



POW! How AMAZING was that?! (gunpowder, plague and fire: the 1600s)



1. Who was Guy Fawkes?
2. What problems did the plotters face?
3. Why will gunpowder, treason and plot never be forgotten?
4. How would we 'have our say' responsibly?
5. What was so great about the Great Plague of London?
6. Why do some people think that the Great Fire was one of the best things that happened to London?
7. Who was Samuel Pepys and what impact has he had?

Hook for Learning:

- Quality texts: Anne Turnbull "The Gunpowder plot" and "the Great Fire"
- Horrible Histories video – Charles II: King of Bling
- Science link: how do fireworks work?

Vocabulary:

- River Thames
- outbreak
- Samuel Pepys
- diary
- Primary source
- extinguish
- inferno
- leather buckets
- spread
- drought
- gunpowder
- guarding
- arrested
- explosives
- barrel
- confessed
- recruit

We learn the following historical knowledge and skills...

- Show a factual knowledge and understanding of British history in the 1600s **(all questions)**
- Describe the main events, people and changes in 1600s Britain **(all questions)**
- Give the reasons for and results of the Gunpowder Plot **(1,2,3,)** and the Great Fire **(6,7,)**
- Identify different ways in which the past has been represented **(7- Samuel Pepys diary)**
- Understand and use the term 'parliament' correctly **(1, 2, 3,)**
- Create my own historically valid questions and test out a hypothesis in order to answer them (e.g. Guy Fawkes was wrong to go against the King) **(4)**
- I can identify the causes and impact of important events and changes in Britain. **(1,2,3,6,7)**
- I give my own reasons why changes may have occurred, backed up by evidence I have researched **(1,2,3,6,7)**
- I understand how our knowledge of the past is constructed from a range of primary and secondary sources and can make decisions about the reliability of sources. **(7)**
- I have looked at different versions of the same event in history and have identified differences in the accounts. I know that people both now and in the past represent events or ideas in a way that persuades others. **(7)**

As Talkers can we...?

- Interview/hot seat historical characters: Cromwell, Charles I, Charles II.
- 'After the Fire'- children work in Kagan groups to explore the impact on London (positive change or missed opportunity?)

As Thinkers can we...?

- Think about how Plague affected the population of England.
- Consider why some people rebel against authority due to strongly held beliefs (link to Malala Yousafzai and prevent)

As Writers can we...?

- Write a persuasive letter, explaining why the Great Fire was good for London.

Using Technology can we...?

- Play the Great Fire 1666 game on the museum of London website which uses Minecraft to tell the story of the fire.

How did the events of the 1600s impact on our lives today?

- Understand why we celebrate Bonfire Night
- Understand how the Great Fire led to the redesign of London's streets to make them safer.

Recovery Curriculum September 2020

- What is a settlement? What do people need in a settlement?
- What is a punishment? What happens today if someone commits a crime? Do you know anything about crime and punishment from the past?