



School Radio

Primary - History

By Heidi Burke

School Radio 2014

The date	The subject History		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/target groups:	Plenary:	AFL:	Class list:
<p>Writing down what we know about Guy Fawkes</p>	<p>LEVEL 2 Pupils retell the main events from stories about the past and demonstrate their understanding through the use of simple drawings, words and phrases and some simple sentences. <u>They describe obvious differences between past and present</u> from photographs, objects or stories. They begin to use some of the vocabulary of time, <i>such as yesterday, today, tomorrow, long ago, then, now</i>. <u>They undertake basic sorting and sequencing activities</u> using pictures, objects or <u>events from a story</u>.</p> <p>LEVEL 3 <u>Pupils retell a story from the past. They begin to use words and phrases</u> related to the divisions of time, <i>such as week, month, year, century</i>. They use sources, suited to their age and ability, to gain information about an aspect of a period being studied. <u>They draw and describe pictures of a historical story, where appropriate</u>, in sequence using simple sentences.</p> <p>LEVEL 4 <u>Pupils recall some facts and key events about individual periods</u> from the Key Stage 2 or 3 Programme of Study and use some historical terms that arise within them. <u>They extract factual information from sources suitable to their age to make obvious statements about the past. They construct basic historical narratives of what happened and attempt some reasoning.</u> Taken from http://www.deni.gov.uk/index/80-curriculum-and-assessment/80-programmes-of-study/hist_ks2_at-2.pdf</p>	<p>Gather information from children on the IWB. What do we know so far? Check information with this link: http://www.nationalarchives.gov.uk/education/lesson07.htm Issue table resources to initiate group discussion on Guy Fawkes.</p> <p>Now, create an interview with Guy Fawkes: Assign roles to tables: Researcher, Interviewer, Technician (to record and set levels), Guy Fawkes!</p> <p>Record interview with Guy Fawkes. Perform to class (providing time constraints allow).</p> <p>Referring to <u>Future Improvements</u>: Each group could construct a play exploring the key characters. See the above link and available download for further information and ideas.</p>	<p>SEN: Modelling ideas. Support with roles, writing and interview.</p> <p>Lower ability: Support required, using prompting for ideas and discussion. Assign roles. Providing support with writing and interview.</p> <p>Middle ability: Some prompting. Independent work. Some written examples to support spelling and historical facts.</p> <p>Higher ability: Independent work.</p>	<p>Listen to selected pieces from interviews highlighting strengths and relevant skills. Children contribute in ideas to improve interview: Are the key facts accurate?</p>	<p>Whole class learning?</p>	<p>Class list:</p>
<p>Table resources: Questions</p> <p>Placed on each table to begin discussion.</p> <p>Cards attached. (a seating plan may be required to maximise the potential of all: To dilute skills and enable them to transfer fairly through each group).</p>				<p>Key question:</p> <p>We were able to explore Guy Fawkes and learn more about him. What do you think about him? Should we celebrate Guy Fawkes night?</p>	<p>Future improvements: Extension: Teachers could use the evidence to construct a role play activity investigating the plot with the key characters: King James, Lord Monteagle, "Johnson", Percy and others. Taken from: a pdf download available from: http://www.nationalarchives.gov.uk/education/lesson07.htm See also reading and speaking and listening skills: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199012/history/ks2</p>	

Resources:	Notes / Resources	
History and further ideas: http://www.nationalarchives.gov.uk/education/lesson07.htm	http://www.parliament.uk/education/teaching-resources-lesson-plans/guy-fawkes-and-the-gunpowder-plot/	
http://www.tes.co.uk/article.aspx?storyCode=6267193		
http://www.parliament.uk/documents/education/docs/guy-fawkes/guy-fawkes-lesson-plans.pdf		

Who was Guy Fawkes?
Why was he famous?

Why did he want to blow up the
Houses of Parliament?

Why do people have Guy Fawkes
night?
Why do they put a 'Guy Fawkes' on the
bonfire?

What do you think would have happened if
Guy Fawkes had not tried to blow up the
Houses of Parliament?

Script title: An Interview Guy Fawkes.

Name:

Date:
