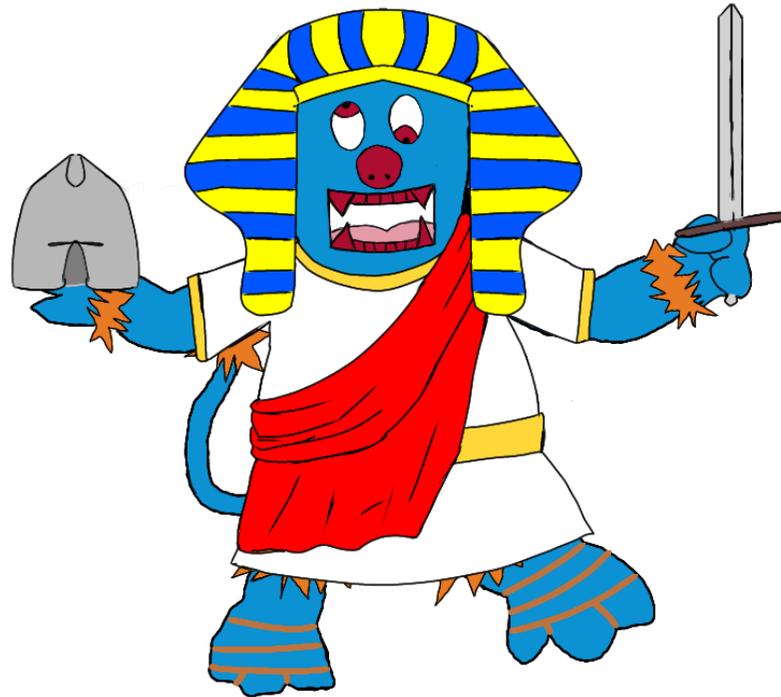


History Intention Map

Lower Key Stage Two



Placing learning at the heart of everything we do.



Lower KS2 Intention Map 2021 - 2022



Learning Intentions

1. Explain the similarities and differences between two periods of history.
2. Describe the everyday lives of people from past historical periods.
3. Describe the roles of tribal communities and explain how this influenced everyday life.
4. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age., Describe ways in which human invention and ingenuity have changed how people live.
5. Sequence dates and information from several historical periods on a timeline.
6. Explain the cause and effect of a significant historical event.
7. Make choices about the best ways to present historical accounts and information.
8. Make deductions and draw conclusions about the reliability of a historical source or artefact.

On the LKS2 Timeline



Stonehenge

Tribal Tales



Knowledge Intentions

1. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth, the accumulation of power and wealth and the development of technology.
2. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient, and religion was an important part of life.
3. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.
4. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land., Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.
5. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.
6. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
7. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.
8. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

End product – Be able to present information showing how Britain changed from the Stone Age to the Iron Age, debating the positives and negatives from each time period.



Learning Intentions

1. Describe the achievements and influence of the ancient Greeks on the wider world.
2. Summarise how an aspect of British or world history has changed over time.
3. Explain the cause and effect of a significant historical event.
4. Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.
5. Make choices about the best ways to present historical accounts and information.
6. Make deductions and draw conclusions about the reliability of a historical source or artefact.

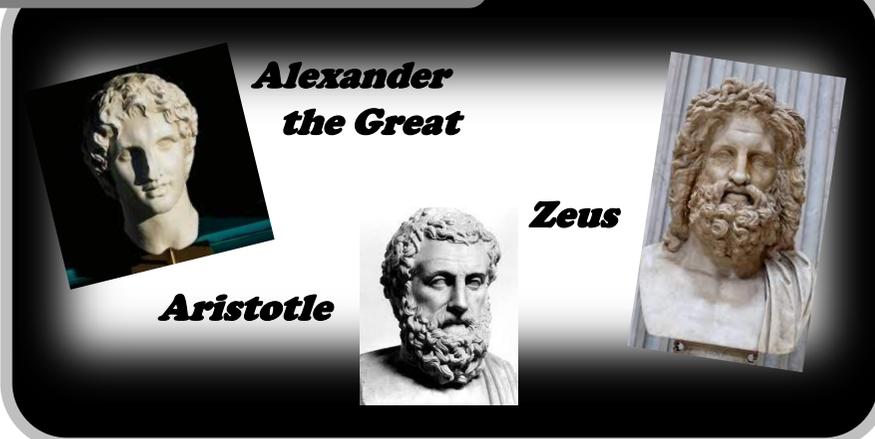
Gods and Mortals

Knowledge Intentions

1. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.
2. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
3. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
4. Historically valid questions relate to aspects such as time and chronology; continuity and change; comparing and contrasting or cause and consequence.
5. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.
6. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

End product – Be able to explain how the achievements of the Greek civilization has impacted the wider world, shown through research from a selection of sources.

On the LKS2 Timeline





Lower KS2 Intention Map 2022 - 2023



Learning Intentions

1. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
2. Explain the cause and consequence of invasion and migration by the Romans into Britain.
3. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.
4. Sequence significant dates about events within a historical time period on historical timelines.
5. Construct a profile of a significant leader using a range of historical sources.
6. Present a thoughtful selection of relevant information in a historical report or in-depth study.
7. Use more complex historical terms to explain and present historical information.
8. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.



I am Warrior

Knowledge Intentions

1. *The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.*
2. *The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.*
3. *Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.*
4. *Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.*
5. *A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.*
6. *Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.*
7. *Historical terms include abstract nouns, such as invasion and monarchy.*
8. *Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.*

On the LKS2 Timeline



Julius Ceasar

Boudicca





Learning Intentions

1. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.
2. Explain the cause, consequence and impact of invasion and settlement in Britain.
3. Sequence significant dates about events within a historical time period on historical timelines.
4. Construct a profile of a significant leader using a range of historical sources.
5. Present a thoughtful selection of relevant information in a historical report or in-depth study.
6. Use more complex historical terms to explain and present historical information.
7. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.



Traders & Raiders

Knowledge Intentions

1. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.)
2. Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.
3. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia
4. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.
5. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
6. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
7. Historical terms include abstract nouns, such as invasion and monarchy.
8. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

On the LKS2 Timeline



King Arthur



Alfred the Great

End result – In two groups, argue and debate why invasion is a key part of Viking and Anglo-Saxon history, discussing the reasons for invading and the impact of invasion on the other team.



Learning Intentions

1. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.
2. Sequence significant dates about events within a historical time period on historical timelines.
3. Explain in detail the multiple causes and effects of a significant historical event.
4. Construct a profile of a significant leader using a range of historical sources.
5. Present a thoughtful selection of relevant information in a historical report or in-depth study.
6. Use more complex historical terms to explain and present historical information.

On the LKS2 Timeline



William the Conqueror



King Harold II



The Bayeux Tapestry



1066

Knowledge Intentions

1. 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.
2. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
3. Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.
4. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.
5. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.
6. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
7. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
8. Historical terms include abstract nouns, such as invasion and monarchy.
9. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.

End result – Create an illustrated timeline of the events of the battle of Hastings.





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												

