

History Medium Term Summer 1 Year 1/2 (Cycle B)

Unit **The Seaside**

Substantive concept: **Civilisations**

Disciplinary concept: **Change and continuity**

Enquiry Question: **How have seaside holidays changed over time? Where did my grandparents go on holiday?**

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>(Future learning) Year 1/2 Geography coastal study unit- features of the seaside, collecting data from people visiting the seaside, what is a coast?</p> <p>Year 1 2- what is a source?</p>	<p>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</p> <p>Retell simple stories about people and events from the past</p> <p>Use sources to answer <i>simple</i> questions about the past.</p> <p>Identify some of the <i>basic</i> ways the past can be represented.</p> <p>Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>).</p>	<p>a long time ago, History, past, present, time, then, now, future, tomorrow, last year, many years ago, memory, change, old/older, parent, grandparent, beyond living memory, within living memory, artefact, source</p>	<p>Start-Up History: Seaside Holidays by Jane Bingham (Franklin Watts): Ideal for ages 5-7, this book explores the development of British seaside resorts, comparing Victorian, 1940s/50s, and modern holidays.</p> <p>Winnie at the Seaside by Valerie Thomas and Korgi Paul Very good for understanding about the coast but also links to aspects of mapping and location.</p>	
KS1 Essential knowledge end point (substantive)	KS1 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>What the seaside is and key features.</p> <p>Compare the seaside during the Victorian times, the 1950s and the present day.</p> <p>Many seaside activities enjoyed by the Victorians are still enjoyed today. Including the Penny Lick- ice creams!</p> <p>Some famous seaside attractions such as the Pleasure Beach were founded during the Victorian times</p>	<p>Recognising the distinction between present and past in their own and other people's lives (<i>e.g. leisure and tourism in Victorian times</i>).</p> <p>Identifying some similarities and differences between ways of life in different periods (<i>e.g. seaside resorts now and then</i>).</p> <p>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...).</p> <p>To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (<i>e.g. aspects of leisure such as ice creams and the penny lick</i>).</p> <p>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</p> <p>Use simple stories and other sources to show that they understand key features of events.</p> <p>Understand and use the simple historical concepts such as now/then and same/different.</p> <p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. between the Victorians and themselves</i>).</p>		<p>Primary source secondary source, Victorians, seaside, leisure, Penny Lick, transport, comparison, souvenir</p>	<p>Labelling</p> <p>Sorting tables</p> <p>Captions</p> <p>Postcards</p> <p>Simple sentences</p>

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Enquiry Question: How have seaside holidays changed over time? Where did my grandparents go on holiday?

Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
Lesson 1- What is a seaside and what do we know about it?	Essential knowledge end point (substantive): What a seaside is Key features of seaside holidays Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Use simple stories and other sources to show that they understand key features of events.	Hook: Read the story of Winnie at the Seaside by Valerie Thomas and Korgi Paul or watch https://www.youtube.com/watch?v=Jj9d-H-M3cA or https://www.youtube.com/watch?v=D8QI7CfzTg8 Discuss what the seaside is, have they ever been, how did they get there, what did they do there? Show a selection of pictures from British seaside resorts (present not past). Put children into groups, giving each group a different picture and ask them to label the elements that they can see, i.e. riding on donkeys; playing in the sea; sunbathing on a deckchair. Take feedback as a class identifying those elements that are common to all. Link to personal experiences of the seaside at home or abroad. Which of the identified elements have they seen or taken part in? https://www.roughguides.com/article/going-coastal-12-of-britains-best-seaside-spots/ https://www.twinkl.co.uk/resource/united-kingdom-seasides-geography-concept-video-t-q-1747376440 Using a tool such as Google Maps or Google Earth, zoom in on the location of the school. Zoom out until a coast is visible. Identify the names of any resorts along this stretch of coastline. Have any of the children visited them? Can they recall any of the features they identified from the other pictures? Homework or you could reach out: Ask children to find out where their parents/grandparents went on holiday when they were children (hopefully some may bring in photographs) You could collect together any photos of your holidays as a child, souvenirs or postcards would be great too (ask other staff too). Record these places and make copies of photos for the children to explore in lesson 3.
Lesson 2- What was a Penny Lick? (artefact session- enquiry)	Essential knowledge end point (substantive): Many seaside activities enjoyed by the Victorians are still enjoyed today. Including the Penny Lick- ice creams! Disciplinary Knowledge: (Working, Talking, Writing like a Historian) <ul style="list-style-type: none">Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...).To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (e.g. aspects of leisure such as ice creams and the penny lick).	Lots of discussion, chances for children to ask and answer questions, oracy (use appropriate speaking prompts- in resources) Add children's comments, questions and responses to floor book. <ul style="list-style-type: none">Show the children the picture of a penny lick. Ask children to work in pairs or groups to respond to questions such as<ul style="list-style-type: none">What do you think it is?What is it made from?Who might have used it? Take feedback, encouraging children to give reasons for their suggestions. Explain that it was an ice cream container used in Victorian times. This was a time long ago and this period of time got its name because the Queen was called Queen Victoria. <ul style="list-style-type: none">How might these have been used? Compare with a modern container for ice cream including cones and sealed tubs. Why might there have been a change?Show 'The Penny-Ice Man' poem. What extra information do the poem and the picture give us about the penny lick? In preparation for next lesson you could look at these or even use them in the next lesson?

<https://historicengland.org.uk/education/schools-resources/images-by-theme/seaside>

Lesson 3- Were seaside holidays the same in the past? (chronology)

Essential knowledge end point (substantive):

Compare the seaside during the Victorian times, the 1950s and the present day.

Many seaside activities enjoyed by the Victorians are still enjoyed today. Including the Penny Lick- ice creams!

Some famous seaside attractions such as the Pleasure Beach were founded during the Victorian times

Disciplinary Knowledge: (Working, Talking, Writing like a Historian)

- Recognising the distinction between present and past in their own and other people's lives (*e.g. leisure and tourism in Victorian times*).
- Identifying some similarities and differences between ways of life in different periods (*e.g. seaside resorts now and then*).
- To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (*e.g. aspects of leisure such as ice creams and the penny lick*).
- Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.

<https://www.bbc.co.uk/bitesize/articles/zxx2xbk>

- Use two of the programmes from the 'Watch' series about Seaside Holidays with Magic Grandad:
 - The Promenade on YouTube (**here**). (Play from 4:34)
 - The Beach on YouTube (**here**). (Play from beginning)
 - Please note that it says 50 years ago but the 1950s are actually 76 years ago now and also it says 100 years ago but is now 126 years ago for Victorian times) There is a link (**here**) which you can read about each episode so you know how it works before the lesson. The focus is on seaside holidays in the 1950s and the early 1900s. Watch each programme twice. The first time to watch and enjoy and the second for identifying information.
- After the 'Promenade' programme, provide children with a simple comparison grid:

1900s (Victorian Times)	1950s (When Magi

- They should note down/draw/ add key words about the elements they see, identifying which period of time it is from. Once the programme has finished, identify particular headings such as transport, food, souvenirs, activities etc. Taking each theme in turn, ensure that children understand the meaning of the heading, e.g. transport. Ask them to find information on their grids which relate to that theme and collate on a class grid. Can they identify similarities and differences between each of the times and make simple suggestions as to why this might be.

- Add a further column to the grid.

1900s (Victorian Times)	1950s (When Magi

Put children into groups, giving each a different heading from the original (transport, food, souvenirs, activities etc.) and ask them to describe the modern equivalents. Take feedback from each group, ensuring that children identified the penny lick.

Add the 1950s and the Victorian times to your class timeline using vocabulary relating to time (add a photo which shows the seaside at these times and one the shows seaside holidays now to the present).

Lesson 4- Visit to Lytham St Annes (linked with Geography unit so ensure that objectives for both subjects are looked at when planning the day)

Essential knowledge end point (substantive):

What it is like at Lytham St Annes

Who visits this place

What the seaside is and key features.

What do people do here now?

Compare the seaside during the Victorian times, the 1950s and the present day.

Visit Lytham St Annes. Take distant photos of the people visiting e.g. dog walkers, people having picnics etc- discuss why people visit this place- what reasons are there to visit (needed for last lesson- record these on WW). Where do people go on holiday now? Is it still as popular? Children could ask other visitors if the they are there on holiday or just a day trip, where do they usually go on holiday and why? What attracts them to the seaside? What do they do there? Lots of discussion about what its like now and comparing it to what they have found out about seaside holidays in the past.

	<p>Many seaside activities enjoyed by the Victorians are still enjoyed today. Including the Penny Lick- ice creams!</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <ul style="list-style-type: none"> • Identifying some similarities and differences between ways of life in different periods (<i>e.g. seaside resorts now and then</i>). • To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (<i>e.g. aspects of leisure such as ice creams and the penny lick</i>). • Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. • Understand and use the simple historical concepts such as now/then and same/different. 	<p>(Future learning) Year 1/2 Geography coastal study unit- features of the seaside, collecting data from people visiting the seaside, what is a coast?</p>
<p>Lesson 5- How have seaside holidays changed over time?</p>	<p>Essential knowledge end point (substantive): How have seaside holidays changed over time?</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Historian)</p> <p>Recognising the distinction between present and past in their own and other people's lives (<i>e.g. leisure and tourism in Victorian times</i>).</p> <p>Identifying some similarities and differences between ways of life in different periods (<i>e.g. seaside resorts now and then</i>).</p> <p>To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (<i>e.g. aspects of leisure such as ice creams and the penny lick</i>).</p> <p>Use simple stories and other sources to show that they understand key features of events.</p> <p>Understand and use the simple historical concepts such as now/then and same/different.</p> <p>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</p> <p>Understand historical concepts and use them to make simple connections and draw contrasts (<i>e.g. between the Victorians and themselves</i>).</p>	<p>Do a recap of learning from past lessons- lots of discussion and refer to WW. Then choose an activity (feel free to use your own idea) to assess children's answer to the enquiry question/s: How have seaside holidays changed over time? Where did my grandparents go on holiday?</p> <p>Provide children with two blank seaside pictures (<i>e.g. sea, beach and sky</i>). Ask them to create two contrasting pictures (one for the Victorian era and one for now) by drawing or sticking appropriate pictures to each background. They could label these with key words or simple sentences to show the similarities and differences. Once completed, ask the children to swap their pictures with a partner and play 'spot the difference'. (You might want to replay the videos from lesson 3 (focussing on Victorian era) as a recap?</p> <p>OR</p> <p>Use a drama technique such as freeze frame, mime or tour guide (take your partner by the arm and walk them around, describing what can be 'seen' and 'heard'). Following this experience, ask the children to imagine they are living in Victorian times and they should write a postcard to describe the events of their day at the seaside.</p>