

Subject: History  
celebrate it?

Year 2

What is Bonfire night and why do we

NC/PoS:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Prior Learning (what pupils already know and can do)

- How do we celebrate certain holidays (fireworks).
- What special holidays do we celebrate through the year. (Bonfire night)

End Points (what pupils MUST know and remember)

- Understand the origin of Bonfire Night
- Know key events and figures of Bonfire Night
- Know why bonfire night happens
- Know how we celebrate Bonfire Night
- Know when we started to celebrate Bonfire Night

Key Vocabulary

Bonfire, celebrate, Guy Fawkes, fireworks, November, tradition, plot

Component 1: LO: What is Bonfire Night and why do we Celebrate it?

**Evaluation of Prior Knowledge**

To gauge students' prior knowledge, teachers will ask the following questions at the start of the lesson:

- Have you ever heard of Bonfire Night? What do you know about it?
- What do you think we celebrate on Bonfire Night?
- Do you know any traditions associated with this night?

### **Starter Activity**

Begin with a short video or slideshow presentation introducing Bonfire Night. The video should explain who Guy Fawkes was, touching on key points such as the failed Gunpowder Plot and why it led to the establishment of Bonfire Night.

After the video, engage students in a brief discussion, asking them what they found interesting and what they learned. This sets the stage for the lesson and builds anticipation.

### **Input**

Present a short story about Guy Fawkes using a picture book, video or illustrated slides. Emphasize key events: the Gunpowder Plot, the King's order, and how Guy Fawkes was caught.

Introduce vocabulary: plot, celebrate, tradition, fireworks, bonfire.

- Plot: A secret plan to do something illegal.
- Celebrate: To do something enjoyable to mark an event.
- Tradition: A custom or belief passed down through generations.
- Fireworks: Explosive devices that create colorful displays in the sky.
- Bonfire: A large fire used for burning waste or as part of a celebration.

### **Activity :**

Divide students into small groups and give each group materials to create a 'Bonfire Night poster' that includes:

- Images or drawings of bonfires and fireworks.
- Key facts about Guy Fawkes and the Gunpowder Plot they learned during input.
- A section on how families celebrate Bonfire Night (e.g., sparklers, traditions).

Provide a template for students who may need more structure, such as guiding questions on the poster.

### **Adaptation for More/Less Confident Pupils**

**Less Confident Pupils:** Provide these students with a 'fill-in-the-blanks' worksheet to complete during the story, focusing on key facts. Pair them with a more confident peer for support during the poster activity.

More Confident Pupils: Challenge these students to write a short poem or rhyme about Bonfire Night to include on their poster or encourage them to research additional facts about the traditions in different parts of England.

Component 2: LO: To understand why we have Bonfire Night.

### **Evaluation of Prior Knowledge**

Before introducing the lesson, the teacher will assess students' prior knowledge by asking:

- "Who has seen fireworks before? Where were you?"
- "Does anyone know why we have fireworks?" This will help gauge pupils' familiarity with Bonfire Night and fireworks. The teacher can take informal notes during this discussion to tailor further teaching to students' understanding.

### **Starter**

- Begin the lesson by displaying images of Bonfire Night celebrations, including bonfires, fireworks, and traditional food.
- Use a 'think-pair-share' approach where students think about what they see, pair with a partner to discuss, and then share with the class. This will encourage critical thinking and conversation regarding fireworks and bonfires.

### **Input:**

- Introduce the story of Guy Fawkes and the Gunpowder Plot using a visual timeline on the board. Highlight key dates and events leading up to 5th November 1605.
- Read a simplified story about Guy Fawkes to the class. Include vocabulary prompts, such as "plot," "king," "gunpowder," and "celebrate," explaining each term as it arises.
- After the reading, discuss the main points: Who was Guy Fawkes? What did he do? What happens on Bonfire Night?

### **Activity:**

**Group Activity:** In small groups, students will create a 'Bonfire Night' poster. Each group will:

- Draw a bonfire and fireworks.
- Write a short sentence explaining what Bonfire Night is about, using provided sentence starters such as "Bonfire Night is when we..."
- Use colourful markers for decoration to engage creativity.

Rotate around the groups, prompting with guiding questions such as:

- "What do you think people do on Bonfire Night?"
- "Why is the bonfire important?"

### **Adaptation for More/Less Confident Pupils**

- **For Less Confident Pupils:** Provide sentence starters and key vocabulary cards. Support them during the group activity by pairing them with more confident classmates. Use visual aids to help them remember key facts.
- **For More Confident Pupils:** Encourage them to research further into the Gunpowder Plot or share additional facts on the topic that could enhance their group poster. They could also create a second poster that explains safety tips for watching fireworks.

Component 3: LO: To understand who the key figures were and the sequence of events of Bonfire Night.

### **Evaluation of Prior Knowledge**

To begin, discussion around any prior knowledge the students may have about Bonfire Night. Questions such as:

- "Has anyone heard of Bonfire Night?"
- "What do people do to celebrate Bonfire Night?"
- "Why do we have fireworks on Bonfire Night?"

### **Starter Activity:**

Begin with a video clip showing colourful fireworks and bonfire celebrations. This visual will capture students' attention and set the scene for the lesson. Ask students for their thoughts and feelings about fireworks and bonfires afterwards.

### **Input**

Introduce the story of Guy Fawkes. Use a large storybook or visual aids that illustrate the key events. Narrate the story while pausing to engage students with questions:

- "What do you think will happen next?"
- "Why do you think Guy Fawkes wanted to blow up the Parliament?"

### **Main Activity**

Sequencing Activity: Provide students with picture cards that represent various events of Bonfire Night (e.g., Guy Fawkes plots, the discovery of the gunpowder, the bonfire).

Group Work: Divide the students into small groups and ask them to work together to put the cards in the correct sequence.

Discussion: As groups work, circulate and prompt discussions with key questions:

- "What does this picture show?"
- "How do you know this event comes before or after another event?"

Once groups have arranged their cards, they can illustrate the story in their own way on a large sheet of paper, leaving room to write one sentence about each event.

### **Adaptation for More/Less Confident Pupils**

**More Support:** Provide picture cards with words describing each event. Offer more guided input by working with these students one-to-one or in smaller groups.

**More Challenge:** Provide additional scenario cards that introduce alternative historical figures involved, asking them to integrate these figures into their stories or sequences.

Component 4 LO: To understand when we started celebrating Bonfire Night.

### **Evaluation of Prior Knowledge**

Ask the children to think pair share the sequence of events of Bonfire Night. Ask them to share what they remember from previous lessons. Discuss and recap the key figures of Bonfire Night.

### **Starter Activity:**

- The lesson will begin with a short video clip (2–3 minutes) about Bonfire Night, which will help capture students' attention and introduce the topic. The video should include images of fireworks, people celebrating, and a brief history of Guy Fawkes.
- After the video, students will participate in a think-pair-share activity. They will turn to their partner and discuss one thing they found interesting in the video. Then, students will share their thoughts with the whole class.

### **Input:**

The teacher will explain the significance of Bonfire Night, highlighting its origins related to Guy Fawkes and the Gunpowder Plot of 1605. The explanation will be simple and age-appropriate.

Use a timeline visual on the whiteboard that marks key dates:

- 1605: The Gunpowder Plot
- 1606: The first official celebration
- Present Day: How Bonfire Night is celebrated now.

As the teacher discusses each date, students will be encouraged to ask questions, promoting an interactive environment.

#### **Main Activity:**

- **Crafting a Timeline:** The students will create their own timelines marking the key dates discussed. They will use A3 paper, markers, and pictures of bonfires and fireworks provided by the teacher.
- **Group Work:** In small groups, students will discuss illustrations to represent the events. They can draw pictures of Guy Fawkes, bonfires, and fireworks and write short sentences about each date.
- Throughout this activity, the teacher will circulate the room, providing support and prompting deeper thinking by asking open-ended questions such as, “Why do you think people started to celebrate this event?” or “How do you feel about fireworks?”

#### **Class Discussion:**

After completing the timelines, students will present their work to the class. Each group will explain their drawings and sentences, reinforcing the knowledge gained.

#### **Adaptation for More/Less Confident Pupils**

- **For More Confident Pupils:** Students who show a deeper understanding can research additional facts about Guy Fawkes or other historical figures involved in the Gunpowder Plot. They can also create a short presentation or poster about current celebrations around the UK.
- **For Less Confident Pupils:** Provide sentence starters on a support sheet to help them articulate their ideas during discussions. Additionally, these students can work with a partner who can assist them in their drawings and sentences on the timeline.