

Medium Term Plan 2020/2021 Subject: Humanities Term: Autumn T2 Topic from LTP: The Gunpowder Plot and WW1
 Lessons per week: 3 Group(s): Tomlin

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

This scheme of work links to Independence, communication, and achievement. It encourages students to explore their ability to work independently and in small and large groups. Students will have the opportunity to communicate their ideas and demonstrate their understanding through completing a series of different written and practical tasks. This will help support learning and consolidate understanding and provide opportunities to identify and celebrate their achievement.

	Topic	Learning Objectives	Tasks	Assessed LO
W1	Who was Guy Fawkes?	<p>I can recall one or more facts about Guy Fawkes.</p> <p>I can talk about who some of the Gunpowder plotters were, why and how they wanted to carry out their plan.</p> <p>I can used hot seating to discover more about the character of Guy Fawkes</p>	<p>What can we tell by image – answer and discuss questions. Identify some items that Guy Fawkes might have used in 1605. Compare the difference between objects used in 1605 with objects used today. Create a fact file.</p> <p>Read through slide and discuss the characters involved in the plot. Answer questions on why they had decided to do this. Draw a picture of the tunnel and label.</p> <p>Brainstorm facts about Guy Fawkes. List people that were also involved in the plot. In small groups write down why Guy Fawkes wanted to blow up the Houses of Parliament. Choose character from plot and answer 3-6 questions in role.</p>	<p>I can:</p> <p>Identify one or more differences and similarities between 1605 and today.</p> <p>Say one or more reasons why the gunpowder plot happened.</p> <p>Used hot-seating to explore character.</p>

<p>W2</p>	<p>All goes wrong for the plotters</p>	<p>I can explore the political and historical facts about the gunpowder plot.</p> <p>I can say why the plotters wanted to blow up the houses of Parliament.</p> <p>I can dramatize through role play the arrest and punishment of Guy Fawkes.</p>	<p>Discuss meaning of the words: political and historical. Explore fact file of what was happening in England during this time. Who was the King of England and what was his religion? Divide characters into two groups Protestant and catholic.</p> <p>Re-cap list of plotters – who’s side were they on? Why were they angry? Who came up with the idea to blow up the King? In small groups brainstorm on paper why the plot was created. Share ideas complete questions.</p> <p>Re-cap Guy Fawkes and the plotters – brainstorm on board. List reasons for the plot. Discuss the arrest. In small groups create 3 still images to represent the meeting, the arrest, and the punishment.</p>	<p>I can:</p> <p>Say what King ruled England during this time.</p> <p>Identify one or more reasons why Guy Fawkes wanted to blow up the Houses of parliament.</p> <p>I can used role-play to show what happened to Guy Fawkes.</p>
<p>W3</p>	<p>The end of the Plot</p>	<p>I can identify the key events of the plot.</p> <p>I can say why the plot failed and how it ended.</p> <p>I can use role-play to re-enact a key event in the plot.</p>	<p>Name the two religions that were at odds during this time Choose items from the images that were used during this time. Brainstorm many events of the plot. Complete storyboard.</p> <p>Re-cap why Guy Fawkes wanted to blow up parliament. Put into order key events. Discuss what first took place, how it was carried out and why it failed. Explore evidence that was discovered which led to the capture. What could they have done differently?</p>	<p>I can:</p> <p>I can describe one or more key events.</p> <p>Explain why the plot failed.</p> <p>I can use two drama strategies to demonstrate my understanding of a key event.</p>

			<p>Complete quiz on Kahoot surrounding the main events.</p> <p>Look at slide detailing the main events. Add the main characters to each event. In small groups decide on which part you would like to explore. Create a still image and add thought tracks and a narrator. Share work with the class.</p>	
W4	WW1 -Walter Tull	<p>I can say who was Walter Tull and why he was a significant figure in WW1</p> <p>I can explore some of the differences and similarities between 1920 and 2020.</p> <p>I can find out one or more facts about the life and death of Walter Tull.</p>	<p>Look at photograph and discuss what we see. What can we learn about the family from the image? Can you guess how long ago the image was taken?</p> <p>Compare the two photographs of schools. Discuss differences and similarities. Complete worksheet and place in correct groups. What might have been difficult?</p> <p>Read through story of Walter Tull. Identify key facts and place in order. Discuss why he is remembered and list two reasons how he demonstrated bravery and intelligence. Complete fact sheet.</p>	<p>I can:</p> <p>Describe one or more facts about Walter Tull.</p> <p>Identify one or more similarities and differences between 1920 and 2020.</p> <p>Say why Walter Tull is still remembered.</p>
W5	The Front Line	<p>I can say when WW1 happened and who the Allied forces were.</p> <p>I can explore life in the trenches.</p> <p>I can name one or more animals used during the war and speak about the jobs they did.</p>	<p>Find UK, France, and Russia on map. Colour in and label place correct countries under headings Allied and Axis. Discuss story of Archduke Ferdinand. Which country supported Austrian Hungary.</p>	<p>I can:</p> <p>List one or more allied forces during WW1</p> <p>Describe what life was like for a soldier in the trenches during WW1.</p>

			<p>What was a trench, why were they built. Label trench and different areas. Discuss the difficulties of living in a trench.</p> <p>List different animals that were used during WW1. What were their roles and why were they used?</p>	<p>Name one or more animals used during WW1</p>
W6	Remembrance Day	<p>I can say why sergeant Stubby was awarded with medals.</p> <p>I can explain what Remembrance Day is and why it is held every year.</p> <p>I can used role-play to present an historical key event from this term's study.</p>	<p>Read through story of sergeant stubby. Discuss and list the different jobs he did. Identify where and how he was brave.</p> <p>Read through key facts about Gunpowder Plot and WW1. In small groups decide which event you would like to explore in your group. Name two drama strategies you can use to help structure your work. Create three still images and add thought tracks and dialogue. Present work to class.</p>	<p>I can:</p> <p>describe who sergeant Stubby was and explain why he was brave.</p> <p>say one or more facts about Remembrance Day.</p> <p>use drama strategies to demonstrate my understanding of a key event explored this term.</p>