

History Intention Map

Lower Key Stage Two



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Mighty Metals

Learning Intentions

Week 1	When did different metals begin to be used? <ul style="list-style-type: none"> Identify when in time different metals became prominent and put them in order.
Week 2	Who was Isambard Kingdom Brunel? <ul style="list-style-type: none"> Ask relevant questions about a significant person. Find out who Isambard Kingdom Brunel was and why he was an important figure in history.
Week 3	What did Isambard Kingdom Brunel achieve? <ul style="list-style-type: none"> Research and list all of his achievements throughout his life. Identify where his designs are in Britain.
Week 4	How has rail travel changed over time? <ul style="list-style-type: none"> Order important dates showing how trains and railways have changed over the years. Think critically about the speed of trains and how this has changed.
Week 5	How have bridges developed through the past to the present? <ul style="list-style-type: none"> Explore pictures of famous bridges built at different times. Evaluate their pros and cons. Think critically about their design.
Week 6	Why was the development of railways and bridges important? <ul style="list-style-type: none"> Evaluate why Britain needs railways and bridges. Explore how they help our country.

Knowledge Intentions

Week 1	Know the order metals were used, for example, gold, copper, silver, lead, tin and iron.
Week 2	Understand that Isambard Kingdom Brunel was a famous engineer. He worked on the Thames Tunnel with his father. He designed the Clifton suspension bridge and the Box Tunnel.
Week 3	Make links to facts found in the previous lesson and develop on their knowledge.
Week 4	Understand that trains have changed from coal to steam to electric. Understand railways had to develop as the use of commuting became necessary. Know that trains were created to help with the transporting of goods from one place to another.
Week 5	Recognise that bridges have been made of different materials. Understand bridges were needed to connect places together.
Week 6	Be able to explain that bridges and railways were needed for transporting goods and people. Make links between past and present transport.

Lower KS2 Timeline

Isambard Kingdom Brunel



Assessment

Recall how rail travel has changed.
 Identify how this has influenced how we live in the present day.

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.



Tribal Tales

Learning Intentions

Week 1	<p>What do artefacts tell us about the past?</p> <ul style="list-style-type: none"> Explore a range of artefacts from the Stone, Bronze, Iron ages. Ask a range of historical questions.
Week 2	<p>What is Stonehenge?</p> <ul style="list-style-type: none"> Identify what Stonehenge is. Think about why it is important and what it tells us about the beliefs of the people who built it.
Week 3	<p>How did people live during the Stone Age?</p> <ul style="list-style-type: none"> Identify key aspects of the life of a person in the Stone age e.g. food, warmth, shelter, survival, tools.
Week 4	<p>How did people live during the Bronze Age?</p> <ul style="list-style-type: none"> Identify key aspects of the life of a person in the Bronze age e.g. food, warmth, shelter, survival, tools.
Week 5	<p>How did people live during the Iron Age?</p> <ul style="list-style-type: none"> Identify key aspects of the life of a person in the Iron age e.g. food, warmth, shelter, survival, tools.
Week 6	<p>Why is each period different and what was the positive impact on the future?</p> <ul style="list-style-type: none"> Make comparisons between the different ages, identifying similarities and differences. Argue the positives and negatives of the Stone, Bronze and Iron Age. Recall key facts to support argument. Make choices about the best way to present historical information.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Name and describe different artefacts from history. Make comparisons between different periods in history.
Week 2	<ul style="list-style-type: none"> Know that work started in 3000BC. It is made up of lots of different sized stones. The stones were shaped with hammers and chisels. Identify that there is evidence of worship, healing and burials which tells us about the beliefs of people in the stone age.
Week 3	<ul style="list-style-type: none"> Describe the everyday lives of people from past historical periods. Stone Age life is defined by the use of stone for making tools and their transition from hunter-gatherer to farming. Recognise that early migration shows that
Week 4	<ul style="list-style-type: none"> Describe the everyday lives of people from past historical periods. Bronze Age is defined by the use of metals, including bronze, to make tools and metals, as well as the creation of large settlements.
Week 5	<ul style="list-style-type: none"> Describe the everyday lives of people from past historical periods. Iron Age is defined by the use of metals, including iron, to create tools and weapons.
Week 6	<ul style="list-style-type: none"> Make links between different time periods. Identify how one age impacted on the next. Identify that the Stone, Bronze and Iron Age all played an important part influencing the future. Historical information can be present in a variety of ways e.g. narrative, non-chronological report, fact file or presentation.

Lower KS2 Timeline

Stonehenge



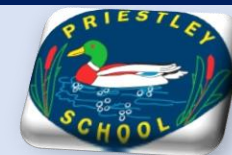
Assessment

Understand the difference between each age.

Work together to present information about all three periods of time.

National Curriculum

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- 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.**



Gods & Mortals

Learning Intentions

Week 1	Who were the Greeks? <ul style="list-style-type: none"> Explore a range of artefacts. Ask questions and gather ideas.
Week 2	What happened in Ancient Greece? <ul style="list-style-type: none"> Identify and sequence different events related to the Ancient Greeks.
Week 3	Who was Alexander the Great? <ul style="list-style-type: none"> Use a range of sources to research and recall facts about Alexander the Great.
Week 4	What did a day in Ancient Greece look like? <ul style="list-style-type: none"> Use a range of historical source materials, including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor.
Week 5	What were their beliefs? <ul style="list-style-type: none"> Research Greek gods and goddesses. Look at religion during Greek times.
Week 6	How did Greeks influence the present? <ul style="list-style-type: none"> Match up and compare objects/events that were in used in Ancient Greek times and are still used in the present. Create a study of Greek life and achievements and their influence on the western world (Assessment).

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Understand what the... Know that Ancient Greece was a civilisation that started on the Greek islands of Crete and then spread across the eastern Mediterranean.
Week 2	<ul style="list-style-type: none"> Identify significant events and people, such as the first Olympic Games, the first Persian war and the Battle of Marathon, the Peloponnesian Wars, the reign and death of Alexander the Great, the discovery of displacement by Archimedes, the invasion of the Romans and the end of the city states, Athens and Macedon.
Week 3	<ul style="list-style-type: none">
Week 4	<ul style="list-style-type: none"> Understand the life of an Ancient Greek. Make comparisons between rich and poor. Some were poor due to the warm climate making it hard to grow crops and keep their farms. Rich Greek homes were decorated with coloured tiles and paintings to display wealth. Men ate separately to women. Rich people always ate at home. Only poor people ate in public.
Week 5	<ul style="list-style-type: none"> Understand the term belief – something that people believe to be true. Understand that the Greeks believed that when something good happened, they believed the gods were happy. When the gods were cross, then there were disasters.
Week 6	<ul style="list-style-type: none"> Use information gathered to present information in a variety of ways and share our knowledge. Identify how Greeks had an impact on us in the future. Link in sport, mathematics, alphabets and democracy.

Lower KS2 Timeline

Alexander The Great



Assessment

Create a comparison between life in Ancient Greece and life in the present.

National Curriculum

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