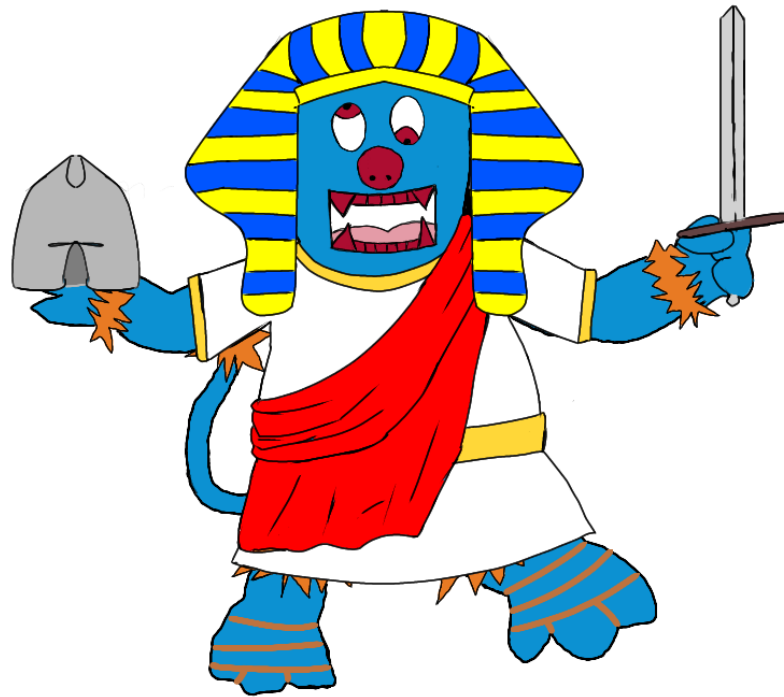


# History Intention Map

## Key Stage One



**Placing learning at the heart of everything we do.**



## KS1 Intention Map 2021 - 2022



### Learning Intentions

1. Order information on a timeline.
2. Understand the term significant and explain why a significant individual is important.

On the KS1 Timeline

### Splendid Skies



**Amelia Earhart**

### Knowledge Intentions

1. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.
2. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

End product: to be able to create a narrative of the life of Amelia Earhart, demonstrating an understanding of what makes a significant person in history.

### Learning Intentions

1. Identify some key features of a significant historical event beyond living memory.
2. Understand the term significant and explain why a significant individual is important.

On the KS1 Timeline

### Dinosaur Planet



**Mary Anning**



### Knowledge Intentions

1. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.
2. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

End product: to be able to explain how dinosaurs became extinct through filming a news report, thinking about the impact on future.



## Learning Intentions

1. Describe and explain the importance of a significant individual's achievements on British history.
2. Sequence significant information in chronological order.
3. Use historical models to make judgements about significance and describe the impact of a significant historical individual.
4. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.



## Land Ahoy!

## Knowledge Intentions

1. Important individual achievements include great discoveries and actions that have helped many people.
2. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
3. Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
4. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.

End product: evidence of a study into several different explorers that travelled by sea and their impact on history.

## On the KS1 Timeline



***Grace Darling***



## Learning Intentions

1. Describe what it was like to live in a different period.
2. Describe the everyday lives of people in a period within or beyond living memory.
3. Sequence significant information in chronological order.
4. Use historical models to make judgements about significance and describe the impact of a significant historical individual.
5. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.
6. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.



## Towers, Tunnels and Turrets

## Knowledge Intentions



1. A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.
2. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.
3. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
4. Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
5. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.
6. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.

End product: evidence of a study into several different a range of different buildings and create a timeline showing how buildings and the material used have evolved.

## On the KS1 Timeline







## KS1 Intention Map 2022 - 2023



### Learning Intentions

1. Understand the term significant and explain why a significant individual is important.

### On the KS1 Timeline

### Superheroes



**Florence Nightingale**

### Knowledge Intentions

1. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

End product: to be able to create and answer a range of historically accurate questions about how Florence Nightingale, thinking about her impact on the future and the wider world.

### Learning Intentions

1. Describe changes within or beyond living memory.
2. Order information on a timeline.
3. Understand the term significant and explain why a significant individual is important.

### On the KS1 Timeline

### Moonzoom



**Neil Armstrong  
Buzz Aldrin**



**Tim Peake**

### Knowledge Intentions

1. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.
2. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.
3. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

End product: to be able to in a group, debate the importance of the first moon landing on the wider world. Make connections between previous space travel and how it might impact humans in the future.



## Learning Intentions

1. Identify similarities and differences between ways of life within or beyond living memory.
2. Describe an aspect of everyday life within or beyond living memory.
3. Describe changes within or beyond living memory.
4. Order information on a timeline.
5. Use a range of historical artefacts to find out about the past.



## Memory Box

## Knowledge Intentions

1. Identifying similarities and differences helps us to make comparisons between life now and in the past.
2. Aspects of everyday life include houses, jobs, objects, transport and entertainment.
3. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.
4. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.
5. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

End product: to be able to explore and analyse how aspects of life have changed over time. Make a comparison of either toys or transport.

## On the KS1 Timeline



**Queen Victoria  
Elizabeth II**



**Modern toys**



**Victorian toys**





## Learning Intentions

1. *Describe the everyday lives of people in a period within or beyond living memory.*
2. *Describe how an aspect of life has changed over time.*
3. *Describe, in simple terms, the importance of local events, people and places.*

## Street Detectives

## Knowledge Intentions

1. *Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.*
2. *Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.*
3. *Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.*

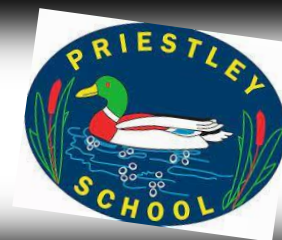
End product: evidence of research undertaken using a variety of different sources with regards to the history of the local area and the school.

## On the KS1 Timeline



***Joseph  
Priestley***

***Priestley  
Primary School***



**2020 - 2021****2021 - 2022**

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

**T3, T6**

**T2, T3,**

***T2, T3, T6***

**T2, T3,**

**$T1, T2, T3$**

**$T1, T2, T3$**

<b>Hi1/1.4</b>	significant historical events, people and places in their own locality
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$T_1, T_2, T_3, T_4$

**T2, T3,**

[illegible]