found and arrested in the cellar under the Houses of Parliament and is taken to the Tower of London, 5th November 1605. (Similarity- he would be arrested, difference – he would be taken to prison where he would await a trial.)
Guy executed for treason and is hung, drawn and quartered, a short time after *(Difference – trial as such took place, he had been caught red-handed and was killed for his actions, in the UK today, and he would not be killed for this crime.)* Crimes and punishments have changed over the years.

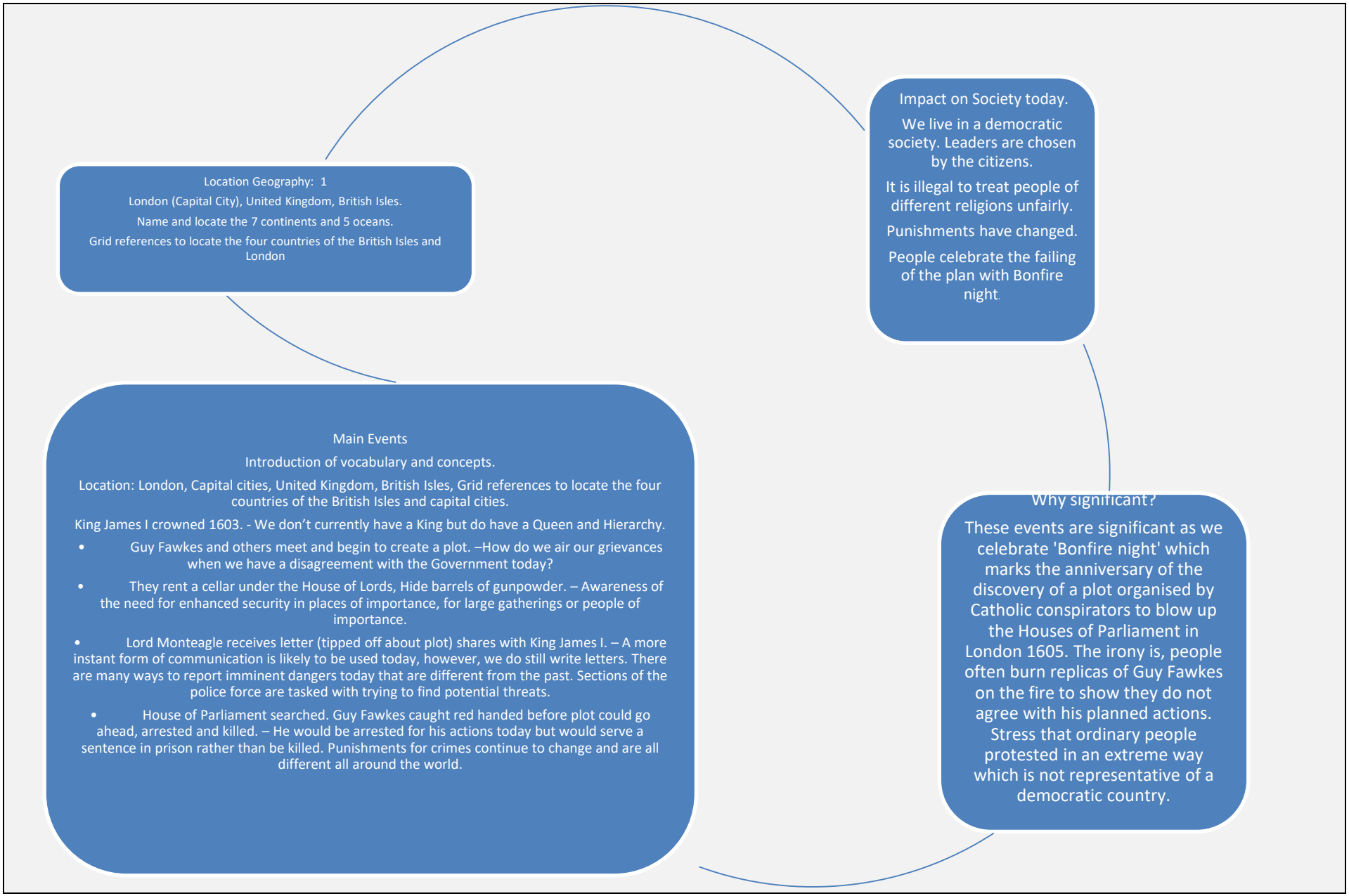
2. Conceptual Lens

Main Concepts:	Secondary Concepts:
• Reasoning (H) • Democracy (H) • *Space - continents (G)* • Location (G) • Human and Physical Processes (G)	• Conflict (H) Catholicism • Chronology (H) • Similarity and difference (H) Art Texture

3. Web Strands

History Geography	Art

4. Unit Web


Location Geography: 1
London (Capital City), United Kingdom, British Isles.
Name and locate the 7 continents and 5 oceans.
Grid references to locate the four countries of the British Isles and London
Impact on Society today.
We live in a democratic society. Leaders are chosen by the citizens.
It is illegal to treat people of different religions unfairly.
Punishments have changed.
People celebrate the failing of the plan with Bonfire night.
Main Events
Introduction of vocabulary and concepts.
Location: London, Capital cities, United Kingdom, British Isles, Grid references to locate the four countries of the British Isles and capital cities.
King James I crowned 1603. - We don't currently have a King but do have a Queen and Hierarchy.
• Guy Fawkes and others meet and begin to create a plot. –How do we air our grievances when we have a disagreement with the Government today?
• They rent a cellar under the House of Lords, Hide barrels of gunpowder. – Awareness of the need for enhanced security in places of importance, for large gatherings or people of importance.
• Lord Monteagle receives letter (tipped off about plot) shares with King James I. – A more instant form of communication is likely to be used today, however, we do still write letters. There are many ways to report imminent dangers today that are different from the past. Sections of the police force are tasked with trying to find potential threats.
• House of Parliament searched. Guy Fawkes caught red handed before plot could go ahead, arrested and killed. – He would be arrested for his actions today but would serve a sentence in prison rather than be killed. Punishments for crimes continue to change and are all different all around the world.
Why significant?
These events are significant as we celebrate 'Bonfire night' which marks the anniversary of the discovery of a plot organised by Catholic conspirators to blow up the Houses of Parliament in London 1605. The irony is, people often burn replicas of Guy Fawkes on the fire to show they do not agree with his planned actions. Stress that ordinary people protested in an extreme way which is not representative of a democratic country.

Include major headings in a learning sequence.

Key Strands:

- Location✓
- Main Events ✓
- Why Significant✓
- Impact on Society Today ✓

Key Learning		
7. What we would like children to know	**5. What we would like children to understand (generalisations)**	**8. What we would like children to be able to do**
Reasoning Children will know: Prior learning: No Prior learning. Future learning- In Year 6 children will learn that by using logic and justification the past can be made sense of; by establishing facts; verifying validity and taking account of new information. • that by organising materials (evidence) about the past they can describe, compare, and/or explain historical people places or events.	Reasoning **Children will understand** that facts can be used to make sense of why people acted as they did in the past. Prior learning – Children have experienced reasoning in a mathematical sense. We will use this as a basis for introducing this new conceptual lens. • Future learning – In Year 6 children will learn that by using logic and justification the past can be made sense of; by establishing facts; verifying validity and taking account of new information. • that by organising materials (evidence) about the past they can describe, compare, and/or explain historical people places or events.	Reasoning **Children will be able to** • give reasons why people in the past acted as they did and recognise these reasons. Prior learning – the children have experienced the concept of reasoning in a mathematical context. • Future learning - select suitable sources of evidence, giving reasons for choices. • that sources of information can be used to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past. • note connections, contrasts and trends over time answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

In Year One the children were introduced to the language and understanding of monarchy, parliament and democracy. They revisited the British Values from their initial introduction in EYFS and linked their learning with these values. Future learning That democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people".	Democracy Children will understand that people have a say in the way they live their lives and can vote for the people who create the law **Prior learning** In Year One the children were introduced to the language and understanding of monarchy, parliament and democracy. They revisited the British Values from their initial introduction in EYFS and linked their learning with these values. **Future learning.** Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Democracy Children will be able to Describe ways in which our nation and its history is important. · show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Prior learning In Year One the children were introduced to the language and understanding of monarchy, parliament and democracy. They revisited the British Values from their initial introduction in EYFS and linked their learning with these values Future learning. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Conflict Children will know Prior learning No prior learning Future learning. • In Years 5-6 the children will learn that unresolved conflict has impact and consequences upon our world, nation and local area. • that historians distinguish between non-violent and violent conflict. that non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution.	Conflict **Children will understand** Children will understand that individuals or groups can have differing opinions over positions, interests and values. Prior learning – children have explored the concept of conflict in PSHE Future learning. • In Years 5-6 the children will learn that unresolved conflict has impact and consequences upon our world, nation and local area.	Conflict **Children will be able to** • suggest reasons why people in the past acted as they did. • describe a moment of conflict in history. Prior learning – the children will be able to discuss conflicts that they may have encountered with peers in Year 1. Future learning. In Years 5-6 the children will: • describe the causes and main events of a period of time that impact upon a Local area.

	• that historians distinguish between non-violent and violent conflict. • that non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution.	• make connections and identify trends over time. • Know there is a concept of nation and a nation's history. • describe why wars happen can help us to understand and prevent future wars; • give examples of disagreements and conflict that can occur in our everyday lives. Suggest individuals or groups that could have / did have opposition over positions, interests or values.
Chronology Children will know Children in Year One have looked at significant people understanding that chronology is the times at which past events happened in the order in which they happened. Prior learning As above on topics including when the school was built, Josiah Wedgewood and Queen Elizabeth. Future learning: They will learn that ancient times are further back in history and will learn more about historical facts from different periods of time.	Chronology **Children will understand** That chronology is the times at which past events happened in the order in which they happened. **Prior learning** In Year 1 by learning about Queen Elizabeth II the children will begin to develop their knowledge of British history and of a significant historical figure. Looking at the reign of Queen Elizabeth II this will strengthen the children's chronological knowledge. Children will be introduced to the language and understanding of monarchy, parliament and democracy. They will revisit the British Values from their initial introduction in EYFS and link their learning with these values. **Future learning.** Children will learn in Year 3 that change over time can be represented, along with evidence, on a time line.	Chronology **Children will be able to** • place events and artefacts in order on a time line. · • label time lines can be with words or phrases such as: past, present, older and newer. · • understand that dates can be used to place events and artefacts in order. · • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. **Prior learning** Children in Year 1 could place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understood that dates can be used to place events and artefacts in order.

		• used words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. **Future learning.** In Year 3 children will • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events.
Similarities and differences. **Children will know:** How to describe historical events and ask questions about the past. Prior Learning: Children will begin to understand what is the same about their lives and compare this to how things were different in the past.	Similarities and differences. **Children will understand:** • That 'change' refers to something that is obviously different from what occurred previously. • Prior learning: that times in the past were both similar to theirs and different. Future learning: In Y3 – Y4 the children will learn: • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space In Y5 – Y6: • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	Similarities and differences. **Children will be able to:** Prior learning: • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives. Future learning: Y3-4 • compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Y 5-6 • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time

		• answer and sometimes devise historically valid questions about similarity and difference
Space **Children will know** How different features make up a landscape and provide values we associate with a location. They will be able to give important landmarks and recognise the difference in these and any patterns so they can attribute significance to these spaces.	Space **Children will understand** That you can identify features in different areas. **No previous learning** **Future Learning** That particular areas have features and values associated with them.	Space **Children will be able to** • identify land use around the school. · • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • devise a simple map; and use and construct basic symbols in a key. • Use simple grid references (A1, B1). **No prior learning** **Future Learning** • explain own views about locations, giving reasons. · • describe how the locality of the school has changed over time. • use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Location **Children will know:** London is in Southern England and is the capital city of England. It is home to the Royal Family and the Houses of Parliament. Prior learning: Children should be able to locate London on a map having studied capital cities of UK in Year 1. Future learning: Children will learn about Anglo Saxons and Scots with links to UK mapping in Year 3.	Location **Children will understand:** That maps can be used to identify different locations in the world or town. That a location can be explained in terms of a designated area, a locality such as a town, city or country · Location is used as a geographers' tool of description. Prior learning: This will develop the children's mapping skills further and provide a basis for the children's learning in key stage 2 where over the years they will develop a broader understanding of the different countries within each of the seven continents. In the term before this they also studied capital cities of the UK so will have some existing knowledge of London and where it is in the UK. Future learning: Children will understand how the Anglo Saxons and Scots links to UK mapping in Year 3. That location can be defined as a human settlement or archaeological site. · That location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude).	Location **Children will be able to:** Locate London on a map of the UK. Locate Stoke on Trent on a map of the UK, Explain which continent the UK is part of and the oceans in which surround it. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. · Use world maps, atlases and globes to identify the UK and its countries. locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. · use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Prior learning: In Year 1 children studied capital cities of the UK so will have some existing knowledge of London and where it is in the UK. Future learning: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. · Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

Human and Physical **Children will know** The difference between physical and human features and be able to compare these. Prior learning In Year 1 children studied Africa and compared physical and human features of UK and Africa. Future learning. Children will learn that human processes can be defined in terms of how human involvement has affected the world.	Human and Physical **Children will understand** That the concept of physical and human processes looks at natural and man-made features in the world. · That a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. **Prior learning** In Year 1 children studied Africa and compared physical and human features of UK and Africa. **Future learning.** In Year 3 they will learn that human processes can be defined in terms of how human involvement has affected the world.	Human and Physical **Children will be able to** • use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. · • use aerial images and plan perspectives to recognise landmarks and basic physical features. · • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. · key human features, including: city, town, village, factory, farm, house, office and shop. · • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Prior learning Future learning.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual(approx. 4); C = Conceptual (approx. 3); D = Debatable (approx. 1 or 2)
Democracy • The concept of nation and a nation's history is important. • Concepts such as civilisation, monarchy, parliament, democracy, and war and peace are important for historians to consider.	• Why was the Monarchy important to our country in 1605 and what was the role of the King? (F) • What is the role of our Queen now? (F) • Why do we have rules and laws that everyone has to follow? (C) • Is it still important to celebrate Bonfire Night? (D) •
Reasoning • There are reasons why people in the past acted as they did and recognise these reasons.	• Why did Guy Fawkes and the conspirators feel that they had to kill the King? (F) • Why would someone risk their own life for their beliefs? (C) • Is it ever ok to kill someone, even if you feel they are doing something wrong? (D)
Conflict There are individuals or groups can have differing opinions over positions, interests and values.	• What were the two sides of the conflict? (F) • Why was there a difference of opinion about the Monarchy? (C) • How can conflict be resolved peacefully? (D)
Chronology That chronology is the times at which past events happened in the order in which they happened.	• Can you order the main events of the Gunpowder plot on a timeline? (F) • Why did the order of events cause the conspirators to get caught? (F)
Similarity and Difference	• Link these question back to the generalisations and LO to ensure these are addressed during the unit. • How were people who broke the law treated before and after the Gun Powder Plot? (F) • How has the Gunpowder plot had an impact on society today? (C) • Is Royalty necessary? In Guy Fawkes time it was considered divine right and that God chose the King or Queen but what about now? (D)
Location	• Where is London and how far away is it from Wolstanton? (F)

• That a location can be explained in terms of a designated area, a locality such as a town, city or country · • Location is used as a geographers' tool of description.	• What was the significance of the Gunpowder plot being carried out in London? (C) What would have happened if they had succeeded and they had destroyed the Government and the King? (D)
Space – Continents (G)/ • That you can identify features in different areas.	• Can you locate the continents on a map? (F)
Human and Physical Processes. (G) • that the concept of physical and human processes looks at natural and man-made features in the world. • · that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.	• What human/physical landmarks were significant in London at the time of the Gunpowder Plot and how have these changed? (F)

9. Assessment - Exit Task:

Hot seating and other drama techniques. What would you ask the King? What would you ask a conspirator?

Role play activity where children are a news reporter reporting on Guy Fawkes' actions and how this has helped develop our British values today.

Exit task question **The Gunpowder Plot: How are the events significant to our lives today?**

The children will be presented with a series of statements, Bronze, Silver and Gold. They will justify their reasons for agreeing/disagreeing with the statement.

For example, King James was a popular king and treated all of the people in England equally.

Expected evidence:

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;

- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History e.g.
Past: Events which have already happened.
Present: Current time.
Chronology: The arrangement of events or dates in the order of their occurrence.
Significance: A historical concept that explores influences and importance of past events and people.
Old and New: Old means from a long time ago and new is when something is from now.
Generation: People who were born or living at about the same time.
Decade: A period of 10 years.
History: The study of past events.
Evidence: The available group of facts or information indicating whether a belief or proposition is true or valid.
Sequence: A set of related events which happened in a particular order.
Historian: A person who studies History and is usually very knowledgeable.
Historical: Reference to past events.
Diary: A book in which someone keeps a record of daily events.
Source: A place, person, or thing from which something originates or can be obtained.
Decade: A period of ten years.
Chronological: The arrangement of events or dates in the order of their occurrence.

Artefact: An object made by a human being, typically one of cultural or historical interest.
Event A thing that happens or takes place, especially one of importance.
Account: A report or description of an event or experience.
Recount: Giving an account of an event or experience.
Scale: The measure of a length of time.
Timeline: A graphical representation of a period of time, on which important events are marked.
Century: A period of 100 years.
Civilisation: The society, culture, and way of life of a particular area.
Monarchy: A form of government with a monarch at the head.
Parliament: (In the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.
Democracy: A system of government by the whole population or all the eligible members of a state, typically through elected representatives.

Before I was born, before, after, old new, next, then, began, similar, different, recently, years,

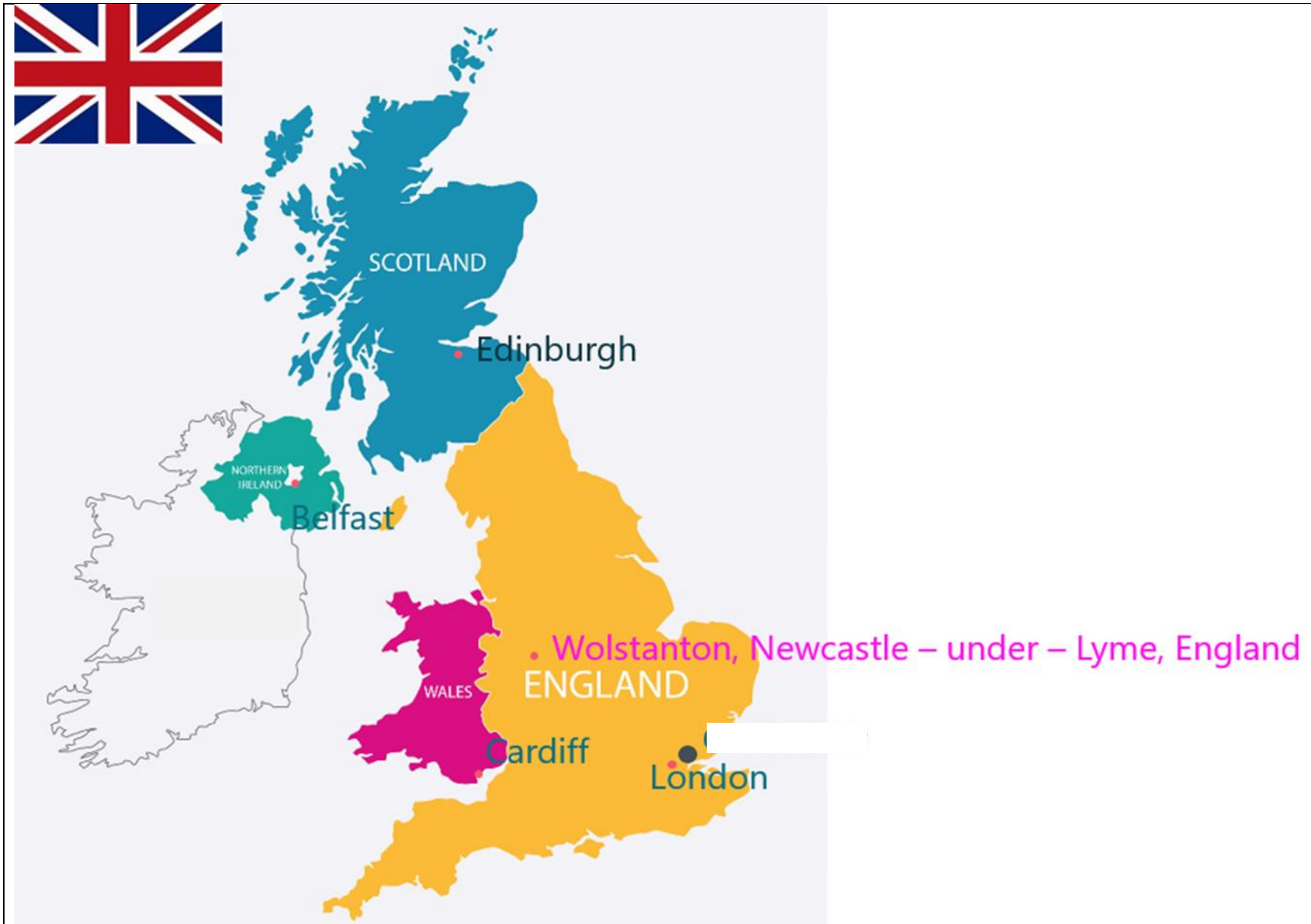
Geography:
England: capital city - London
The seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.
The five oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean Antarctic Ocean and Arctic Ocean
location, map, atlases, globes, seasons, weather, compass points, north, south, east, west, near, far, routes, location, grid references.

Tier 3 Vocabulary –

History:
Houses of parliament A building where the house of lords and the house of commons meet (the palace of Westminster)
Effigy A picture or model of a person
Smuggled Something has been secretly moved
Gunpowder An explosive mixture of different powders
Plot A plan made in secret by a group of people, may cause harm
Protestant A member of a Christian church
Conspirators A person who plots/plans with others to do something harmful or against the law

Dynamite	An explosive
Secret	Something (information) kept from others
Treason	A crime or plot against its country or government
Civilisation	Any normal person who is not in the police force or armed forces.
Monarchy	A country that is ruled by a monarch. A monarch is a king or queen. Has power over the country
Parliament	A place where the country makes the laws and talks about laws and problems in the country.
Democracy	When all people can take part in making the decisions for their country. Help the government make decisions

Geography:
Continent: The name given to a group of countries that are close together.
Pacific Ocean: The largest of the world's oceans.
Atlantic ocean: The second biggest ocean in the world.
Indian ocean: The ocean to the south of India.
Southern ocean: The ocean that surrounds Antarctica.
Antarctic ocean: The sea that surrounds Antarctica, sometimes called the Southern Ocean.
Season: Each of the four parts of the year (spring, summer, autumn and winter).
Compass points: They show direction, North, East, South and West
Near: A short distance away.
Far: A big distance away.
Location: A particular place or position.
Route: The way to somewhere from a starting point.
Grid references: A map reference showing a location of something.
Weather: The state of atmosphere.


SCOTLAND
Edinburgh
NORTHERN IRELAND
Belfast
Wolstanton, Newcastle – under – Lyme, England
ENGLAND
WALES
Cardiff
London

Map:

British Isles map which includeds London, Wolstanton etc

Timeline:

Chronology;
- King James crowned 1603
- Guy Fawkes meets co-conspirators to begin plot 1604.
- Guy and friends rent a cellar 1605.
- Lord Monteagle receives letter October 1605.
- King James I is shown letter November 1605.
- The Houses of Parliament were searched 4th Nov 1605.
- Guy Fawkes found and arrested 5th November 1605.
- Guy Fawkes executed for treason early 1606.