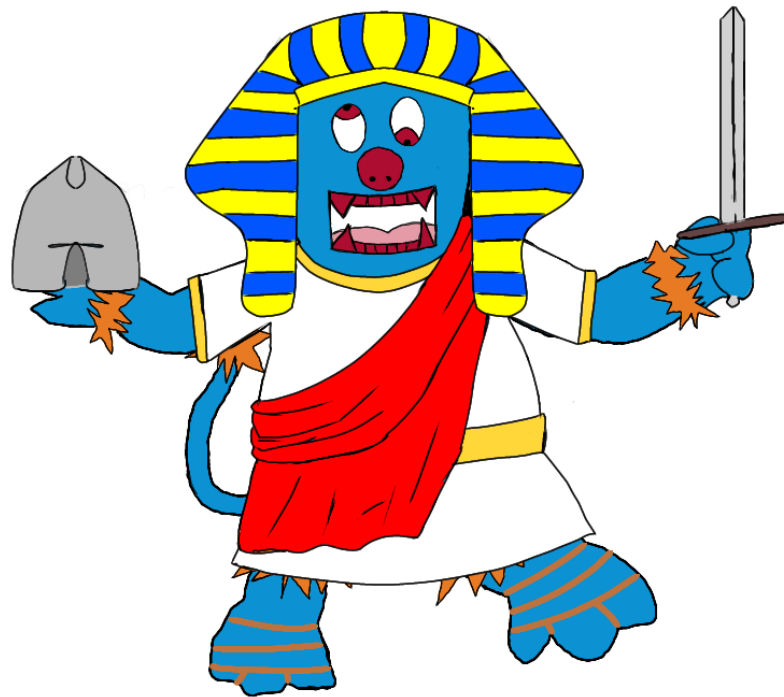


History Intention Map

Upper Key Stage Two



Placing learning at the heart of everything we do.



Upper KS2 Intention Map 2021 - 2022



Learning Intentions

1. Study a feature of a past civilisation or society.
2. Create an in-depth study of an aspect of British history beyond 1066.
3. Sequence and make connections between periods of world history on a timeline.
4. Explain why an aspect of world history is significant.
5. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
6. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
7. Articulate and organise important information and detailed historical accounts using topic related vocabulary.



Peasants, Princes and Pestilence

Knowledge Intentions

1. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
2. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.
3. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1900 BC and the ancient Egyptians from 3100 BC to 332 BC.
4. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.
5. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.
6. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
7. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

End product – Be able to create a comparison showing how the black death affected those of rich or poor backgrounds, thinking carefully about what it meant to be a peasant.

On the UKS2 Timeline



King Edward I



King Edward II

King Edward III



King Richard III





Learning Intentions

1. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
2. Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
3. Describe and explain the significance of a leader or monarch.
4. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.
5. Debate the significance of a historical person, event, discovery or invention in British history. (Hi2/2.1)
6. Articulate and present a clear, chronological world history narrative within and across historical periods studied.
7. Present a detailed historical narrative about a significant global event.
8. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

A Childs War

Knowledge Intentions

1. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
2. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
3. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.
4. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.
5. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
6. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
7. Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
8. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

End product – Be able to reflect upon the life of an Evacuee. Create a report displaying the findings of a historical study, thinking about housing, food, equipment and clothing.

On the UKS2 Timeline

Anne Frank



Oscar Schindler



Operation Pied Piper



Learning Intentions

1. *Compare and contrast an aspect of history across two or more periods studied.*
2. *Create an in-depth study of an aspect of British history beyond 1066.*

Time Traveller

Knowledge Intentions

1. *Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.*
2. *Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.*

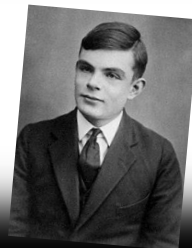
End product – Study an inspirational figure. Explain how different cultural, economic, military, political, religious and social influences might have affected how they grew up and what they came to do in later life.

On the LKS2 Timeline



Princess Diana

Alan Turing



Sir Tom Moore

Lord Shaftsbury



***Emmeline
Pankhurst***



Lower KS2 Intention Map 2022 - 2023



Learning Intentions

1. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
2. Use abstract terms to express historical ideas and information.

Hola Mexico



Knowledge Intentions

1. The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.
2. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

End product – Create a timeline showing how Mayan settlements started, developed and became a significant civilisation within America. Then, show how this civilisation began to decline and think about what the cause for this might have been.

On the LKS2 Timeline



***Pakal
the Great***



Tikal

***Chechen
Itza***



***Jasaw
Chan K'awiil***





Learning Intentions

1. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
2. Describe and explain the significance of a leader or monarch.
3. Frame historically valid questions about continuity and change and construct informed responses.
4. Create an in-depth study of an aspect of British history beyond 1066.
5. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.
6. Describe the causes and consequences of a significant event in history.
7. Debate the significance of a historical person, event, discovery or invention in British history.
8. Articulate and present a clear, chronological world history narrative within and across historical periods studied.
9. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
10. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
11. Use abstract terms to express historical ideas and information.
12. Ask perceptive questions to evaluate an artefact or historical source.

On the LKS2 Timeline

Queen Victoria



Revolution/ Fire Damp & Davy Lights



Knowledge Intentions

1. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
2. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.
3. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.
4. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.
5. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. or political beliefs.
6. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
7. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
8. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
9. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
10. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
11. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

End product – Put yourself into the shoes of a Victorian. Create a speech to explain what it was like to live under the rule of the monarch, Queen Victoria. Include links to significant events within the Victorian Era.





Learning Intentions

1. Describe some of the greatest achievements of mankind and explain why they are important.
2. Debate the significance of a historical person, event, discovery or invention in British history.
3. Articulate and present a clear, chronological world history narrative within and across historical periods studied.
4. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.



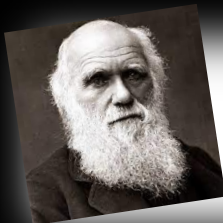
Darwin

Knowledge Intentions

1. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.
2. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration
3. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
4. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.

End Product – In groups, work together to research and find evidence of human evolution, supporting Charles Darwin's theory. Children to think critically about their sources of information.

On the LKS2 Timeline

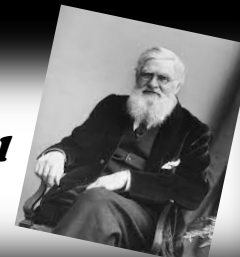


Charles Darwin

James Hutton



**Alfred Russel
Wallace**





Checklist



History

National Curriculum Programme of Study

	2020 - 2021	2021 - 2022
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	T2,	
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	T4,	
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	T4,	T6,
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses	T2, T4,	T1, T4, T6,
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	T2, T4,	T1, T4, T6,
gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	T2, T4,	T6,
Pre-Roman Britain		
Hi2/1.1 Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. <i>This could include:</i> <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture.</i>	Covered LKS2 – T2	
Roman Britain		
Hi2/1.2 Pupils should be taught about the Roman empire and its impact on Britain. <i>This could include:</i> <i>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</i>		Covered LKS2 – T2
Anglo-Saxons & Scots		
Hi2/1.3 Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. <i>This could include:</i> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Scots invasions from Ireland to north Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion – Canterbury, Iona and Lindisfarne.</i>		Covered LKS2 – T4



History

National Curriculum Programme of Study

2020 - 2021

2021 - 2022

Anglo-Saxons & Vikings

Hi2/1.4 Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066.

Covered LKS2 – T4, T6

Local History

Hi2/2.1 Pupils should be taught about an aspect of local history.

For example:

depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Covered UKS2 – T2, T4, T5

Covered LKS2 – T1, T6

Extended chronological study

Hi2/2.2 Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

For example:

The changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain.

Covered UKS2 – T2, T5,

Covered UKS2 – T2,

Ancient Civilizations

Hi2/2.3 Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China.

Covered UKS2 – T4

Ancient Greece

Hi2/2.4 Pupils should be taught a study of Greek life and achievements and their influence on the western world.

Covered LKS2 – T4

Non-European Study

Hi2/2.5 Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; or Benin (West Africa) c. AD 900-130

Covered UKS2 – T4

	KS2 YEAR A 2020 - 2021						KS2 Year B 2021 - 2022					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pre-Roman Britain												
Roman Britain												
Anglo-Saxons & Scots												
Anglo-Saxons & Vikings												
Local History												
Extended Chronological												
Ancient Civilisation												
Ancient Greece												
Non-European Study												

