

History Intention Map

Upper Key Stage Two



Intention Map 2024 - 2025

Placing learning at the heart of everything we do.



Revolution/ Firedamp and Davy Lights

Learning Intentions

Week 1	<p><i>Who were the Victorians?</i></p> <ul style="list-style-type: none"> Explore a range of artefacts from the Victorian Era and predict what they were and what they were used for. In groups, use historical sources to research facts about the Victorians.
Week 2	<p><i>What was life like in a Victorian classroom?</i></p> <ul style="list-style-type: none"> Imagine the classroom was in the Victorian Era. What would be different? Act out a day in the classroom of a Victorian child.
Week 3	<p><i>What was the difference between a Rich and Poor child?</i></p> <ul style="list-style-type: none"> Explore historical sources to find out what life was like for a rich and poor child in the Victorian Era.
Week 4	<p><i>Who was Queen Victoria?</i></p> <ul style="list-style-type: none"> Look at photos of Queen Victoria. Predict what her childhood/life was like through her pictures. Order events from her life along a timeline.
Week 5	<p><i>What did the Victorian's invent?</i></p> <ul style="list-style-type: none"> Look at pictures of Victorian inventions. Explore whether the children know what they are and do we use them today. Evaluate whether these inventions were useful in the future.
Week 6	<p><i>What was the Victorian's impact on future life?</i></p> <ul style="list-style-type: none"> Recall facts learned over the term. Evaluate whether the Victorian's made a positive or negative impact.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Understand that the Victorians lived under the rule of Queen Victoria. There were many new inventions. This was the time of the industrial revolution. Steel and steam power were changing the cities. Cities were overcrowded, causing slums to appear. Understand that the main religion was Christianity.
Week 2	<ul style="list-style-type: none"> Understand that there would have been different punishments, the daily routine would have been different, they would have had different working tools e.g. slates.
Week 3	<ul style="list-style-type: none"> Understand that there was a difference between children living in poverty and the wealthy class. Explore food, toys, clothes. Understand that some children had to go to work in workhouses and the conditions were poor.
Week 4	<ul style="list-style-type: none"> Know Victoria was Queen when she was eighteen. She was queen for sixty-four years. She was the only child of Prince Edward. Queen Victoria had nine children.
Week 5	<ul style="list-style-type: none"> Understand that Victorians created some key inventions, such as the first transatlantic steamship by Isambard Kingdom Brunel (1837), the first sewing machine by Isaac Singer (1851), the use of antiseptic by Joseph Lister (1867), the first telephone call by Alexander Graham Bell (1876), the incandescent light bulb by Thomas Edison (1878), the first motor car by Karl Benz (1885) and the first disposable razor by King Camp Gillette (1901).
Week 6	<ul style="list-style-type: none"> Make links between all prior knowledge. Be able to explain that some of the inventions were positive. Be able to evaluate that some of the crime punishments have changed.

Timeline

Queen Victoria



Assessment

Create a speech explain what life was like as a Victorian child.

National Curriculum

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.**
- The achievements of the earliest civilizations.
- Ancient Greece.
- A non-European society that provides contrasts with British history.



Frozen Kingdom

Learning Intentions

Week 1	Who was Robert Falcon Scott? <ul style="list-style-type: none"> Research information about Robert Falcon Scott.
Week 2	What was it like to be an Arctic explorer? <ul style="list-style-type: none"> Research what it was like to be in Robert Scott's team to the South pole. Imagine a day in the life. Think about food, clothing, travel.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know Robert Falcon Scott was a famous explorer who led two expeditions to Antarctica. The first expedition did not reach the South Pole and it was treacherous. In his second journey, he reached the South Pole, however, Amundson beat him there.
Week 2	<ul style="list-style-type: none"> Recognise that the conditions in Antarctica. They used sledges pulled by dogs and used pickaxes to clear a path. They carried all of their belonging each day and set up camp at night. They had limited food and no heating.

Timeline

Robert Falcon Scott



Assessment

Retell the events from the life of Robert Falcon Scott.

National Curriculum

- *Changes in Britain from the Stone Age to the Iron Age*
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- *Britain's settlement by Anglo-Saxons and Scots.*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.*
- *A local history study.*
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- *Ancient Greece.*
- *A non-European society that provides contrasts with British history.*



Hola Mexico (Mayans)

Learning Intentions

Week 1	<p>Who were the Mayan's?</p> <ul style="list-style-type: none"> Explore a range of artefacts and historical sources to find out about the Maya people. Identify where the Mayans came from. Think about a day in the life of a Mayan.
Week 2	<p>What were the religious beliefs of the Maya people?</p> <ul style="list-style-type: none"> Research what the Maya people believed in and how they followed their religion.
Week 3	<p>Who was Pakal the Great?</p> <ul style="list-style-type: none"> Use historical sources to identify who K'inich Janaab Pakal was and why he was a famous leader.
Week 4	<p>How was the Mayan government system run?</p> <ul style="list-style-type: none"> Use historical sources to discover how the Maya civilization was lead and which families had power.
Week 5	<p>What are the similarities and differences between the Maya Civilisation and present Britain?</p> <ul style="list-style-type: none"> Explore different aspects of the Mayan culture. Compare past and present life.
Week 6	<p>What do you know about the Mayans?</p> <ul style="list-style-type: none"> Create an information book showing information about the Maya Civilization. Include information about politics, religion and lifestyle.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Identify that the Mayans lived in and around Mexico. The civilization starter in 2000BC and was at its strongest in 300BC. Appreciate the achievements of the Mayan's e.g. they built large cities and pyramids of stones without tools.
Week 2	<ul style="list-style-type: none"> Identify that the Mayan's believed in many different gods. Be able to name some of these gods.
Week 3	<ul style="list-style-type: none"> Recognise that Pakal was one the rulers of a Mayan city. Pakal ruled for 68 years. He built larger palaces and bigger monuments. It was believed that the rulers needed to keep the gods happy, so they offered sacrifices and held parades.
Week 4	<ul style="list-style-type: none"> Identify that families with larger armies had more power. Women were able to rule as well as men. Cities were joined to create bigger armies and pool resources. The government was made up of retired warriors and elders. Punishments involved cutting hair and selling a person's belongings.
Week 5	<ul style="list-style-type: none"> Understand that they had their own alphabet and number systems. There were 18 months in a year and 20 days in a month. Their homes were made of stone and mud. Make comparisons between housing, food and calendars.
Week 6	<ul style="list-style-type: none"> Recall facts about an ancient civilization. Be able to think critically about this period and whether they had a positive or negative impact.

Timeline



Chechen Itza

Pakal the Great



Assessment

Display information explaining who the Mayans were and what they achieved in their civilisation.

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Darwin

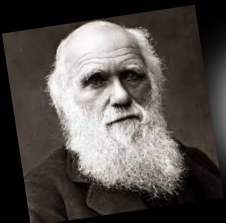
Learning Intentions

Week 1	Which creatures are from the past? <ul style="list-style-type: none"> Sort creatures into extinct and alive, linking to the idea of past and present.
Week 2	Who was Charles Darwin? <ul style="list-style-type: none"> Gather information about a significant person. Research and sequence the life of Charles Darwin.
Week 3	What was Charles Darwin's legacy? <ul style="list-style-type: none"> Evaluate the impact of Charles Darwin on future generations.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Identify the dodo, woolly mammoth, quagga, Tasmanian tiger and atlas bear as all extinct animals as they are in the past and are no longer alive now.
Week 2	<ul style="list-style-type: none"> Find out that he was born in 1809 in Shrewsbury, Shropshire, Darwin was fascinated by the natural world from a young age. Growing up he was an avid reader of nature books and devoted his spare time to exploring the fields and woodlands around his home, collecting plants and insects. In 1831 Darwin accepted an offer to embark on a five-year voyage aboard HMS Beagle. Darwin explored remote regions and marvelled at a world so different from the one he knew. He encountered birds with bright blue feet, sharks with T-shaped heads and giant tortoises. On his travels Darwin collected plants, animals and fossils, and took copious field notes. These collections and records provided the evidence he needed to develop his remarkable theory.
Week 3	<ul style="list-style-type: none"> Identify that He and his fellow pioneers in the field of biology gave us insight into the fantastic diversity of life on Earth and its origins, including our own as a species. To this day the theory of evolution by natural selection is accepted by the scientific community as the best evidence-based explanation for the diversity and complexity of life on Earth.

Timeline



Charles Darwin

Assessment

Present information about Charles Darwin, explaining how his discoveries were important for the future.

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