

Bonfire Night and the Great Fire of London –Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?

Year 2 Unit 1

Unit Overview:

Related units: Year 1 Unit 3: Great Inventions: Transport

In this unit, the children will explore two very different events within the Stuart period. Each event offers three weeks' teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations. Due to there being two opportunities for assessment within the unit, there is no Big Finish, however you may choose to include a Big Finish as part of your cross-curricular work.

Subject Knowledge and teaching guidance:

The emphasis of this unit is placed on Bonfire Night rather than the plot, as it is considered more appropriate at Key Stage 1. The reasons for the plot relate to the treatment of the Catholics and the religious disagreements within this period. To over-simplify these issues for this age group would risk trivialising them. The emphasis on Bonfire Night should be much more easily relatable for this age group, while also offering opportunities for families to become involved, with recounts of Bonfire Night in the past. There is an opportunity to make a link to terrorism if you feel this is appropriate or if it is something that the children comment upon, but this is very dependent on the level of maturity of the children

and their background.

Within the unit, the study of Bonfire Night precedes that of the Great Fire so that it coincides with Bonfire Night on 5th November. You may wish to reverse the order. If so, ensure the timelining activities take place to make a connection between the two events. Both events focus very strongly on London. To counteract a possible misconception of any children believing that history only takes place in London, make links to any local events that happened at the time. You may even be able to make a connection with the Gunpowder Plot, as one of the plotters may come from your local area. The unit contains two opportunities for assessment within the Rising Stars Progression Framework. As a result of covering these opportunities, and with the amount of learning within the unit, the unit does not include a planned learning showcase/Big Finish. You may however include such an opportunity as part of your cross-curricular work (ideas below). Some schools have very successfully made models of houses from the Stuart period and then, with support from the local fire brigade, re-enacted the Great Fire. Both topics provide many opportunities for creative work, and you may wish to exhibit artwork, or perform music or dance related to the events.

Knowledge / Skills & Concepts:

In this unit, the children will:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- choose and use parts of stories and other sources that they know and understand key features of events
- understand some of the ways in which we find out about the past
- identify different ways in which it is represented
- use a wide vocabulary of everyday historical terms
- know where events they study fit within a chronological framework.

Learning Sequence & Objectives	Activities	Resources
<p>To understand what the Gunpowder Plot was.</p> <p>Key Question – What happened</p>	<ul style="list-style-type: none"> • Display teaching slide 6 to the class and play the video clip. Then allow the children time to look at the image of the fireworks. Ask the children to share words and thoughts to describe Bonfire Night, reflecting on their own experiences of it. Keep a record of these. Ask: Does anyone know why we celebrate Bonfire Night on 5th November? Share some ideas. 	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Rhyme • Pupil resource – Gunpowder Plot cards (cut out before the lesson) • Key assessment

on 5th November 1605?

Success Criteria:

- I can describe how Bonfire Night is celebrated today.
- I can describe the main events of the Gunpowder Plot.
- I can explain the importance of using a range of evidence when studying an event.

- Explain to the children that they will now become time travellers! Display **teaching slide 7** and explain that they will travel along the timeline, all the way back to 1605. Inform the children that this is often referred to as the Stuart period, after the family name of the king at the time – King James I. (You may wish to add that the name of our current royal family is Windsor.) As the children travel along the timeline, point out other events along the way from *Rising Stars History Year 1 Unit 2: The Greatest Explorers* and *Unit 3: Great Inventions: Transport*.
- Move on to **teaching slide 8** and see if the children can locate their hometown on the map of the UK. Then show where London is (click to reveal). Explain that London is where many of the events they will be learning about took place. Show the children an image of the old Houses of Parliament on **teaching slide 9** and explain this was the scene of the main event. Ensure that children are clear that this is the old Houses of Parliament, and not the current one that was completed in 1860.
- Ask the children for ideas on how they can find out more about events that took place in the past. Give them time to share ideas. Explain that to find out about the past, we use evidence from different sources. Recap some of the sources used in *Rising Stars History Year 1*. Display **teaching slide 10** and read it out loud, explaining that you will start the topic by reading a traditional rhyme. Ask: **Can you guess what rhyme it might be?**
- Show the rhyme to the class (**teaching slide 11**) and read through it. Then, provide the children with copies of the **Rhyme** and read it together as a class. Explain that this is just one version of the rhyme as it was passed on orally. Ask: **Is it a good idea to use just one type of evidence about an event?** Discuss other types of evidence we could use about the Gunpowder Plot (written sources like letters and images, but there were no photographs at this time). Highlight key words from the rhyme which tell us about the events. Explain any difficult words or phrases – treason, plot, three score, old England, lantern, holler. You could add that early versions of this rhyme contained anti-Catholic

opportunity for week 1

	<p>statements (if appropriate).</p> <ul style="list-style-type: none"> Recap what you have learned from the rhyme. Display teaching slides 12–14 and read through together to learn the story of the Gunpowder Plot. Add any further required details using the story images and the rhyme to support understanding (King James I, Guy Fawkes, Houses of Parliament, cellars, Lantern, Monteagle's letter). Stretch and challenge: Can children identify any differences between the story and the rhyme? Provide the children with copies of Gunpowder Plot cards and display teaching slide 15. Ask the children to sequence the images in order. Dependent on the level of the challenge required, you could also cut out the captions so the children have to match those too, or add their own captions to retell the story. See the Key assessment opportunity for information on the task, if you intend to collect evidence for the Progression Framework. Display teaching slide 16 and read the question aloud to the class. Ask the children to select the most important image/event and write a sentence to explain why they think it is the most important. Revisit the key question for the lesson (teaching slide 17) and check that the children have an understanding of what happened during the Gunpowder Plot. The children could write this or recount orally what happened to a partner. 	
<p>To understand why Guy Fawkes took the action he did in 1605.</p> <p>Key Question – Was Guy Fawkes</p>	<ul style="list-style-type: none"> Using teaching slides 6–8, recap briefly the story of the Gunpowder Plot. Explain to the children that their task for today is to decide if Guy Fawkes was a hero or villain. Display the two images of Guy Fawkes on teaching slide 9. These have been deliberately chosen due to their contrasting nature. Introduce the terms 'hero' and 'villain'. Ask: What is a hero? (Good, kind, strong, takes care of others, takes care of things.) Ask: What is a villain? (Bad, selfish, hurts others, damages property, secretive.) Take an initial vote on whether the children think he was a hero or a villain, based on current knowledge, and add the tally to 	<ul style="list-style-type: none"> Teaching slides Pupil resource – Hero and villain (printed on A3 paper) Pupil resource – Statements template Self-made ballot box

a hero or a villain?

Success Criteria:

- I can explain why Guy Fawkes took the action he did in 1605.
- I can express an opinion about Guy Fawkes' actions in 1605.
- I understand that people will have differing opinions about the same event.

teaching slide 10. Alternatively, create a ballot box and get the children to vote anonymously! Share some examples and decide on some common qualities (**teaching slide 11**) of heroes and villains.

- Using **teaching slide 12**, explain why Guy Fawkes may have taken the action he did due to the treatment of the Catholics by James I, and how he had hoped the plot would lead to improvements for the Catholics. Ask: ***If you had been alive in 1605, how would you have felt about the plot?*** (Check to see if children understand that the way people felt about the plot was mainly due to their religion.) Ask: ***Do you think the failure of the plot led to any improvements for the Catholics, or would it make life worse for them?*** (Life became even harder for the Catholics, and it was not until 1829 that they gained equality.)
- Display **teaching slide 13** to the class, and provide each group with the **Hero and villain** resource printed on A3 paper. In groups, instruct the children to add comments to both sheets, describing Guy Fawkes based on the discussions and thoughts shared so far. Magpie around the room to ensure that all children are actively taking part in the discussion.
- Ask the groups to share their thoughts to the class. Ensure that you have taped/stuck the two images to the whiteboard/wall, and add the best vocabulary suggested by the children to your sheets as they share their ideas. Explain that people at the time that Guy Fawkes lived saw him in different ways, depending on the group they came from and what they wanted to happen. Encourage children to appreciate that there are elements of both heroism and villainy in what he did. Stretch/challenge: Depending on the maturity of the children, you may wish to introduce the term 'terrorist', and how Guy Fawkes could be regarded as one due to his attempt to kill the King and Members of Parliament. You may also find that children make this comparison themselves, so it is best to be prepared on how to manage this.

(optional)

	<ul style="list-style-type: none"> ● Display teaching slide 14 and retake the vote about whether Guy Fawkes was a hero or a villain. Ask if anyone has changed their view. If so, why have they done so? Using teaching slide 15, instruct the children to complete the following statements: 'I think Guy Fawkes was a ... because ...' and 'However, some people think he was a ... because...'. The children can complete these statements using the Statements template, or in their books. ● Recap the key question in this session to check for understanding (teaching slide 16). You could also reinforce at this point that while we mainly remember Guy Fawkes, he did not act alone. 	
<p>To understand how Bonfire Night has changed over the years, and why it is still celebrated.</p> <p>Key Question –</p> <p>Do we celebrate Bonfire Night now just to have fun?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can explain how Bonfire Night has changed over the years. ● I can use different sources to reach a conclusion. ● I can present 	<ul style="list-style-type: none"> ● Introduce this lesson's key question. Display teaching slide 6 and recap the words used to describe Bonfire Night from week 1, using the notes you kept which expressed the children's own thoughts and experiences. Explain about the laws relating to Bonfire Night (see subject knowledge below) and why they chose to light fires (to celebrate that the king survived, to celebrate that the gunpowder was not lit, to celebrate that Guy Fawkes failed, etc). Show the class the image of a fire from 1776 on teaching slide 7. Ask: How is it different to Bonfire Night celebrations today? ● Using written and oral evidence from the children's parents and grandparents, find out what Bonfire Night was like when they were children. Provide children (in groups or pairs) with a copy of Similarities and differences table, and instruct them to record what was the same or different, comparing Bonfire Night then to now. After completing the task, you may wish to discuss bonfires as a class – the move towards more public fires, collecting materials for the fire, types of fireworks, food eaten, traditions around the guy and 'penny for the guy', safety considerations, etc. <p>If a parent or grandparent has volunteered to tell their story in person, allow time for this and let the children ask questions.</p> <ul style="list-style-type: none"> ● Display teaching slide 8 and ask: Why do we still celebrate Bonfire Night today? Emphasise the length of time since the event took place. Explain what is meant by 'customs and traditions'. Reinforce understanding of what is actually being celebrated, and get the 	<ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – Similarities and differences table ● Pupil resource – For or Against ● Record of children's thoughts/experiences of Bonfire Night (from week 1) ● Written/oral evidence from the children's grandparents/parents

<p>an argument for or against Bonfire Night still being celebrated.</p>	<p>class to share their ideas. Recap this session's key question, and decide if they agree or disagree that the aim is just to have fun.</p> <ul style="list-style-type: none"> ● Provide each child with a copy of For or Against and then display teaching slide 9. Ask: Do you think we should still celebrate Bonfire Night? In groups, ask the children to read the statements for and against celebrating, add any more reasons they can think of and then write their personal viewpoint on the template for whether they think the celebration should still take place. You could then perform a class vote. You may wish to display teaching slide 10 during this time to act as a prompt. ● Optional: If time allows, encourage the children to share their own Bonfire Night traditions with the class. If possible, organise a Bonfire Night event at the school in which parents can join. 	
<p>To know what happened during the Great Fire of London.</p> <p>Key Question – What happened in London on 2nd September 1666?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can recall the events of the Great Fire of London. ● I can explain why some events are 	<ul style="list-style-type: none"> ● Look at teaching slide 6 together, and get the children to discuss what they think the images have in common. Allow them to discuss in their table groups first, and then ask them to share their thoughts as a class. ● Move on to teaching slide 7, and either ask the children to locate their hometown on the map or do it for them. Then try to locate London together as a class. If your school is not based in London, ask: Has anyone visited London? Is there anything you can remember about London? Regardless of your location, ask: What words can we use to describe London? Record the words used to describe London on a flipchart, highlighting the differences between 'now' and 'then' (you could set it out as a table with two columns). Watch the video linked on teaching slide 8 showing the main London sites. Ask: Are there any more words we can add to our 'now' list? ● Remind the children that they are time travellers, and take them back to the class timeline (teaching slide 9). Ask them to confirm the year that they will be travelling back to (1666), and as you go along the timeline, point out other events (such as key dates from <i>Rising</i> 	<ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – Better or worse table ● Pupil resource – Great Fire cards (cut out before the lesson) ● Flipchart

more significant than others.

- I understand that people may have differing viewpoints on what is important.

Stars History Year 1 Unit 2: The Greatest Explorers). Ask the children to find the date of the Gunpowder Plot to test their memory! Ask: **Can anyone tell me how many years there are between the Great Fire of London and the Gunpowder Plot?** Explain that the Gunpowder Plot and the Great Fire of London both happened in the Stuart period. The Stuart period ended in 1714 with the death of Queen Anne.

- Display **teaching slide 10** and introduce the half-unit key question: **Did the Great Fire make London a better or a worse place?** Ask the children for their initial thoughts and ideas. (They will probably focus on the negative impact of a fire, including death and destruction of property.) Record their ideas and explain that they will return to them in a later session. You may wish to give each child a **Better or worse table** to fill out.
- Look at an image of London in 1666 on **teaching slide 11**. Add words to the 'then' column on your flipchart to describe the scene in London in 1666. Ask: **What has changed over time?** (Different and fewer boats, more buildings, London is much bigger.) **Has anything remained the same?** (Busy place, River Thames.)
- Display **teaching slide 12** and ask: **What would we do if a fire broke out in our town today?** Then click to reveal the image. Discuss present day fire-fighting equipment and firefighters.
- Introduce the key question for the week (**teaching slide 13**). Tell the story or show the film of the Great Fire in 1666. You may want to tell the story in first person, as if you are Samuel Pepys or someone else witnessing the fire. Check misconceptions, and to allow the children to understand that the fire in the oven was lit in the morning and then burned all day.
- Ask the children to sequence the **Great Fire cards** (cut out before the lesson) correctly as a class, in groups or in pairs. Once children have finished the task, display the correct

	<p>sequence and dates using teaching slide 14. Display teaching slide 15 and ask: Which do you think is the most important event in the story of the Great Fire of London and, why? Children can record their answers. Stretch/challenge: Does it mean someone is wrong if they have selected a different important event to their peers?</p> <p>Recap the key question for the lesson, confirming that the children know the answer.</p>	
<p>To understand why the Great Fire of London spread so quickly.</p> <p>Key Question – Why did the fire spread so quickly?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can give valid reasons why the fire spread so quickly. • I can explain why one reason could be more important. • I can use sources to reach a conclusion why the fire spread so 	<ul style="list-style-type: none"> • Display teaching slide 6 and recap the story of the Great Fire of London. Emphasise how much of London burned (around 90% of homes) in such a short time. Ask: Why do you think the fire spread so quickly? Use the image of London from this slide and teaching slide 7 to prompt responses. (Houses built close together, made from wood, a hot and dry summer, no city-wide fire service, a strong wind, etc.) • In pairs, provide the children with the Reasoning cards (cut out before the lesson). Display teaching slide 8, and explain that the children need to rank the reasons in order of importance, from most important to least important in terms of why the fire spread so quickly. Children should work in pairs or groups. You may wish to show the images from the previous two slides to act as a prompt. After some time, allow the children to share their responses with the class. See if you can decide on a class order of importance. See the Key assessment opportunity for information if you intend to collect evidence for the Progression Framework statement. • Display teaching slide 9 and ask: What do you think the people did when the fire broke out? Remind them of ideas about what people would do today from week 4. Use the painting of the Great Fire from teaching slide 7 to prompt responses. (People are seen trying to escape, many of them are trying to escape by water, many are carrying their possessions. Some are seen trying to fight the fire.) Explain to the children that this image was not painted at the time. Stretch/challenge: If the artist did not live at the time of the 	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Reasoning cards (cut out before the lesson) • Key assessment opportunity for week 5

<p>quickly.</p>	<p>fire, how did they know what happened? Can we be sure that this painting is accurate?</p> <ul style="list-style-type: none"> ● Share the image of firefighting equipment at the time of the Great Fire (teaching slide 10). Ask: <i>How successful do you think they would be in putting out the fire with this equipment?</i> ● Display teaching slide 11 and ask: What would you have done when the fire broke out, and how would you have tried to escape it? Children can either use the writing prompts on the teaching slide or start from scratch. They need to explain the reason for their choice. This could be in writing or discussed as a class. Explain that we think only 10 people died in the Great Fire. 	
<p>To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire.</p> <p>Key Question –</p> <p>Why do we know so much about the Great Fire?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I understand that there are a range of eyewitness accounts 	<ul style="list-style-type: none"> ● Display teaching slide 6 to the class and ask: What is a diary? Why do people keep diaries? (You may need to challenge misconceptions about diaries just being a way of recording appointments, etc.) Explain one of the reasons why we know so much about the fire is due to the diaries kept by Samuel Pepys and John Evelyn. Highlight the images of both men on the slide. Provide the children with copies of the Diary extracts. Read through the extracts together as a class. Ask: Do the extracts both tell us the same things? Why would they differ? (Diaries may give us different experiences and viewpoints of the same event. This does not mean that one is incorrect; it is just the writer's interpretation of what happened.) ● Display teaching slide 7 and recap any other sources of evidence about the fire that exist, such as artefacts, visuals and other written evidence. Remind the children that some of the sources are not from the time. Stretch and challenge: Does this mean that one type of evidence is better than another? (Emphasise the importance of using more than one source if possible, and questioning accuracy.) Stretch and challenge: Children may realise that something can still be useful even if it is not accurate. It can tell us something about the person and the time in which they created the source. 	<ul style="list-style-type: none"> ● Teaching slides ● Pupil resource – Diary extracts ● Pupil resource – Better or worse table (from week 4) ● Pupil resource – Better or worse statements (cut out before the lesson) ● Pupil resource – Conclusion template ● Key assessment opportunity ● Unit quiz

about the fire.

- I can explain why some eyewitness accounts differ.
- I understand that the fire had both a positive and negative impact.

- Reflect back to the first session on the Great Fire (week 4) and provide the children with their completed **Better or worse tables**. Ask again: **Did the Great Fire make London a better or a worse place?** Give the children a few minutes to write down their new thoughts on the template (or another sheet of paper if needed), reflecting on what they have learned in the previous sessions. Ask: **Have you changed your mind at all?** Show them an image of Wren's London after the fire (**teaching slide 8**). Ask: **If you haven't changed your mind, does looking at this image make you want to change your views?**
- Display **teaching slide 9** and provide the children with the **Better or worse statements** (cut out before the lesson). Instruct the children to place the statements in the appropriate column. Discuss how these statements could be grouped as long- or short-term consequences of the fire. Stretch and challenge: Some children will understand that the long-term effects were beneficial. See the **Key assessment opportunity** for information to be collected if you are undertaking the Progression Framework assessment.
- Display **teaching slide 10** and read through the instructions together. Encourage the children to use the **Better or worse statements** as a guide. Allow the children to use the **Conclusion template** provided to write their statements, or to create their own versions. Children will reach an overall conclusion on whether the Great Fire made London a better or worse place.
- See **Key assessment opportunity** for guidance on an assessment task to carry out. Children can also complete the **Unit quiz** during this session.

Cross Curricular Links:

- Art: paintings scenes related to both events, collage
- DT: making model houses from the Stuart period, comparisons with modern fire fighting
- English: debating issues, reciting poetry, writing poems, non-fiction on the role of a modern fire fighter, descriptions related to the experience of people in the fire
- Geography: map work
- PSHE: treating people fairly, sharing differences and being positive and tolerant about them
- RE: different forms of religion
- Science: heat and light

Assessment:**Key Vocabulary:**

Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.

Christian Distinctiveness