

**Curriculum Corner - History**

At Lickey Hills Primary School, we believe passionately about enabling our children to understand Britain's past, and the past of the wider world. We aim to inspire our pupils' intellectual curiosity to learn about the history of the world and to understand how the world has changed over time. We want our children to deeply understand what it means to be a historian, developing their ability to understand, interpret and question the world around them. Below, you can see a snippet of the historical learning children have been getting up to in the Autumn term. Miss Smith (History subject lead)

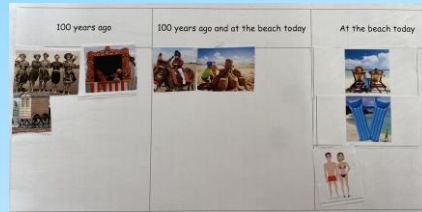


**EYFS - Marvellous Mel**

Early Years have been learning all about themselves and their families; looking and similarities and differences between themselves and others. They have been learning about the word 'past' and how this is linked to themselves and their family. They have also been celebrating important festivals such as Remembrance, where they have learnt about the poppy symbol and how this helps us to remember all the people who have lost their lives in wars. They have learnt about Bonfire Night, and how Guy Fawkes tried to blow up the Houses of Parliament

**Year 1: How have seaside holidays changed over the past 100 years?**

Year 1 have been learning about what seaside holidays were like 100 years ago, and how they are similar/different to seaside holidays now. They learnt what people in the past and now do for fun at the seaside (donkey rides and paddling in the sea). They realised that 100 years ago, only rich people could afford to go for longer trips. They also learnt about how people used to travel to the seaside (steam train), but now we would use a car!



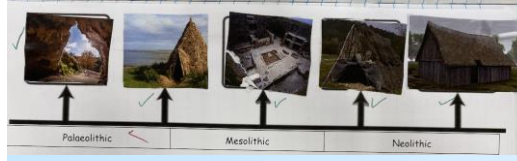
**Year 2: What was life like in Victorian Birmingham?**

Year 2 have been exploring what Victorian Birmingham was like, and how similar/different it is compared to Birmingham now. They have explored what life was like for Victorian children (rich children went to school, but poor children had to work). They looked at the types of houses people lived in and the types of items they used.



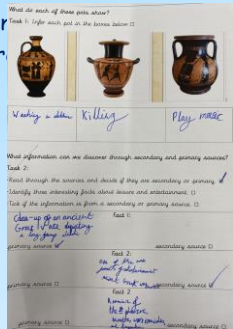
**Year 3: How did people live during the Stone Age, and how do people know?**

Year 3 have been learning about the Stone Age, and the three different Stone Age periods: Palaeolithic, Mesolithic and Neolithic. They discovered that early Stone Age people were hunter gatherers, and they had to hunt for their own food. We know this because of spear heads and tools that have been discovered. They lived in temporary shelters, and moved from place to place. However, through archaeological evidence such as Skara Brae and Star Carr, they understood that later Stone Age people began to make more permanent settlements, and began to farm and grow their



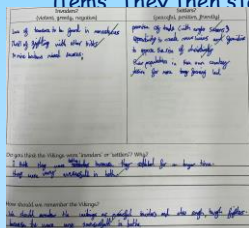
**Year 4: What was life like in Ancient Greece? What was their impact on the Western World?**

Year 4 have been learning about the Ancient Greeks, and when they lived. They were able to discover what daily life was like for Ancient Greeks due to artefacts (like pots) that have been dug up by archaeologists over time. Y4 were able to identify the benefits and problems of living a long time ago. They also looked at Myths and Legends, such as the 12 Labors of Hercules, and what these explain about what the Ancient Greeks



**Year 5: How Vicious were the Vikings? What does evidence tell us?**

Year 5 have been learning all about the Vikings. They started off by learning that the Vikings originally lived in Scandinavian countries: Denmark, Norway and Sweden. They learnt that the Vikings began coming to Britain to raid monasteries for lots of gold and valuable items. They then started to settle in the south of England, though the Anglo Saxons over occupation of land. The evidence shows that the Vikings were skilled craftsmen as lots of intricate jewellery and pottery has been discovered by archaeologists over the years. Y5 have debated whether the Vikings should be remembered as 'invaders' or 'settlers', using evidence to support their reasoning.



**Year 6: Which Tudor monarch had the most significant impact on Britain: Henry VIII or Elizabeth I?**

Year 6 have been learning about two famous Tudor monarchs: Henry VIII and Elizabeth I. We began by looking at portraits of both monarchs, and how they portrayed themselves, wanting to look strong and powerful. They then studied some of the key events in Henry VIII and Elizabeth I's reign, such as the Spanish Armada. Some Y6 children thought that Elizabeth I was more influential, as she stopped the Spanish Armada attack, helping to protect

