

Medium Term Plan 2020/2021 Subject: Humanities Term: Autumn T2 Topic from LTP: The Gunpowder Plot and WW1
 Lessons per week: 2 Group(s): Yates

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 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>What can we tell by image – answer and discuss questions? Identify some items that Guy Fawkes might have used in 1605. Identify clothing from 1605 and clothing used today. Cut out and stick images.</p> <p>Watch the cbbc clip on story of Guy Fawkes. Answer questions on why they had decided to do this. Draw a picture of the tunnel and label.</p>	<p>I can identify one or more differences and similarities between 1605 and today.</p> <p>I can say one or more reasons why the gunpowder plot happened.</p>
W2	All goes wrong for the plotters	I can say why the plotters wanted to blow up the houses of Parliament.	<p>Locate the houses of Parliament on a map. Re-cap some of plotters – whose side were they on? Why were they angry? Who came up with the idea to blow up the King?</p>	I can say what King ruled England during this time.

		I can dramatize through role play the arrest and punishment of Guy Fawkes.	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.	I can use role-play to show what happened to Guy Fawkes.
W3	The end of the Plot	<p>I can place the key events of the plot in the correct order.</p> <p>I can say why fireworks is celebrated on 5th November every year</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.</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>	<p>I can know one or more key events about the gun powder plot.</p> <p>I can say when Fire works night's takes place and say one or more reasons why.</p>
W4	WW1	<p>I can explore some of the differences and similarities between 1920 and 2020.</p> <p>I can explore life in the trenches.</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? Look at images discuss differences and similarities. Cut out and place correct images in order</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>I can identify one or more similarities and differences between 1920 and 2020.</p> <p>I can say one or more facts about what life was like for a soldier in the trenches during WW1.</p>

W5	Animal in WWI	<p>I can name one or more animals used during the war and speak about the jobs they did.</p> <p>I can say why sergeant Stubby was awarded with medals.</p>	<p>List different animals that were used during WW1. Look at the photos, what animals do you see? What were their roles and why were they used?</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>I can name one or more animals that were used during WWI</p> <p>I can say who sergeant Stubby was and give one or more reasons why he was brave</p>
W6	Remembrance Day	<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>What is Remembrance Day? Look at image and identify key people. What are they doing? Discuss the importance. Read poem, draw image of poppy and decorate.</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.</p>	<p>I can say one or more facts about Remembrance Day.</p> <p>I can use drama strategies to demonstrate my understanding of a key event explored this term.</p>

			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.	
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