

**FIREWORKS
BE SAFE
NOT SORRY**
ALWAYS FOLLOW THE CODE

BIS | Department for Business
Innovation & Skills

SCHOOLS PACK - KEY STAGE 1

Firework Safety

July 2010

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This material has been designed primarily to teach the fireworks safety message through use in the Literacy/Citizenship elements of the National Curriculum. The material included also contains cross-curriculum links where appropriate.

We suggest that these lessons are scheduled to take place in the week leading up to November 5th.

The website should be your first port of call for any information on the safe and responsible use of fireworks: www.direct.gov.uk/fireworks.

Teachers' planning notes: The Gunpowder Plot

**Remember, remember the 5th of November,
Gunpowder, Treason and Plot.**

**I see no reason why Gunpowder Treason
Should ever be forgot.**

The rhyme reminds people why on the 5th of November each year, bonfires are lit around the land – very often with a Guy made of cloth sitting on top.

The Gunpowder Plot took place in 1605. Its roots lay in the politics of the time and the way that religious beliefs divided different sections of the community.

The background to it lay in the unhappiness felt by Catholics about the way they were being treated in England. Eighty years earlier King Henry VIII had broken away from Rome because the Pope refused to let him divorce his first wife, Catherine of Aragon. Then when the Protestant Queen Elizabeth I came to the throne in 1558 she persecuted Catholics, fearing they may side with an invader from the European continent.

When Elizabeth died in 1603, King James VI of Scotland became James I of England. English Catholic leaders hoped he would be more tolerant. These hopes were quickly dashed however, and the persecution continued.

Most Catholics accepted the situation, but a small number were determined to do something about it and try to force change.

The five central figures of the Gunpowder Plot were Robert Catesby, Thomas Percy, Thomas Wintour, John Wright and – best known of all – Guy Fawkes. Fawkes, who had been born in York in 1570, was a mercenary, or soldier of fortune, who had spent more than 10 years fighting for Spain in Flanders as part of a regiment of English exiles. He was recruited because of his knowledge about the use of gunpowder.

The five swore to blow up James and the Houses of Parliament at the official opening of Parliament, killing the King and all his leading advisers.

They first rented a house near to Parliament and began digging a tunnel, but this plan was abandoned when they came up against the foundations of the Palace of Westminster. Instead Thomas Percy managed to acquire a cellar within the Parliament buildings directly under the House of Lords. Fawkes – posing as Percy's manservant and using the name John Johnson – was installed as caretaker. Here the plotters eventually stacked 36 barrels of gunpowder. They ferried the barrels across the River Thames at night, and hid them under firewood.

Delays in the opening of Parliament and the rising costs incurred by the plotters, who were storing arms at various points around the country for use in the revolt they were planning to lead following the death of the King, led to

more people being brought into the conspiracy. All these were close to the original conspirators, most of them being related.

It is believed that it was one of these people – Francis Tresham – who wrote a letter which was delivered to his brother-in-law Lord Monteagle on October 26th, 1605. The letter warned Monteagle not to attend the opening of Parliament. Monteagle immediately took the letter to King James' Secretary of State Robert Cecil.

Despite becoming aware of the existence of the letter, the plotters continued with their plans, sure the authorities remained unaware of the details of the scheme. Guy Fawkes spent the day before the opening of Parliament – scheduled for November 5th – in the cellar containing the gunpowder. A slow burning fuse was in position. Fawkes was to light it and then escape to the continent.

On the night of November 4th, however, searches were made of the cellars beneath the Houses of Parliament. During the first search of the cellar in which Fawkes was holed up it was noticed it contained a suspiciously large amount of firewood. At around midnight a magistrate accompanied by soldiers returned and overpowered Fawkes. The gunpowder was discovered and Fawkes was arrested and taken before the King for questioning.

Despite being tortured he kept up the pretence that he was John Johnson, the servant of Thomas Percy. Government spies had, however, already linked him to Catesby and the other conspirators.

Catesby and most of the others had fled London for the Midlands. They and their sympathisers – around 60 in total – finally arrived at Holbeche House on the Staffordshire/Warwickshire border on November 7th. The following day the house was surrounded by a force led by the Sheriff of Worcester. In the fighting that followed, Catesby, Wright and Percy were killed and the other plotters arrested. They were tried and convicted as traitors at the end of January 1606 and were summarily executed. Guy Fawkes and Thomas Wintour, along with two other conspirators, were put to death in the Old Palace Yard at Westminster.

Francis Tresham, believed to have been the author of the letter which alerted the authorities to the Gunpowder Plot, had been taken to the Tower of London following his arrest. It is recorded that he died there in December 1605, possibly as a result of poisoning, though some historians believe he was allowed to escape.

On November 5th, 1606, people in London lit bonfires to mark the anniversary of the foiling of the plot to kill the King, beginning a tradition which has survived right through to the present day.

Another tradition also survives. As part of the ritual at the State Opening of Parliament each year, the Yeoman of the Guards, complete with their Tudor uniforms and armed with pikes, carry out a search of the buildings.

(The Monteaale Letter, now kept in the Public Records Office:

“My lord, out of the love I bear to some of your friends, I have a care for your preservation. Therefore I would advise you, as you tender your life, to devise some excuse to shift of your attendance of this Parliament, for God and man hath concurred to punish the wickedness of this time. And think not slightly of this advertisement but retire yourself into your country, where you may expect the event in safety, for though there be no appearance of any stir, yet I say they shall receive a terrible blow, the Parliament, and yet they shall not see who hurts them. This counsel is not to be contemned, because it may do you good and can do you no harm, for the danger is past as soon as you have burnt the letter: and I hope God will give you the grace to make good use of it, to whose holy protection I commend you.”)

Some possible website links:

www.gunpowder-plot.org (the website of a society devoted to the study of the Gunpowder Plot).

www.bbc.co.uk/history/british/civil_war_revolution/gunpowder_haynes_01.shtml

www.parliament.uk/documents/upload/g08.pdf

www.direct.gov.uk/fireworks

Teachers' background notes: Firework Festivals around the world, and Fireworks and the Law

Fireworks have been used in festivals and celebrations around the world for many years.

The following background information will help you when planning lessons.

Also included here is a brief summary of fireworks and the law.

The history of fireworks

Firework manufacture probably started in China in the 9th Century. Bamboo shoots were filled with gunpowder and then exploded at New Year. There is more information about how the Chinese New Year is celebrated today in this insert.

It is thought that the first fireworks arrived in Europe in the 1300s. They were brought back by travellers – including the Crusaders – who had been to the East.

Fireworks are used around the world to commemorate events and as part of festivals and celebrations. These are some of the most popular today.

Bonfire Night (November 5th)

In England, Scotland and Wales fireworks are used to celebrate the anniversary of Guy Fawkes failed attempt to blow up Parliament.

Diwali – the festival of lights

Diwali has been celebrated by Hindus around the world for thousands of years. It starts on Amavasya. This is the 15th day of the month of Ashwin, which is in either October or November. Diwali means 'row of lights' and the festival lasts for five days. Each day has its own significance with a number of myths, legends and beliefs. Traditionally, rows of little lights are lit in houses to welcome Lakshmi, the Goddess of Wealth and Prosperity and to drive out evil. Fireworks are lit as part of the celebrations.

You can find out more about Diwali by visiting:

www.reachgujarat.com/diwali.htm

The Chinese New Year

The Chinese New Year is celebrated in the middle of February. Preparations start in January when people buy special food and presents, just like at Christmas.

Houses are cleaned from top to bottom and doors and window frames are often painted red. On Chinese New Years Eve people have a special meal and often wear red cloths to ward off evil spirits. At midnight fireworks are let off in celebration and people visit family and friends with New Year greetings. The end of the New Year is celebrated by the Festival of Lanterns with singing, dancing and lantern shows.

National Festivals

Other countries have their national equivalents of Bonfire Night. These include:

France – Bastille Day. This is on July 14th and celebrates the storming of the Bastille (prison) during the French Revolution in 1789. French people have parties, parade and firework displays.

America – Independence Day is celebrated on July 4th with fireworks and parties. It commemorates the Declaration of Independence from Great Britain made by the United States of America in 1776. There's lots of information about this at www.ushistory.org

Canada Day – July 1st. The annual World Fireworks Championship is held in Canada on July 1st. Canada Day is one of Canada's most important holidays and it honours the day that the British colonies of New Brunswick, Nova Scotia and the province of Canada became united as one country called the Dominion of Canada.

Fireworks and the Law

Recent years have seen a number of changes in the law surrounding the sale and use of fireworks. These changes are summarised below.

Fireworks curfew

There is a curfew on firework use between 11pm and 7am (in line with the Noise Act), with the exception of the following nights where the curfew will vary:

November 5th – until midnight

New Years Eve – 1am on the following day

Chinese New Year – 1am on the following day

Diwali – 1am on the following day

Fireworks and the under 18s

Under 18s are not permitted to buy fireworks or to possess them in a public place

Retailers' responsibilities

- as with alcohol sales, retailers are responsible for ensuring they do not sell to under 18s
- retailers must not split retail boxes of fireworks
- retailers wishing to sell fireworks all year round must be licensed

The following fireworks must not be supplied to the general public

- Aerial wheels
- Bangers, flash bangers or double bangers.
- Jumping Crackers.
- Jumping ground spinners.
- Spinners.
- Mini rockets.
- Shot tubes – previously known as air bombs.
- Shot tubes – previously known as shell - in - mortar.
- A battery containing bangers, flash bangers or double bangers.
- A combination (other than a wheel) which contains one or more bangers, flash bangers or double bangers.
- All Category 4 fireworks.

Teachers' planning notes: Remember Remember teaching objectives

Year 1 – term 1:

Text level 6: to recite stories and rhymes with predictable and repeated patterns.

Text level 9: to write about events in personal experience linked to a familiar incident.

Text level 10: to use rhymes and patterned stories as models for their own writing.

Text level work – reading and discussion

- Discuss how a poem is different from a story.
 - Consider the layout of this poem.
 - Learn and recite the poem.
 - Consider the rhyming words and their position in this poem.
 - Consider the rhythm of the words in this poem.
-

Year 2 – term 1:

Text level 7: to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns and forms of presentation).

Text level 12: to use simple poetry structures and to substitute own ideas, write new lines.

Text level work – writing

Provide a writing frame to enable the children to write their own poem using this structure.

or:

Write a second verse to this poem, beginning with the couplet:

Please to remember
The fifth of November.

Word level work – phonics, spelling and vocabulary

- Discuss vocabulary – consider the meaning of ‘treason’ and ‘plot’ in particular.
- Look for the vowel phoneme ‘ea’ in the poem, underline the words; then think of others and make a list.
- Discuss other vowel phonemes with the same sound – ‘ee’; ‘e’.

Curricular links

- Tell the story of Guy Fawkes in a history lesson; discuss why we celebrate November 5th.
- In an art lesson use a variety of media to represent fireworks of different kinds; put them together to make a whole class collage.
- Use a PE/dance lesson to consider movement like fireworks: jumping, twisting, turning; spinning, rising, falling etc

Teachers' planning notes: Bonfire Night teaching objectives

Year 1 – term 1:

Text level 6: to recite stories and rhymes with predictable and repeating patterns.

Text level 9: to write about events in personal experience linked to a familiar incident.

Text level 10: to use rhymes and patterned stories as models for their own writing.

Text level work – reading and discussion

- Discuss how this poem is different from the first one.
- Consider the layout of this poem.
- Discuss the meaning of the phrases:

‘Raining showers of gold’

‘As it scattered stars of gold’

Why do the children think the poet used them?

Can the children think of other phrases to describe fireworks they have seen, like rockets or Roman candles?

Sentence level work – grammar

- Discuss how the poet uses questions in this poem.
 - Get the children to provide answers to the questions posed by the poet.
 - Cover the words at the end of the lines so that children use context and rhymes to identify missing words.
-

Year 2 – term 1:

Text level 7: to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns and forms of presentation).

Text level 12: to use simple poetry structures and to substitute own ideas, write new lines.

Text level work – writing

Brainstorm words to describe the sounds and sights of bonfire night using all their senses.

Provide a writing frame to enable the children to write their own poem using their ideas.

Did you hear a...

Did you smell a...

Did you see a...

Did you taste a...

Did you touch a...

Word level work – phonics, spelling and vocabulary

- Discuss vocabulary – consider the meaning of ‘crackle’, ‘clutch’.
- Read the poem and ask the children to put up their hands when they hear the long vowel phoneme ‘ie’ as in: night; sky; time; guy.
- Can the children think of other words which have the long vowel phoneme ‘ie’?

Curricular links

- Tell the story of Guy Fawkes in a history lesson; discuss why we celebrate November 5th.
- In an art lesson use a variety of media to represent fireworks of different kinds; put them together to make a whole class collage.
- Use a PE/dance lesson to consider movement like fireworks: jumping, twisting, turning; spinning, rising, falling etc. identify missing words.

Teachers' planning notes: Gunpowder Plot teaching objectives

Year 1 – term 1:

Text level 1: to reinforce and apply their word level skills through shared and guided reading.

Text level 3: to notice the difference between spoken and written forms through re-telling known stories.

Text level 7: re-enact stories in a variety of ways, e.g. through role-play.

Text level work – reading and discussion

- Read each part of the story on different days.
 - After the first part, ask children to predict how the story will end.
 - On the second day ask the children to re-tell the first part of the story in their own words and then compare their re-telling with the actual text.
 - Discuss a timeline for the story with the children.
 - Use role play e.g. hotseating for Guy Fawkes.
-

Sentence level work – grammar

- Revise capitalisation and discuss different uses in the text.
 - Discuss how speech could be used in the text, for example as the plotters make their plan and how speech marks would be used to show what each one said.
-

Year 2 – term 1:

Text level 1: to reinforce and apply their word level skills through shared and guided reading.

Text level 4: to understand time and sequential relationships in stories.

Text level 5: to identify and discuss reasons for events in stories linked to plot.

Text level 11: to use language of time to structure a sequence of events.

Sentence level 5: to revise knowledge about other uses of capitalisation.

Word level 3: the common spelling patterns for vowel phonemes.

Text level work – writing

- Ask children to tell the story sequentially as a comic strip and add captions.
- Ask the children to write a part of the story from the point of view of Guy Fawkes – for example when he agrees to help the plotters, or when he sets off to light the fuse.
- Provide the main events of the story on strips of card. Sequence the events with the children. Re-write the events with sequential words like after, during, before, then, next, meanwhile.

Word level work – phonics, spelling and vocabulary

- Discuss vocabulary: plotters; fuse; Houses of Parliament; betrayed; fuse.
- Teach children to recognise that the sound ‘ow’ can be spelt as ‘ou’ or ‘ow’ – as in house and gunpowder.

Curricular links

In history consider the chronology of the story of the Gunpowder Plot; make a timeline. Investigate how bonfire celebrations have changed – get children to interview their parents/grandparents about what they used to do on bonfire night; record them on a tape recorder as oral history. Consider Diwali and other firework celebrations.

Teachers' planning notes: Firework Safety Poster teaching objectives

Year 1 – term 1:

TL12: to read and use captions.

TL13: to read and follow simple instructions.

TL16: to write and draw simple instructions.

Text level work – reading and discussion

- Read the instructions together.
 - Look at the type of writing on the poster – talk about the words used and the way it is organised – e.g. why are some words written differently?
 - List the words which are written differently.
-

Sentence level work – grammar

Consider use of direct language –

- Ask the children to design their own poster using simple direct language.
 - Use speech marks or speech bubbles.
 - Draw cartoon pictures to accompany one instruction.
 - Add caption using speech marks or speech bubbles.
-

Year 2 – term 1:

Text level 13: to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something.

Text level 14: to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language.

Text level 15: to write simple instructions.

Text level 18: to use appropriate register in writing instructions.

Text level work – writing

Look at the poster together

- Discuss the sequence of the instructions and the use of direct language.
- Re-write the poster together, thinking about:
 - Is there a better sequence for the instructions?
 - Can the instructions be simplified for younger children?

Word level work – phonics, spelling and vocabulary

- Discuss different spelling patterns for vowel phoneme – 'ie.'
- Identify long vowel phoneme 'ie' in the text: e.g. light, fireworks, frighten.
- Firework is a compound word – ask the children to think about other compound words with fire in them.

Curricular links

- Art – consider poster designs.
- Information and communications technology – investigate different fonts – e.g. to highlight words on a poster.

Remember, remember

Please to remember

The fifth of November

Gunpowder treason and plot.

We know no reason

Why gunpowder treason

Should ever be forgot.

Bonfire Night

In the night-time darkness,
In the night-time cold,
Did you spot a catherine wheel
Raining showers of gold?
Did you watch a rocket
Go zoom into the sky?
And hear a bonfire crackle
As the sparks lit up the guy?
In the night-time darkness,
In the night-time cold,
Did you clutch a sparkler
As it scattered stars of gold?

Irene Yates

Guy Fawkes and The Gunpowder Plot

Four hundred years ago the King of England was called James. He was a protestant. King James said that Catholics had to stop saying their own prayers in their own churches. If they did not stop they had to pay a fine.

All the Catholics were very angry with the King. Some of them made a plan to get rid of him. The man who thought up this plan was called Robert Catesby. He found some friends to help him.

The King and his most important men met in the Houses of Parliament in London. Robert Catesby thought they could get rid of the King if they blew up the Houses of Parliament. He hoped that a new King would be kinder to the Catholics.

First they needed somebody who knew about gunpowder. Guy Fawkes was a soldier and he knew a lot about gunpowder. He was a Catholic and he agreed to help them.

The plotters rented a cellar underneath the Houses of Parliament. They secretly got some barrels of gunpowder and put them in the cellar.

The plotters found out the day when the King was next going to visit Parliament. It was on November the 5th. That day Guy Fawkes set off to the house where the gunpowder was hidden to light the fuse. While he was waiting in the cellar the soldiers came and arrested him. He had been betrayed. The soldiers captured all the plotters. They were hanged.

King James was very frightened and he wanted to make sure that no one forgot about his narrow escape. He said everyone should light a bonfire on November 5th and say special prayers so they would not forget the gunpowder plot.

We still remember Guy Fawkes in this way. Each year we light bonfires and burn a pretend Guy and we set off fireworks to remind us of the plot to kill King James.

Follow Ben for a safe fireworks night

Fireworks will scare your pets, so keep them safely indoors.

Never give sparklers to a child under five.

If you are given a sparkler, always wear gloves. Always hold sparklers at arm's length and only hold one at a time.

When you are watching fireworks, always stand well back.

Only adults should handle and light fireworks.

Never go near a firework when it has been lit. Even if it hasn't gone off, it could still explode.

When a sparkler goes out, **DON'T TOUCH IT**. It could still burn you, so put it in a bucket of water, hot end down.

You have to be **18 years old** before you are allowed to buy fireworks in the shops.

Never play with fireworks. They are dangerous and can hurt you.

Ben loves fireworks night. To make sure he stays safe every year, he follows the **Firework Code**.

www.direct.gov.uk/fireworks

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