

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p><b>Subject:</b> History</p> <p><b>Year Group:</b> Year 1</p>	<p><b>Area of learning:</b> Guy Fawkes &amp; the Gunpowder Plot / The Great Fire of London</p> <p><b>Enquiry Questions:</b> <i>Why is Guy Fawkes remembered?</i> <i>Why did the Great Fire of London spread so quickly?</i></p>														
<p>Links to previous work/Remember when</p>	<p><b>From EYFS</b></p> <p><b><u>Knowledge &amp; Understanding of the World (Past &amp; Present)</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>														
<p><b>Term</b></p>	<p><b>Key Skills to be taught</b></p>														
<p><b>Autumn 2024</b></p> <p>What the children should know at the end of this series of lessons</p>	<p><b><u>National Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• <i>Events beyond living memory that are significant nationally or globally (Guy Fawkes &amp; the Gunpowder Plot / The Great Fire of London).</i></li> </ul> <p><b><u>Historical Skills</u></b></p> <table border="1" data-bbox="467 1149 1369 1305"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Order events or artefacts in chronological order (using a simple timeline).</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>• Use primary sources to learn about significant historical events.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the past.</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>• Understanding why people may be considered historically significant today (Guy Fawkes).</li> </ul> <p><b>*Cross-curricular link to Art- Great Fire of London (scene printing)</b></p>	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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## Vocabulary

### Guy Fawkes & the Gunpowder Plot:

Guy Fawkes, King James I, Houses of Parliament, plotters, explosion, arrested, Catholic, Church of England, St. Peter's school (York), gunpowder, conspirators, gunpowder plot.

### Great Fire of London:

London, Samuel Pepys, diary, firefighter, Pudding Lane, King Charles II, Thomas Farriner (baker to the King), River Thames, St Paul's Cathedral, Tower of London, wooden houses (straw roof) rebuild, fire hook, bucket, bakery, Pudding Lane, firebreak, water squirt, leather bucket.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1 Guy Fawkes	<p><b>Learning Objective:</b> To order events in chronological order (using a simple timeline).</p> <p>To begin to ask questions about the past (the life of Guy Fawkes).</p> <p><b>Key Knowledge:</b> Guy Fawkes was born in York, over 400 years ago. Guy Fawkes is remembered for plotting to blow up the Houses of Parliament to kill King James I. The plot failed and Guy Fawkes was killed for his part.</p> <p><b>Enquiry Type:</b> <b>Chronology</b> <b>Historical Enquiry</b></p>	<p><b>Timeline of Events (Life of Guy Fawkes)</b></p> <ul style="list-style-type: none"> <li>• What do you already know about Guy Fawkes?</li> <li>• When was Guy Fawkes alive?</li> <li>• Why do we remember him?</li> </ul> <p><i>Children discuss when Guy Fawkes was born and the main events from his life.</i> <i>Children order a small selection of cards to sequence these events in chronological order.</i> <i>Some children may wish to order larger cards within a smaller, supported group.</i></p>

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<p>2 &amp; 3 Guy Fawkes</p>	<p><b>Learning Objective:</b> To order events chronologically (the Gunpowder Plot). To ask and answer questions about the past.</p> <p><b>Key Knowledge:</b> A group of Catholic men (including Guy Fawkes) plotted to kill King James I. 36 barrels of gunpowder were hidden beneath the Houses of Parliament in London. An anonymous warning letter was sent to Lord Monteagle about not attending Parliament (the King found out). The King's men stopped the plot, Guy Fawkes was arrested and taken to the Tower of London.</p> <p><b>Enquiry Type:</b> <b>Chronology</b> <b>Historical Enquiry</b></p>	<p><b>Recap-</b> <i>When was Guy Fawkes born? (10 / 100 / over 400 years ago). Where did Guy Fawkes plot to kill King James I?</i></p> <p><b>The Gunpowder Plot of 1605</b></p> <ul style="list-style-type: none"> <li>• What was the Gunpowder plot? Who was going to be targeted? (King James I)</li> <li>• Who was involved in the plotting?</li> <li>• Did the plotting work? What happened to Guy Fawkes?</li> </ul> <p><i>Children have the opportunity to 'act out' the main events of the Gunpowder Plot in small groups (drama / hot seating). Children could sequence the main events (drama photographs) and/or write statements to go with each photo (this could be covered through English work).</i></p> <p><i>Useful video/es to support:</i> <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zv462v4">https://www.bbc.co.uk/teach/class-clips-video/articles/zv462v4</a></p>
<p>4 The Great Fire of London</p>	<p><b>Learning Objective:</b> To explore how the Great Fire of London started and use some primary sources (maps / paintings) to find out more.</p> <p><b>Key Knowledge:</b> The Great Fire of London happened more than 60 years <b>after</b> the Gunpowder Plot (Guy Fawkes was not alive)- in a bakery on Pudding Lane, Sunday 2nd September 1666. There was no electricity- candles and no electric lights. The houses were made of wood and were very close together.</p>	<p><b>Recap-</b> <i>How many barrels of gunpowder were used in the Gunpowder Plot? Where was Guy Fawkes taken when he was caught?</i></p> <p><b>The Great Fire of London 1666- Introduction / first day</b></p> <ul style="list-style-type: none"> <li>• What was the Great Fire of London? When was it?</li> <li>• Why was it <b>great</b>? (Large, not good!)</li> <li>• How did the fire start and where?</li> <li>• What were the houses like on Pudding Lane?</li> </ul> <p><i>Children understand that the Great Fire was <b>after</b> the Gunpowder Plot (more than 60 years later). Gather basic facts for the early stages of the Great Fire- <b>when</b> the fire started (Sunday 2nd September 1666), <b>where</b> the fire started (Thomas Farriner's bakery on Pudding Lane) and what a London street / house was like at the time- no electricity / lights (candlelight) and wooden houses very close together. Consider the spread of the fire after the first day (the fire still continues...)- use maps in possible resources folder.</i></p>

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	<p><b>Enquiry Type:</b> <b>Historical Enquiry / Sources of Evidence</b></p>	<p><i>Useful video to support:</i> <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/znp9r2p">https://www.bbc.co.uk/teach/class-clips-video/articles/znp9r2p</a></p>
<p>5 The Great Fire of London</p>	<p><b>Learning Objective:</b> To continue to explore how the Great Fire of London progressed and correctly sequence events. To consider fire safety then (1666) and compare this to now (2024).</p> <p><b>Key Knowledge:</b> Samuel Pepys begins to write a diary to record the events. Houses are pulled down to stop the fire from spreading. People use the River Thames to carry their belongings to safety using boats. St.Paul's Cathedral is destroyed by the fire. The fire is finally under control and put out on Thursday 6th September.</p> <p><b>Enquiry Type:</b> <b>Chronology Cause and Consequence</b></p>	<p><b>Recap-</b> <i>When was the Great Fire of London- before or after the Gunpowder Plot? How did the Great Fire of London start?</i></p> <p><b>The Great Fire of London 1666- Second-Fourth Day</b></p> <ul style="list-style-type: none"> <li>• How long did the Great Fire last?</li> <li>• What was Samuel Pepys famous for?</li> <li>• Why did people carry their possessions away on boats?</li> <li>• How did people try to put the fire out?</li> </ul> <p><i>Children look at how the fire spread / damage caused on the second - fourth day. This could be completed by sequencing large timeline cards (as a class, in small groups or individually). Also, consider looking at a map that builds upon the first day fire spread (see possible resources folder).</i></p> <p><i>Begin to look at fire safety / equipment then (1666) and now (2024). Discuss the differences and any similarities.</i></p>
<p>6 Guy Fawkes &amp; The Great Fire of London</p>	<p><b>Learning Objective:</b> To demonstrate what has been learnt about Guy Fawkes &amp; The Gunpowder Plot (1605) / The Great Fire of London (1666).</p>	<p><b>ASSESSMENT LESSON</b></p> <p>Children record their own ideas (drawings / labels / written statements) onto a given template (template could be split into two halves for each part of the unit- Guy Fawkes / Great Fire of London).</p>

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Learning Outcome/product
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***Why is Guy Fawkes remembered?***

*Children record what they know about Guy Fawkes and why he is still remembered today.*

***Why did the Great Fire of London spread so quickly?***

*With some initial support, children consider why the fire spread so quickly (dry / windy weather conditions, material of houses, lack of effective fire equipment etc.)*

Assessment records	List only those children who have not achieved the expected outcomes.
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