

# History Intention Map

## Key Stage One



Intention Map 2023 - 2024

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



# Bright Lights, Big City

## Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>What was London like in 1666?</li> <li>Look at pictures/drawings of London then and London now.</li> <li>Make comparisons between the two.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>What happened during the Great Fire of London?</li> <li>Order the events of the Great Fire of London.</li> <li>Think about why the fire started.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Who was Samuel Pepys?</li> <li>Explore who Samuel Pepys was. Look at his dairies. Think about what he did during the Great Fire.</li> </ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Compare London now and London in 1666.</li> <li>Understand the difference between houses, transport, streets.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Recall that the fire started in a bakery on Pudding Lane. People ran away and then houses were pulled down to stop the fire from spreading. People used boats to escape the fire. The fire burned through St Pauls cathedral before it stopped on the Thursday.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Know that Samuel Pepys kept a dairy of important events during his lifetime, such as the plague and the Great Fire of London. Know that he dug a hole to hide his possessions, for example, wine and cheese.</li> </ul>

## Timeline

# The Great Fire of London



## Assessment

Retell the events of the Great Fire of London in chronological order.

## 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*



# Enchanted Woodland

## Learning Intentions

Week 1	<p>What is Remembrance Day?</p> <ul style="list-style-type: none"> <li>Recap what they already know about Remembrance Day. Reflect on the events and remember why the day is important.</li> </ul>
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## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Know that Remembrance Day is on the 11<sup>th</sup> 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.</li> </ul>
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## Timeline



# Remembrance Day

## Assessment

Explain the importance of Remembrance Day.

## National Curriculum

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# Dinosaur Planet

## Learning Intentions

Week 1	When did dinosaurs live? <ul style="list-style-type: none"><li>Explore pictures of eggs, footprints, fossils.</li><li>Ask and answer questions about historical artefacts.</li></ul>
Week 2	What was life like for a dinosaur on Prehistoric Earth? <ul style="list-style-type: none"><li>Explore pictures of prehistoric Earth. Explore how it is different from the present day.</li><li>Imagine how dinosaurs would have spent their day.</li></ul>
Week 3	What does discovering fossils tell us? <ul style="list-style-type: none"><li>Become a palaeontologist – explore what they might need and what they might discover.</li></ul>
Week 4	Who is Mary Anning? <ul style="list-style-type: none"><li>Research facts about Mary Anning.</li><li>Recall facts verbally.</li></ul>
Week 5	How did Mary Anning change history? <ul style="list-style-type: none"><li>Explore how Mary Anning's discoveries helped future generations.</li></ul>
Week 6	How has dinosaur discovery happened over time? <ul style="list-style-type: none"><li>Create a timeline of dinosaur fossil discoveries through the past.</li></ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"><li>Understand historical vocabulary.</li><li>Identify what a dinosaur was a creature that lived a very long time ago and no longer exists today.</li><li>Identify that a fossil is the remains of plants and animals from a long time ago.</li></ul>
Week 2	<ul style="list-style-type: none"><li>Make comparisons between the landscape.</li><li>Understand there were no human features at this time.</li><li>Make links between dinosaurs and present-day animals when thinking about sleeping, hunting, migrating.</li></ul>
Week 3	<ul style="list-style-type: none"><li>Identify and name tools of a historical figure e.g. goggles and fossil brush.</li><li>Explain why historical discoveries are important and what they might teach us about the past, for example, each bone tells us something new about a dinosaur that we didn't know before.</li></ul>
Week 4	<ul style="list-style-type: none"><li>Identify significant events of a person outside the children's living memory.</li><li>Explain that Mary Anning was a fossil hunter and palaeontologist.</li></ul>
Week 5	<ul style="list-style-type: none"><li>Understand how a person has made a big change in their lifetime.</li><li>Understand if a person is a good or bad role model.</li></ul>
Week 6	<ul style="list-style-type: none"><li>Order events in chronological order.</li><li>Use sequencing words, such as first, next, then. Examples – 1822 – Iguanodon tooth discovered. 1855 – First dinosaur remains in America found. 1899 – Discovery of diplodocus.</li></ul>

## Timeline

**Mary Anning**



## Assessment

Explore different fossil discoveries.  
Make links between prehistoric life and present day.

## National Curriculum

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# Land Ahoy!



## Learning Intentions

Week 1	Who is Grace Darling? <ul style="list-style-type: none"> <li>Research and learn facts about Grace Darling.</li> <li>Imagine what it would have been like to be Grace Darling.</li> <li>Identify key events in Grace Darling's life and sequence them on a timeline.</li> </ul>
Week 2	How has ocean travel changed over time? <ul style="list-style-type: none"> <li>Explore different types of water travel.</li> <li>Compare different models from the past.</li> </ul>
Week 3	What happened to the Titanic? <ul style="list-style-type: none"> <li>Research and learn facts about the Titanic. Identify what the Titanic was and what happened to it.</li> </ul>
Week 4	What was it like to be an explorer? <ul style="list-style-type: none"> <li>Investigate what makes a person an explorer.</li> <li>Think about what it would have been like to travel on a boat, thinking about food, sleeping, language.</li> <li>Discuss how explorers have had an impact on the future.</li> </ul>
Week 5	Who is Christopher Columbus? <ul style="list-style-type: none"> <li>Explore what makes Christopher Columbus an important person.</li> <li>Identify what he did within his lifetime.</li> </ul>
Week 6	Who is John Cabot? <ul style="list-style-type: none"> <li>Explore what makes John Cabot an important person.</li> <li>Identify clues in Bristol that link Cabot to the city.</li> </ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Recall facts about Grace Darling e.g. she was a lighthouse keepers daughter and she risked her own life to save others in a storm.</li> <li>Identify why she is a good role model. Sequence events using first, next, then.</li> <li>Use chronological order to sequence.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Use words such as similar/different to compare transport.</li> <li>Explain why boats may have been effective or how they could be better.</li> <li>Make links between sails, body, engine.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Know that the Titanic set off on April 10<sup>th</sup> 1912. It sailed towards New York with 2223 passengers. The Titanic hit an iceberg and water came into the boat. People use lifeboats to start escaping, starting with women and children. The Titanic sank into the water on April 15<sup>th</sup> 1912.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Identify important achievements from significant individuals.</li> <li>Explain that an explorer is someone who explores a place that is new and unknown.</li> <li>Think critically about what life might have been like on a boat for long periods of time.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Describe the importance of Christopher Columbus on history.</li> <li>Explain why he is a significant person.</li> <li>Identify that he went on four voyages and is most famously known for discovering 'the new world of America.'</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>John Cabot was an Italian navigator and explorer. His 1497 voyage to the coast of North America under the commission of Henry VII, King of England is the earliest known European exploration of coastal North America since the Norse visits to Vinland in the eleventh century.</li> </ul>

## Timeline

# Grace Darling



## Assessment

Conduct a study of a selection of explorers.

Identify what they did and why their travels were significant.

## National Curriculum

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# Splendid Skies

## Learning Intentions

Week 1	How has air travel changed over time? <ul style="list-style-type: none"> <li>Explore the first powered plane to fly. Discuss the plane and ask questions. Find facts.</li> <li>Compare planes from the past and planes in the present day.</li> </ul>
Week 2	Who was Amelia Earhart and why was she important? <ul style="list-style-type: none"> <li>Research and learn facts about Amelia Earhart.</li> <li>Explore how she travelled at the time. Create a narrative of the life of Amelia Earhart.</li> </ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Know that the first powered plane with a pilot was the 1903 Wright flyer. It was designed by Wilbur and Orville Wright. It took four years to design.</li> <li>Identify that planes are different now. Discuss engines, size and speed.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Explain why a significant individual is important (Hi1/1.3).</li> <li>Identify that Amelia Earhart was famous for being the first woman to fly solo across the Atlantic. She also disappeared which remains a mystery.</li> <li>Identify that Amelia Earhart helped women pilots. She was a significant figure because she pushed herself to achieve what others hadn't.</li> </ul>

## Timeline

# Amelia Earhart



## Assessment

Recall and retell the life of Amelia Earhart.

Create a narrative of her life.

## National Curriculum

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# Towers, Tunnels & Turrets

## Learning Intentions

Week 1	<p>What are the parts of a castle?</p> <ul style="list-style-type: none"> <li>Explore pictures of castles.</li> <li>Label the parts of a castle.</li> <li>Identify why each part was designed to protect those inside.</li> </ul>
Week 2	<p>How have castles changed over time?</p> <ul style="list-style-type: none"> <li>Look at a selection of castles from the past. Sort them along a timeline in order of when they were built.</li> </ul>
Week 3	<p>Who was King Arthur?</p> <ul style="list-style-type: none"> <li>Listen to and retell the legend of King Arthur.</li> </ul>
Week 4	<p>What was life like within the castle?</p> <ul style="list-style-type: none"> <li>Imagine the children lived in a castle. What would life have been like?</li> <li>Think about the difference between the different workers within the castle.</li> </ul>
Week 5	•
Week 6	•

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Identify how castles protected those inside.</li> <li>Think about how the moat kept out intruders and the thin windows protected from the outside attack.</li> <li>Use key vocabulary e.g. keep, moat, drawbridge, gate house, bailey, great hall, ramparts, battlements, portcullis, arrow and gun loops.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Identify Iron Age hillforts, Saxon ditch castles, Norman motte and bailey castles and stone castles.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Identify King Arthur is a myth.</li> <li>Retell key events within the tale.</li> <li>Link to the knights of the round table.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Recognise the different people that may have lived within a castle and what their roles may have been, for example, lord and lady, servants, soldiers, cooks and the jester.</li> </ul>
Week 5	•
Week 6	•

## Timeline



# King Arthur

## Assessment

Create a story of the life of King Arthur.

## National Curriculum

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