


Derry Hill C of E Primary School	<u>The Gunpowder Plot, 1605</u>	Year 2: Term 1: Autumn 2025	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>History</p> <p>Learn about an event beyond living memory that is significant nationally.</p> 	<p>The Gunpowder plot</p> <p>plotters</p> <p>Parliament</p> <p>Guy Fawkes</p> <p>King James I</p> <p>treason</p> <p>secret</p> <p>Catholic</p> <p>Protestant</p> <p>traitor</p> <p>conspirators</p> <p>executed</p> <p>chronological order</p> <p>letters</p> <p>evidence</p>	<p>Key Skills:</p> <p>Chronologically sequence actions that happened before, during and after the Gunpowder Plot.</p> <p>Describe the causes and the consequences of actions in the Gunpowder Plot within the historical context.</p> <p>Use evidence to show how the Gunpowder Plot was uncovered. Analyse how reliable the evidence was.</p> <p>Key Knowledge:</p> <p>I can describe how and why we celebrate Bonfire Night and explain the significance of fireworks and the 'guy'.</p>	<p>LI: I make links between the celebration of Bonfire Night today and the historical events that it remembers.</p> <p>Lesson 1: To explore what we know about how Bonfire Night is celebrated today (When? How? Why?). Learn some basic information about the Gunpowder Plot in 1605 and link these to the present day celebrations.</p> <p>LI: I can use pictures of people and objects to identify similarities and differences between the way of life in 1605 and now.</p> <p>Lesson 2: Look at pictures of Guy Fawkes and King James I, as well as objects that they would have used. Watch a short video about them and life</p>

		<p>I can explain some differences between life now and life in Guy Fawke's time.</p> <p>I can identify different key people in the Gunpowder Plot and say what their role was in the events.</p> <p>I can describe how and why the plotters tried to carry out their plan.</p>	<p>at this time and make a fact file about Guy Fawkes.</p> <p>LI: I can use my historical knowledge to suggest how the Gunpowder Plot could have happened.</p> <p>Lesson 3: Find out who the key plotters were to blow up the houses of Parliament. Use maps / pictures to discuss how they think the plotters decided to solve the problem of getting their gunpowder barrels into the Houses of Parliament. Compare ideas to the actual plans.</p> <p>LI: I can match people and places to key actions within the Gunpowder plot and sequence them on a timeline.</p> <p>Lesson 4: Watch a short video about what happened in the gunpowder plot and who did what. Order events on a timeline.</p> <p>LI: I can use evidence to show how the plot was stopped and what happened to the plotters.</p>
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