

History Intention Map

Key Stage One



Intention Map 2024 - 2025

Placing learning at the heart of everything we do.



Superheroes



Learning Intentions

Week 1	Who is Florence Nightingale? <ul style="list-style-type: none"> Ask and answer questions about a significant person. Research facts about an important historical figure.
Week 2	Who is Mary Seacole? <ul style="list-style-type: none"> Ask and answer questions about a significant person. Research facts about an important historical figure.
Week 3	What is the difference between Florence Nightingale and Mary Seacole? <ul style="list-style-type: none"> Compare the lives of these two real life superheroes. Identify why they are both important and think about why they are different.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Explain who Florence Nightingale was and why she is an important historical figure. Know that Florence Nightingale trained to be a nurse and became head of a nursing group in London. She travel out to the war in Crimea to help. She found the hospitals had filthy conditions and this was cause people to die. She helped to make sure the hospitals were clean and that the soldiers were getting better care.
Week 2	<ul style="list-style-type: none"> Know that Mary Seacole was a nurse who helped heal wounded soldiers. She learned about healing from watching her mother. She wanted to help in the Crimean war, however, she was told no. She paid for the trip herself and built a hotel as a safe space for wounded soldiers.
Week 3	<ul style="list-style-type: none"> Identify that both women were nurses and helped heal soldiers. Identify they both came from different backgrounds. Know they both went to help in the Crimean war.

Timeline

Assessment

National Curriculum



Florence Nightingale



Mary Seacole

Identify why Florence Nightingale was a significant person from the past.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Significant historical events, people and places in their own locality



Moonzoom

Learning Intentions

Week 1	Who was Neil Armstrong? <ul style="list-style-type: none"> Investigate the significance of Neil Armstrong. Research facts about this significant person.
Week 2	Who was Helen Sharman? <ul style="list-style-type: none"> Find facts about Helen Sharman. Identify why she was a significant person.
Week 3	How has space travel changed over time? <ul style="list-style-type: none"> Order a series of events along a timeline to show space travel change. Design a poster showing what the children have learned about space. Children to verbally explain what they know about space now.
Week 4	What is Remembrance Day? <ul style="list-style-type: none"> Recap what they already know about Remembrance Day. Reflect on the events and remember why the day is important.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know Neil Armstrong was an astronaut. He was a pilot first. His first plane was called the tin goose. He said, 'One small step for man, one giant leap for mankind.'
Week 2	<ul style="list-style-type: none"> Know that Helen was an engineer in London. She heard an advert asking for the first Britain in space. She was selected and had to take part in space training. On 18th May 1991, Helen Sharman spent eight days in space before returning to Earth.
Week 3	<ul style="list-style-type: none"> Show evidence of the first rocket, the first dog in space, the first person and woman in space. Link to knowledge of Neil Armstrong going into space. Make links between Neil Armstrong, different people and animals who went to the moon, what is happening now in space, as well as the names of different planets.
Week 4	<ul style="list-style-type: none"> Know that Remembrance Day is on the 11th November every year. People use this day to remember soldiers that fought in the war. There is a two minutes silence. Poppies are used to remember soldiers as they grew on the fields of battle.

Timeline



Assessment

Identify how space travel has changed through history.

National Curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality.



Memory Box

Learning Intentions

Week 1	How do you know a toy is from the past? <ul style="list-style-type: none"> Explore a range of toys. Sort them into past and present. Evaluate their own favourite toy.
Week 2	How have toys changed from the past? <ul style="list-style-type: none"> Order a selection of toys along a timeline to show which toys are the oldest and which are the most recent.
Week 3	Who was Queen Elizabeth II? <ul style="list-style-type: none"> Research facts about the queen. Discuss why she was a significant person.
Week 4	Why was the Queen a significant person? <ul style="list-style-type: none"> Put yourself in Queen Elizabeth's shoes. Answer questions pretending to be her. Use facts when answering questions.
Week 5	How have people travelled in the past? <ul style="list-style-type: none"> Identify different modes of transport. Order the along a timeline in chronological order.
Week 6	What has happened within your timeline? <ul style="list-style-type: none"> Children think about significant events from their life. Sort five events into chronological order.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Identify that some toys are from the past (rocking horse, hoop and stick, jack in the box) and some toys are from the present (scooters, x-box, shopkins).
Week 2	<ul style="list-style-type: none"> Explain the progression of toys e.g. 1960's barbies, 1970's rubix cube, 1980's care bears and 1990's beanie babies. Understand what chronological means.
Week 3	<ul style="list-style-type: none"> Know that Queen Elizabeth was married to Prince Philip. She was often at Buckingham palace. She was the queen of the United Kingdom. At her wedding, her cake was 9ft tall.
Week 4	<ul style="list-style-type: none"> Recall facts from the previous session. Explain why she was an important figure in the United Kingdom. Make links to events within their lifetime e.g. her death, the coronation of King Charles.
Week 5	<ul style="list-style-type: none"> Name different transport e.g. carriage, ship, steam train, hot air balloon, bicycle, car, helicopter.
Week 6	<ul style="list-style-type: none"> Recognise important events e.g. a new sibling, moving house, a new pet, starting school, a school trip. Understand that some events happened when they were younger and some events were recent.

Timeline

Assessment

National Curriculum



Toys

Children retell facts from their own life.

Create their own timeline of significant events.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality.



Street Detectives

Learning Intentions

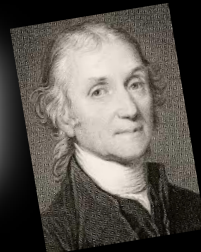
Week 1	Who was Joseph Priestley? <ul style="list-style-type: none"> Research and identify who Joseph Priestley was and what he was famous for.
Week 2	How have houses changed from the past? <ul style="list-style-type: none"> Explore a selection of past and present houses. Identify similarities and differences. Evaluate which house the children would prefer and why.
Week 3	What is the difference between shops from the past and shops in the present? <ul style="list-style-type: none"> Look at pictures of different shops and compare how they have changed.
Week 4	What is the history of our school? <ul style="list-style-type: none"> Research the history of Priestley school. Compare how the school has changed over the years.
Week 5	What did classrooms look like in the past? <ul style="list-style-type: none"> Explore a range of photos of classroom from the past. Identify similarities and differences between their current classroom.
Week 6	How has Calne changed from the past? <ul style="list-style-type: none"> Look at an old map and new map of Calne. What has changed? Explore past and present photos of Calne. What is the same and what is different?

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know that Joseph Priestley was a chemist who discovered Oxygen. He conducted some experiments in the pond in Calne town. There is a plaque to commemorate him.
Week 2	<ul style="list-style-type: none"> Identify that houses have been made from different materials. Houses had different features e.g. the bathroom in an outhouse. Identify the differences with electrics and link to solar panels on newer houses.
Week 3	<ul style="list-style-type: none"> Identify that some shops may have been independent but may now be part of a supermarket e.g. a butcher shop compared to a supermarket.
Week 4	<ul style="list-style-type: none"> Identify how the school has changed from its opening to the new extension.
Week 5	<ul style="list-style-type: none"> Explain they may have had a stove to keep warm. They may have written on slate. Children may have used dip pens and been squeezed into a small space. Children may have been hit with rulers. Children may have written lots of times on the board if they did not make good choices.
Week 6	<ul style="list-style-type: none"> Identify that the town has changed. Identify new housing that has been built. Identify that some areas may have stayed the same.

Timeline

Joseph Priestley



Assessment

Compare a town during the past and in the present.

Identify how a place has changed.

National Curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality.