

## Adapted unit: What do we know about Guy Fawkes and the Gunpowder Plot?

History  
Year 2

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### About the unit

This unit focuses on an important event beyond living memory in British history, which is still celebrated in Britain today. It is about Guy Fawkes, and how people affect events in history and in the present. Children develop their sense of chronology with events leading up to Guy Fawkes' arrest as well as discussing the different ways that Guy Fawkes and the Gunpowder Plot is represented and celebrated.

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### Where the unit fits in

This unit is designed to complement unit 4, which looks at Florence Nightingale, another famous person from the past. It focuses on developing children's understanding of the passing of time, and develops what they learnt in units 1 and 3 by placing a specific event in a chronological framework. This unit could also contribute to cross-curricular links with citizenship and religious education (RE).

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### Expectations

#### At the end of this unit

**most children will:** be able to place the Gunpowder Plot on a class timeline and sequence the main events leading up to Guy Fawkes' arrest; know why the plot was first agreed upon; understand why the conspirators were tried for treason; know why we still celebrate Bonfire Night; know that events can be represented in different ways; use ICT programmes and books to obtain additional information; communicate their understanding in a variety of ways

**some pupils will not have made so much progress and will:** recognise that the Gunpowder Plot happened a long time ago; sequence some of the events of the Plot correctly; select some relevant information from pictures and books

**some pupils will have progressed further and will:** know that the Gunpowder Plot happened nearly 400 years ago (1605); show an understanding of some of the reasons why the conspirators hatched the Gunpowder Plot; begin to show an understanding of the strengths and weaknesses of historical accounts of the event; begin to understand why there are different representations of the event; begin to compare different sources of information about the event from CD-ROMs, the internet and books.

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### Prior learning

#### It is helpful if the children have:

- experience recalling stories about the past
- sequenced events on a timeline
- used everyday words relating to the passing of time
- used pictures to find out about the past
- seen or been to a firework display (Bonfire Night or other).

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## Language for learning

Through the activities in this unit children will be able to understand, use and spell correctly:

- expressions describing reasons and results, eg *because, reason, result, effect*
- words associated with the passing of time, eg *a very long time ago, began, first, next, the, after, at last, finally*
- words associated with sources of information
- words associated with punishment, eg *traitor, treason, confession, arrest, imprisonment*
- *Guy Fawkes, King James I* and the names of some of the other conspirators
- *Houses of Parliament* and *monarchy*.

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## Resources

Resources include:

- photographs of firework displays and bonfires
- portraits of Guy Fawkes, the other 12 conspirators and James I
- a story book about the Gunpowder Plot and of Guy Fawkes' life
- copies of any documentation of the day, eg Guy Fawkes' signature, the warning letter
- replicas of lantern and clothing
- photographs or pictures of the Houses of Parliament, past and present
- a videotape of the Gunpowder Plot
- a class timeline.

## Section 1: What do we know about Bonfire Night, the Gunpowder Plot and Guy Fawkes?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• to link Bonfire Night with the Gunpowder plot</li> <li>• where the Plot took place</li> <li>• when the Plot happened</li> <li>• to place the event on a timeline showing periods in the history of Britain.</li> </ul>	<p>Provide a context for the story, eg recount and discussion of Bonfire Night, linking their personal experience to the celebration of the Plot failure. <i>Why do we celebrate Bonfire Night?</i> Remember health and safety issues of fire and fireworks.</p> <p>Provide and show pictures and photographs of Guy Fawkes, the other conspirators, James I and the Houses of Parliament. Discuss the pictures and ask when they think it happened; introduce the class timeline.</p> <p><i>(DT link – make a Bonfire/Gunpowder Plot flap book, using simple levers to make movable parts of the pictures, eg a rocket going up. This will serve as a scrapbook for the unit, including digital photos of displays).</i></p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• locate the event on a timeline and recognise that it took place in London at the Houses of Parliament</li> <li>• describe the conspirators and Guy Fawkes and recognise that they lived a very long time ago.</li> </ul>	<p>The National Portrait Gallery is a useful source of postcards of key historical figures.</p> <p>A class display including a map and pictures of London would be a useful point of reference throughout this unit.</p> <p>A pre-prepared class timeline would be useful: start with hundreds from 1600 to 2000, leaving plenty of space to fit in 50s or 10s.</p>

## Section 2: What happened with the Gunpowder Plot?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• why the Gunpowder Plot happened</li> <li>• about the main events of the Plot</li> <li>• about the results of the failed Plot</li> <li>• to sequence events correctly</li> <li>• information about Guy Fawkes.</li> </ul>	<p>Read or tell the story of Guy Fawkes and the Gunpowder Plot in as much detail as possible. Illustrate it with pictures including those of the main characters. Discuss with the children the story of the Plot. Ask questions to check how much they have understood and use pictures to reinforce the story. <i>Why did the conspirators decide to blow up the Houses of Parliament? Who was caught in the cellar? Why did Guy Fawkes finally give the King the names of the other conspirators? How did the King find out about the Plot? What happened to the conspirators? Why do we celebrate Bonfire Night?</i></p> <p>List the main events in chronological order. Give the children a timeline and ask them to record the events of the Gunpowder Plot.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• sequence events correctly on a prepared timeline</li> <li>• talk about what happened in the story</li> <li>• discuss why we still celebrate Bonfire Night.</li> </ul>	<p>A video version of the story could be used.</p> <p>Children could produce their own record of the Gunpowder Plot as an alternative to the timeline task.</p> <p>This activity could reinforce work on using the language of time to link sentences, eg <i>after, during, next, later.</i></p>

### Section 3: Why did the conspirators want to kill the King?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• why the conspirators wanted to kill the King.</li> </ul>	<p>Show the children pictures of the conspirators and King James I. Discuss the King's and conspirators' religions and how the King forbade people to practice Catholicism. Encourage them to discuss the Plot and why the conspirators wanted to blow up the Houses of Parliament.</p> <p>Ask the children to match 'heads' and 'tails' of sentence cards about the Plot, eg <i>The conspirators wanted to blow up the King and Parliament because ... the King fined the Catholics for not going to a Protestant church; Guy Fawkes was caught under the Houses of Parliament because ... the King read the warning letter; We celebrate Bonfire night on 5 November because ... Guy Fawkes was arrested and the King was saved.</i></p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• describe the key features of Guy Fawkes, the conspirators and King James I including their religion</li> <li>• give one or more reasons why the Plot was planned.</li> </ul>	<p>It is important to discuss the different religions that led to the Gunpowder Plot while at the same time giving careful consideration to the religious beliefs of all the children in the class.</p> <p>Children could use the 'heads' and 'tails' activity as a starting point for making their own observations. Picture cards rather than sentence cards can be used for the less able.</p>

#### Section 4: Why did the Plot fail?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"><li>• why the Plot failed.</li></ul>	<p>Show copies of the original and translated versions of the warning letter sent to Lord Monteagle. Read translated extracts from the letter to the children. <i>What does it tell us about the person who sent it?</i> Tell them who might have sent it but that no one can be certain because it is not signed. <i>Would they want to send a warning letter to family or friends if they knew they might get hurt?</i> Discuss what might have happened if the warning letter had not been sent.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"><li>• give the reason why the Plot failed</li><li>• know that not all the conspirators wanted to kill people.</li></ul>	<p>Have a copy of the original letter and its translation. To make it more interesting the copy could be 'aged' and rolled to make it look authentic.</p> <p>Teachers should point out that although the conspirators were killed, if the Plot had been successful a lot more people would have died.</p>

## Section 5: How do we know that the Gunpowder Plot happened?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• what an eyewitness is</li> <li>• about the part played by artists in portraying Guy Fawkes and the other conspirators</li> <li>• that artefacts can help us interpret what it was like at the time</li> <li>• what role Guy Fawkes had in the Gunpowder Plot.</li> </ul>	<p>Discuss the idea of eyewitnesses and how they can help us to find out what happened in the past. Use the photograph of the lantern to show that some artefacts from the time still exist.</p> <p>Show the children different portraits of Guy Fawkes. <i>Was he the leader of the Plot?</i> Discuss who he was and recall a little of his life. <i>Why was he tried for treason?</i> Discuss why the portraits might be different (think about the time that they were painted and possible Catholic support).</p> <p>Show or read Guy Fawkes' confession paying attention to his signature. Show his signature prior to his arrest and discuss why they are different.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• show, through discussion, an understanding of what an eyewitness is</li> <li>• know that Guy Fawkes was one of 13 conspirators and not the leader</li> <li>• know that the other conspirators were caught and killed after Guy Fawkes was tortured.</li> </ul>	<p>There is an opportunity to discuss punishment then and now (linking with citizenship). A copy of the conspirators sentence could be used. You could ask the children what the punishment would be today.</p> <p>The children could look at pictures showing Guy Fawkes, discuss how he was portrayed and why this was.</p>

## Section 6: What have we learnt about the Gunpowder Plot and Guy Fawkes?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to use their knowledge of the Gunpowder Plot to make different representations of it.</li> </ul>	<p>Help the children to recall all they have found out about the Plot and how they found out about it, eg from the story, pictures, video. Ask questions to assist, eg <i>Who remembers what treason is? How many conspirators were there? Where did the conspirators hide the gunpowder? What was the King's name? Why did they want to kill him?</i></p> <p>Ask the children to draw or paint a picture showing something important that they have learnt about the Plot. Ask them to talk about their own picture and then consider the differences between them.</p> <p>Make a class collage (such as a tapestry) of the main characters and events of the Plot, leading up to our Bonfire Night celebrations.</p> <p>Produce a class assembly based on the Plot or Bonfire Night to round off the unit. Children could take on the roles of the conspirators, narrate the story as themselves, or both.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>recall correctly some of the events of the Plot</li> <li>know the main sources of the information about the Plot</li> <li>draw a picture of the Plot that reflects their knowledge about it.</li> </ul>	<p>Link back to the beginning of the unit and ask again why we celebrate Bonfire Night.</p> <p>The idea of celebrating the demise of Guy Fawkes and the conspirators can be extended by discussing other ways in which we could remember the Plot, eg <i>Should we celebrate this event?</i></p>