

# History Intention Map

## Upper Key Stage Two



Intention Map 2023 - 2024

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



## Learning Intentions

Week 1	<p>What was the Black Death?</p> <ul style="list-style-type: none"> <li>Identify the symptoms of the Black Death.</li> <li>Sequence from infection to death.</li> <li>Discuss whether infection always led to death.</li> </ul>
Week 2	<p>Where did the Black Death spread?</p> <ul style="list-style-type: none"> <li>Look at and plot how the Black Death spread throughout the world.</li> </ul>
Week 3	<p>Who were the Kings at this time?</p> <ul style="list-style-type: none"> <li>Research information about the Black Prince (King Edward III).</li> <li>Create a family tree around King Edward III.</li> </ul>
Week 4	<p>What was Flagellantism?</p> <ul style="list-style-type: none"> <li>Research and identify what Flagellantism was.</li> <li>Identify the negatives to this practice.</li> </ul>
Week 5	<p>What were the different social groups in 14<sup>th</sup> Century Britain?</p> <ul style="list-style-type: none"> <li>Study pictures from different social classes from this time.</li> <li>Find similarities and differences.</li> <li>Evaluate which class you would prefer to be in.</li> </ul>
Week 6	<p>What was it like being a peasant in the 14<sup>th</sup> Century?</p> <ul style="list-style-type: none"> <li>Research what life was like for a peasant.</li> <li>Discuss whether this would make them more susceptible to getting the Black Death.</li> </ul>



# Peasants, Princes and Pestilence



## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Know the symptoms of the Black Death e.g. boils, headaches, nose bleeds and vomiting.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Recognise that the Black Death started in Asia and then spread throughout Turkey, France, England and other countries in Europe.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Know who King Edward III was.</li> <li>Identify other family members e.g. Edward II, Richard III.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Know that Flagellantism is an extreme religious practice, linked to the Catholic church.</li> <li>Know that flagellants used whipping to repent.</li> <li>Know that this then spread the Black Death due to sharing of whips.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Know the difference between the classes at this time.</li> <li>Know the difference between how a king lived and how a merchant lived.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Know that peasants lived in poor conditions.</li> <li>Know that peasants did not own anything of their own.</li> </ul>

## Timeline

# King Edward III



## Assessment

Verbally debate how the Black Death impacted the poor and rich differently.

## 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.



## Learning Intentions

Week 1	<p>What was the Second World War?</p> <ul style="list-style-type: none"> <li>Explore a selection of artefacts linked to the Second World War.</li> <li>Ask historical questions and make conclusions from what they can see.</li> </ul>
Week 2	<p>What were the main events of the Second World War?</p> <ul style="list-style-type: none"> <li>Use historical sources to research key events in the Second World War.</li> <li>Sequence these events on a timeline.</li> </ul>
Week 3	<p>Who was Anne Frank?</p> <ul style="list-style-type: none"> <li>Use historical sources to research facts about Anne Frank.</li> <li>Examine why her story made her a significant person.</li> </ul>
Week 4	<p>What was it like to be evacuated?</p> <ul style="list-style-type: none"> <li>Research the life of an evacuee.</li> <li>Create a suitcase full of what they would need.</li> <li>Identify where an evacuee might have been sent.</li> <li>Act out a day in the life of an evacuee.</li> </ul>
Week 5	<p>Who was Winston Churchill?</p> <ul style="list-style-type: none"> <li>Research information about Winston Churchill.</li> <li>Identify why he was such an important figure during the Second World War.</li> <li>Show which countries were at war on a map.</li> </ul>
Week 6	<p>What were homes like during the war?</p> <ul style="list-style-type: none"> <li>Explore photographs of home during the Second World War.</li> <li>Identify similarities and differences between home then and now.</li> </ul>



## A Childs War



## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Explore ration books, coins, a gas mask, old toys and letters.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Identify key events e.g. the Blitz (Sep 1940 – May 1941), the evacuation of children (Sep 1939), food rationing (Jan 1940) and the death of Hitler (Apr 1945).</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Know why Anne Frank had to hide, how she stayed hidden and understand that she was betrayed.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Understand evacuees where sent from there home to rural areas because of bomb threats.</li> <li>Understand that evacuees could only take limited supplies.</li> <li>Identify differences between life for a child then and now.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Become familiar with famous quotes from Winston Churchill e.g. “We shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.”</li> <li>Identify how Winston Churchill helped steer Britain during the war.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Identify home may have had no specific bathroom and toilets were outside. To wash, there was a jug and basin. There was no tv and lighting would have been different.</li> </ul>

## Timeline



**Anne Frank**

**Sir Winston Churchill**



## Assessment

Create a report detailing the life of an evacuee.

Think carefully about the impact of the war for the children of this time.

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# Time Traveller (Indus Valley)

## Learning Intentions

<b>Week 1</b>	How have different parts of life changed over time? <ul style="list-style-type: none"> <li>Research how the telephone has changed since it was invented.</li> <li>Sequence the changes along a timeline.</li> <li>Children chose another aspect of modern life to study e.g. tv programmes, food, clothes, cars.</li> <li>Research how these have changed over time.</li> </ul>
<b>Week 2</b>	What was the Indus Valley? <ul style="list-style-type: none"> <li>Research information about the Indus Valley. Think about where it was, when the civilisation existed and what they believed in.</li> <li>Show where the Indus Valley spread too.</li> </ul>
<b>Week 3</b>	What was life like in the Indus Valley? <ul style="list-style-type: none"> <li>Use historical sources to research what daily life was like in the Indus Valley. Think about housing, food, jobs. Complete a day in the life.</li> </ul>
<b>Week 4</b>	What happened to the Indus Civilisation? <ul style="list-style-type: none"> <li>Find out why the Indus Civilization may have collapsed.</li> <li>Think critically about how each point would have affected the people who lived there.</li> </ul>
<b>Week 5</b>	What makes an inspirational person? <ul style="list-style-type: none"> <li>Work in groups to research important information about different inspirational figures e.g. Princess Diana, Sir Tom Moore, Alan Turing.</li> </ul>
<b>Week 6</b>	Does a person's background influence their future? <ul style="list-style-type: none"> <li>As a class, compare all of the significant figures. Group them depending on their backgrounds.</li> <li>Children to debate whether religion, money, politics influences each person's future movements.</li> </ul>

## Knowledge Intentions

<b>Week 1</b>	<ul style="list-style-type: none"> <li>Identify the inventor of the telephone – Alexander Graham Bell.</li> <li>Identify changes from the candlestick telephone to the current mobile phones.</li> <li>Identify how things change over time. Think about size, technology, speed, shape.</li> <li>Identify positives and negatives to the changes.</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>Know when the civilisation started and when it ended. Explore why rivers were so important. Understand it is believed that their religion was a mixture of Hinduism and Buddhism. Some symbols suggested they believed in a great mother and father figure. Remember to recap that this is what historians have suggested through research.</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Know it was hot, so people spent a lot of time outside. Homes were small; however, rich families may have had courtyards. Children were taught to make things and hunt. People would exchange their goods.</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Understand that some people have different beliefs about what happened.</li> <li>Identify trading began to fail, identify the city became overcrowded.</li> <li>Some historians believed there was a war, some historians believed that the river changed and flooded.</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Identify what their person did and why it was important. Think about what may have led them down that path.</li> <li>Identify different aspects of their person's life e.g. their economic background, their religious beliefs.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Identify that money may change a person's education or living style.</li> <li>Identify that religion may influence a person's lifestyle.</li> <li>Identify how social influences may influence a person's decisions.</li> </ul>

## Timeline



**Princess Diana**



**Sir Tom Moore**



**Alan Turing**

## Assessment

Choose between a selection of significant people and explore their life.

Identify and explain how they became inspirational.

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