



# Lickey Hills Primary School and Nursery - School Newsletter



## Curriculum Corner - History

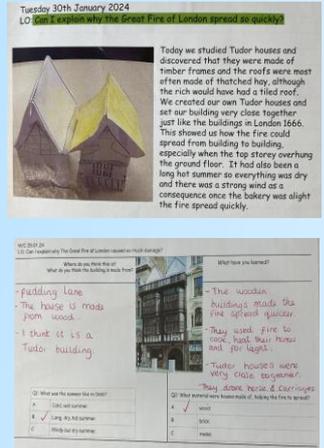
At Lickey Hills Primary School, we believe passionately about enabling our children to understand Britain's past, and the past of the wider world. We aim to inspire our pupils' intellectual curiosity to learn about the history of the world and to understand how the world has changed over time. We want 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 Spring term. Miss Smith (history subject lead)

### EYFS - Traditional Tales!

Early Years have been learning all about traditional tales. They have listened to a variety of different traditional tales from different cultures and shared their favourites!

### Year 1: The Great Fire of London - did this make London a better or worse place?

Year 1 have been learning about the Great Fire of London. They started their learning by discovering what it was like to live in Stuart London and what the houses were like. They have learnt how/why the fire started, the damage it caused to London, and what ended the fire. The children have explored how we know that the Great fire of London happened - this being due to Samuel Pepys' diary. Year 1 have also learnt about what London was like after the fire, and whether the fire made London a better or worse place to live.



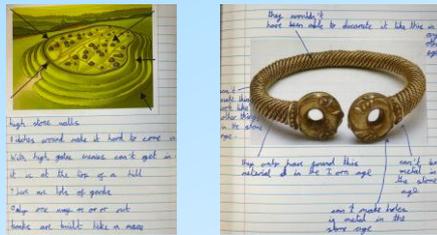
### Year 2: Why are Mary Anning and Neil Armstrong considered Pioneers.

Year 2 have been exploring what it means to be a 'pioneer'. They have looked at two people who are considered pioneers: Mary Anning and Neil Armstrong. They have learnt about some of the biggest achievements of both of these people and can explain why people consider them pioneers. They also shared other people who they thought are pioneers due to some of their achievements in their lifetime.



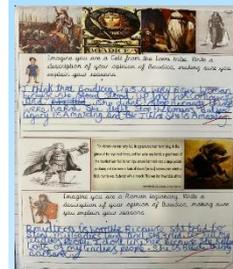
### Year 3: Bronze Age - Iron Age

Year 3 have been learning about the Bronze Age and the Iron Age: specifically, what the biggest changes/differences were between these two time periods. The children have studied what daily life was like in both of these ages, and how people lived (e.g. how they got their food, what clothes they wore, what tools they used, where they lived etc.). The children were able to argue which was the biggest change between these two periods, and why that change was the most significant.



### Year 4: How did Roman occupation impact life in Britain?

Year 4 have been learning about the Romans, and what life in Britain was like when the Romans lived there. Firstly, they learnt about how it took the Romans a couple of attempts to successfully invade Britain, and what made these attempts successful/unsuccessful. They also learnt about the British resistance to the Romans' invasion attempts, particularly



Boudicca who fought to protect her tribe. They then learnt about the impact that the Romans' occupation had on trade and settlements around the country.

### Year 5: Who were the Maya and what happened to them?

Year 5 have been learning all about the Maya - who they were, when, and where they lived. The children have discussed how the Maya were living at the same time as other periods they have studied (e.g. Britain in the Bronze Age/Iron Age), and made comparisons between their previous historical learning. The children have looked at different artefacts/archaeological evidence to learn about the Maya and their daily life. The children have also learnt that historians themselves cannot say for certain why the Maya civilisation ended and why little evidence of their lives remain.



### Year 6: What happened to Birmingham during the Industrial Revolution?

Year 6 have been learning about the Industrial Revolution. They learnt when the Industrial Revolution occurred, and what happened during this time. They learnt about some of the important inventions during this time, and the impact that this had on production, and people's lives. They learnt what industries flourished as a result of the Industrial Revolution (e.g. textile/cotton industries), and whether the impact was entirely positive, or whether there were negatives consequences as well.

