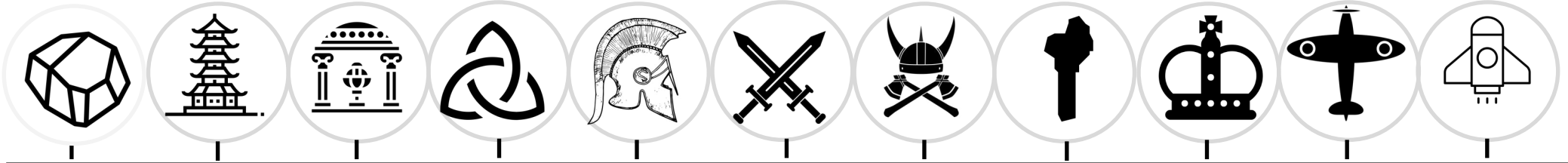


# Year 1:

## HISTORICAL CONTEXT: Bonfire Night. Changes within living memory



### KEY VOCABULARY:

Guy Fawkes	Robert Catesby
Conspirator	Houses of Parliament
Fuse	King James 1
Prison	Cellar
Gunpowder	Match

### WHAT?

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?

How well did the TV programme explain the Gunpowder Plot?

Is it right to burn guys on Bonfire Night?

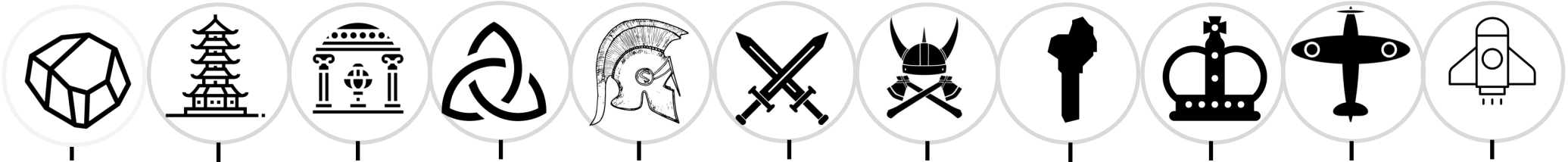
Has Bonfire Night always been remembered in the same way?

Pupils should be taught about: events beyond living memory that are significant nationally or globally



# Year 1:

## HISTORICAL CONTEXT: Bonfire Night.



<https://www.keystagehistory.co.uk/keystage-1/using-drama-to-teach-the-gunpowder-plot/>

## Pre Assessment: KWL grid

Starter Learning activities PP to support : <https://www.keystagehistory.co.uk/keystage-1/using-drama-to-teach-the-gunpowder-plot/>

Ask children about Bonfire Night. Show pictures from modern times: fireworks. If possible excite their imagination by describing the dramatic scenes that take place at Lewes in Sussex, using video as appropriate. Many teachers have used the last 2 minutes of this short [Youtube clip](#)

Now take them back into the past – for which you will need a big hat. Then explain that a long time ago there was a real man called Guy Fawkes. Explain that you have his hat. In a moment you are going to do some drama using the hat. You, the teacher, are going to be Guy; the children will all be his friends or “plotters”.

Try to re-arrange the furniture or use the hall to make it look like somewhere they would meet. They are all huddled together so they can whisper their secrets. It is dark (build up the dramatic tension). If you can carry a lantern you have made (shown on PowerPoint presentation slide 2). This is a lantern like the ones they would have used.

You enter as Guy (personal interest in you wearing a hat and any other clothes you think would help children understand that this is happening in the distant past ). You tell them where you've been – i.e. visiting other plotters. This provides a good chance to weave in factual detail. Would the children like to see a picture of them. There were no photographs 400 years ago but we do have a sketch. Show slide 3 of the PowerPoint. You've done what they told you to. The gunpowder is in place. It is nearly time to blow up the Houses of Parliament when King James is inside. Your best dramatic mime of an explosion is required here!

Tell them why you will be pleased, why you always hated the King, what he had done wrong, why he deserves what was coming to him and why the plotters need your help. Remind them that on the 5th the King was going to be in the Houses of Parliament.

The pupils in role as the fellow plotters hold up their hands and promise never to tell. Will they all help Guy set fire to the gunpowder? (Deepen their commitment; make it real. People actually did this fiendish act.)

Now the children need to act. But they must not be seen or heard. Can they move as quietly as they can, perhaps on tiptoe to the Houses of Parliament. They tiptoe past a sleeping guard (TA help required here! – no Equity card needed) very slowly and quietly. (Might need to practise this first, so they don't wake the guard!)

Now they have to go through a tunnel. Why not create this by placing a row of tables together draped with a large cloth to create darkness but not too scary pitch-black!

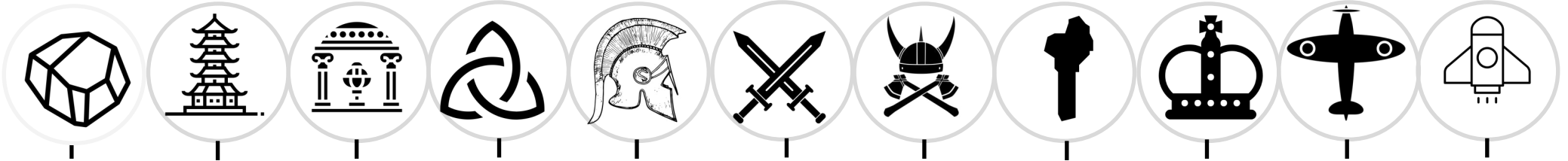
Someone comes in and discovers them i.e. the TA/LSA wakes up! 'Who is your leader? She asks' Will they tell? Will they say it is Guy? Or the real leader Catesby.

Tension Sssh! No one must tell!

In reality of course it was Guy who was caught red-handed, but would he tell who his friends were?

# Year 1:

## HISTORICAL CONTEXT: Bonfire Night.



<https://www.keystagehistory.co.uk/keystage-1/using-drama-to-teach-the-gunpowder-plot/>

### Starter

Show Children a series of images to do with Bonfire Night and ask questions to elicit prior knowledge—good way of tuning the children into the new language they will learn as well as giving some sense of period.

### Learning activities

<https://www.youtube.com/watch?v=I9JW-RE4-ZE>

After watching, retell the story using moving stories. Pupils move to different parts of the room representing different places in the story.

To start the story the children are taken to a part of the room labelled, York in England. They are then told about Guy Fawkes' background

The children are then taken to another part of the room where they learn about Guy Fawkes' time in Spain.

They then return to England, this time London, where they learn about Guy Fawkes' plot .

The final stage was the cellars at Westminster. Several tables are put together in a long row to represent the tunnel and two children are chosen to wriggle along it wearing Guy Fawkes' hat. They come out at the end of the tunnel which leads conveniently to the home corner which has been changed into part of the cellar.

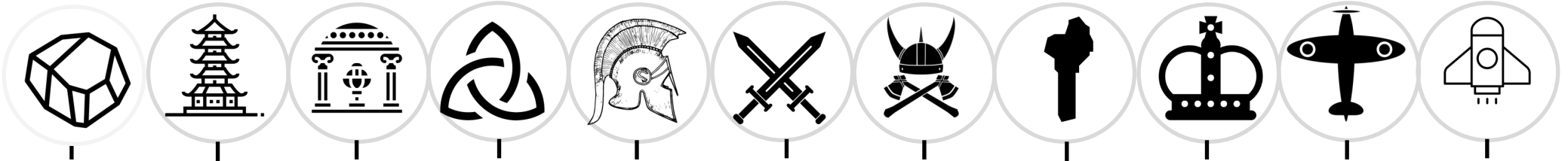
To finish the story, explain what happened to Guy Fawkes.

To recap the story, ask the children to think about the four various stages of his life and then to retell the story in their own words. When one child has finished the first part, choose another to carry on etc.

As a plenary, act out three still images of different parts of the story. The children decide which part they represent. Then children try and act out their own scene.

# Year 1:

## HISTORICAL CONTEXT: Bonfire Night.



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### Starter

Set the scene. The local police force need some extra detectives to work with them. They have heard that the children in this class are budding detectives, but can they prove to the Chief Constable that they really are that good. All they have to do is to match the statements they have been given to the images which have been placed around the room. You will find different routes for differentiation at the end of this introduction, but it is important that all pupils experience the same challenge just using different statement of fewer of them. Give each team of 2 or 3 the numbered cards – see Downloadable resources – that present the most appropriate challenge for them .

### Learning activities

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/gunpowder-plot/the-gunpowder-plot-prove-it-using-a-gallery-of-images-2/>

Follow address for links to resources.

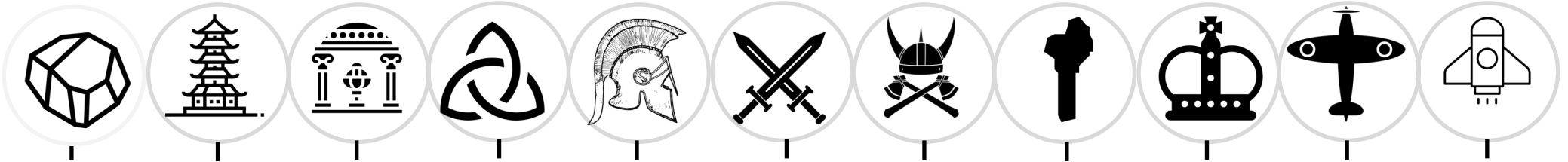
When all the pupils are happy that they know what the task entails set them off, but make sure you have a brief word with your more able pupils. Their task is to find not just ONE example BUT ALL the examples they can find AND they also have to say which, in their opinion is the strongest.

With clipboards and recording sheets at the ready (most have Resource Sheet 1 but more able have Resource Sheet 1a), let the pupils loose on the images. To avoid bunching, suggest different group start in different places. As they move round, your role is to prompt, question, encourage and exhort.

As pupils start finishing, you might want to offer them a few more cards – slightly more difficult ones – as an extra challenge. (See below for details of difficulty). When most seem to have completed the task, start to consider the best way of feeding back. You can print off the answer sheet for pupils to self-check or you can go for a quick Question & Answer session. The answers are given on Resource Sheet 3 if the pupils want to self-assess. The more able students who are trying to find the best image which proves the statement benefit from a brief discussion with you in which they explain their choices. The advantage of the self-assess technique is that it frees you to talk to individuals. I would use this time to pose 2 brainteasers to the most able pupils.

# Year 1:

## HISTORICAL CONTEXT: Bonfire Night.



<https://www.keystagehistory.co.uk/keystage-1/using-drama-to-teach-the-gunpowder-plot/>

## Changes in living memory

### Starter

RECAP of what they have learnt about bonfire night so far.

### Learning activities

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/gunpowder-plot/smart-tasks-key-stage-1-bonfire-night-when-granny-was-a-girl/>

Use the PowerPoint presentation 1: Bonfire Night in the past. How different was it when Granny was a girl? to give the children the context they need. Information is provided, alongside helpful period photographs, in the form of speech bubbles to help the stories come alive. The sequence of the slides allows you to tell the story of Bonfire Night in the 50s and early 60s from collecting the wood, preparing the guy and buying the fireworks through to the night itself with all the food that went with it. To make this more active, we have designed a **simple sequencing activity**, using PowerPoint 2: Getting ready for Bonfire Night. All you need to do is print out slides 2-6, the 5 images for the children to sequence. You might want to remove the textboxes to present greater challenge.

Use the PowerPoint 3: How do we know what Bonfire Night was like? Which 'pictures' tell us?. Children are given a set of simple statements (RS1) about Bonfire Night when Granny was a girl. They have to find evidence to back up each statement. This evidence comes in the form of the 8 images on the PowerPoint. Place these images around the classroom/corridor as if it were an art gallery. Ask the children to find the source which backs up each statement and write the number in the adjacent box. At times, there are deliberately 2 answers. Most are quite straightforward but some may need help with the last which requires inference.