


History Learning Journey - Beat Band Boogie Key Question : How did our school get its name?			Year 2 Autumn 2	
Theme Overview			Project Outcomes	
In this history unit, the children will be exploring a local history unit and discovering how our school got its name, and the man who founded it Educational Visits to support learning : None this half term			To create a fact file about how the school was founded - to be put up on the website and in the foyer of the school	
Skills Focus	Key vocabulary	Books to read within lessons		Timeline of Events
Main Skills Focus: <ul style="list-style-type: none"> To know how the people and events they study fit into a chronological framework To look at evidence from the past and talk about what it shows To learn about a significant person in their own locality Linked Skills Focus: <ul style="list-style-type: none"> Can talk about 'the past' and 'the present' Understand what a timeline is and how it is used To draw conclusions from historical sources 	time line, founded, explorer, museum, source, reliable, time line, chronological order, Victorian times, explorer, historian, past, present,	https://www.readingmuseum.org.uk/blog/who-was-horatio-bland		Horatio Bland Timeline c. 1802 born in Newfoundland, Canada 1823 Went travelling to New York and Liverpool, then went to South America where he went into business in Chile with a merchant from Liverpool. 193s they began trading guano 1840s he moved to England 1847 he married Emily Alicia Cherry. They lived in Burghfield 1861 he commissioned Hillfield to be built as their new house and he built a museum building there 1868 Emily Cherry dies in Jerusalem 1868 Horatio travelled to Newfoundland 1872 visited Tasmania 1872 founded Mrs Bland's School 1874 he built a museum next to the school 31 March 1876 he died 1960s the school was demolished and replaced by sheltered accommodation in 1972

The intent behind teaching history skills at Mrs Bland's Infant School.

- To ignite children's curiosity and enthusiasm about the past
- To develop knowledge about the past
- To ask perceptive questions, think critically and weigh evidence
- To understand and talk about similarities and differences between the past and present

Sequence of Learning

Lesson 1

LI: To understand what a time line is and place events on it

Show a long strip of paper with years on it from 1500-2023) and ask children what they think this is. Talk about it being a timeline- a bit like a number line but the numbers on it represent years.

Show the **present** on the timeline, everything before it is the past. Give children a small timeline and photos of rht events and famous people that they have learnt about in Year 1 and Reception. Children to place the pictures in **chronological order** , and write a post it with one sentence about each. Then get them to match the event with the year to see what they have retained.

Tell chn that we are learning about Horatio Bland and place him on the time line (he founded the school in 1872) He lived during the **Victorian times**

Briefly explore the Victorian times including what advances there were and what the hardships were. Explore briefly what life was like for Victorian children and compare to life today.

Lesson 2

LI: To use historical sources to make inferences about the past
To learn about a significant person from the past

Tell chn that they are going to be learning about the history of the school. How would a historian find out about the past?

Tell children that we can look on the Internet, and contact local museums as he lived in Burghfield. Because he lived such a long time ago, there is no one around that is living now that might've know him, but we can ask other historians/people who are interested in finding out about him too.

Go through the process of finding out - contacting museum, Hillfields, Reading archives and what I found out. Children to look at primary sources (photos) from the time and learn about the life of Horatio Bland.

What sort of person do you think he was? How do you think he might've felt about his wife to build a school in her name?

Lesson 3

LI: To show their understanding of the history of how the school go its name

Chn to work on writing a fact file about Horatio Bland- best ones for the school foyer/website.