



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Summer 2
Class:	Year 1
Subject:	History
Key Unit Question:	How have holidays changed in the last century?
Key Themes:	Legacy
Memorable Experience:	Beside the Seaside – Sunderland Museum & Winter Gardens

Vocabulary that will be taught:

Beyond living memory: Something has happened more than 100 years ago

Within living memory: Something has happened less than 100 years ago

Century: A period of 100 years

Seaside: A resort, village or town located on the coast

Victorian Era: Began in 1837 when Queen Victoria came to the throne and ended in 1901

Holiday: A period of time spent away from home or travelling

Sources: Something that comes from a time being studied

Timeline: A tool that shows events in the order in which they happened

Memory: An experience that has been stored in the brain

Transport: Methods that people use to move themselves or their goods from one place to another

National Curriculum Objectives:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Rationale:

This half term we will be learning all about the seaside. We will think about the different seaside resorts we have been to and will be sharing our own experiences. We will learn about seaside holidays of the past and comparing them to seaside holidays now. We will be considering 3 different time periods e.g., the Victorian era, the 1950s and modern day. Children will learn about the way seaside resorts have changed over time, and begin to identify how transport was influential in this change.

Prior Knowledge:

Children have the opportunity to explore some similarities and differences between the natural world around them and contrasting environments during their time in EYFS. Children know all about hot and cold places and can discuss different places in stories read to them.

Children will be able to link to their own experiences of seaside holidays or at least the trip to the seaside we took last half term.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know that life today may be different from life in the past
- I know what is beyond and within living memory
- I know the features of seaside holidays

Disciplinary knowledge:

- I can infer information from a photograph
- I can ask appropriate questions about seaside holidays in the past
- I can begin to make simple comparisons between seaside holidays now and seaside holidays in the past



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Key lesson questions		Activities/Key points
Lesson 1	<u>What is a seaside holiday?</u> - I can explain how seaside holidays began - I can identify the features associated with seaside holidays - I can explain what activities people may do at the seaside	- What different school holidays do we have? When in the year are these different holidays? Think, pair, then share your answers. Ask children to match up the three main school holidays (Christmas, Easter and summer) with the correct season. - Explain that the word holiday comes from the words 'holy day' and that, in the past, most holidays were based around religious festivals. Today, we have holidays to rest and take a break from working so we can spend time with our families and do the things we enjoy doing. - Have you ever been on a seaside holiday or been to the beach for a day trip? What was it like? What did you do? - Tell children that they are going to look at some pictures of what people might do on a seaside holiday. Encourage them to look carefully at each one, and describe what is happening/what they can see. - Tell children that it is now time for them to show what they know about the features of seaside holidays.
Lesson 2	<u>What were seaside holidays like in the past?</u> - I can explain what a source is - I can explain what the Victorian era was - I can use pictures to find out about seaside holidays in the past	- Explain that we are going to look at some sources to help us find out about seaside holidays in the past. - Explain what a source is, and look at some examples. Which of these sources do you think we can use to help us find out about seaside holidays in the past? - In this lesson, we are going to look at some photographs taken of seaside holidays during the Victorian era. Do you know when the Victorian era was? - Use the timelines on the following slides to explain that the Victorian era was in the 19th century. It began in 1837, when Queen Victoria came to the throne, and ended with her death, in 1901. - Tell children that they are now going to be historians and use sources to find out about seaside holidays in the Victorian era. - For each photograph on the following slides, promote careful observation and discussion by asking children what they can see, and what this tells us about Victorian seaside holidays.
Lesson 3	<u>What was a Victorian seaside holiday like?</u> - I can identify Victorian seaside activities - I can recognise the limitations of using photographs as sources	- Remind children that, in the last lesson, we looked at some photographs of Victorian holidays. What did we find out from these sources? Talk to your partner. - We can learn a lot about the past from photographs, but they don't tell us everything! What sort of things can photographs not tell/show us? - Tell children that we are going to learn more about the activities that Victorians did during their seaside visits. Use the slides to show and discuss how Victorians relaxed on the beach, took walks along the promenade, visited the pier, rode donkeys, bathed in the sea and watched Punch and Judy shows, amongst other activities. - Children imagine that they are living in Victorian England, and they are going on a day trip to the seaside. They draw a picture of the activities they would do, and then write some sentences to explain the activities they have chosen.

Lesson 4	<u>How did seaside holidays become popular?</u> - I can explain why seaside holidays were only affordable for wealthy people - I can explain why doctors advised people to go to the seaside - I can give reasons why seaside holidays became more popular in the 19th century	- Explain to children that going to the seaside on holiday has not always been something that people have done. Over 200 years ago, it was only very rich people who went to the seaside. Why do you think this was? Tell children that, before cars, trains and aeroplanes were invented, it was very difficult for people to travel, as it took a long time for them to get to places using a horse and carriage. This was also expensive, and so most people couldn't afford it. - Rich people first started going to the seaside on holiday in the 18th century, in a period of time called the Georgian era. Use the timeline to show children that this was before the Victorian era. Georgians first went to the seaside because doctors recommended that breathing in the sea air and bathing in the cold sea was good for their health. - At the beginning of the 19th century, an important invention made it possible for many more people to travel to the seaside quickly and cheaply. What do you think it was? Think, pair, then share your ideas. - Tell children that the invention was the steam train. Throughout the 19th century, railways were built to serve seaside towns. Look at the map showing some popular Victorian seaside towns. - Explain that, as rail travel became cheaper towards the end of the 19th century, most people could afford to go to the seaside for a day trip. The introduction of bank holidays in 1871 meant that, if they could afford it, people could go to the seaside for more than one day. - Because so many people visited them, many seaside towns became busy, crowded places. How do you think the people that lived there felt about this? How might you feel if you lived in a busy seaside town?
Lesson 5	<u>What was a 1950s seaside holiday like?</u> - I can explain the difference between 'within' and 'beyond' living memory - I can identify features of seaside holidays in the 1950s - I can recognise the similarities and differences between seaside holidays in the Victorian Era and seaside holidays in the 1950s	- Use timelines to recap when the Victorian era began and ended, stressing that it ended over 100 years ago. - Explain that, when something has happened more than 100 years ago, we call this beyond living memory. This is because there is no one alive that remembers living in this period of time. - When something has happened less than 100 years ago, we call this within living memory. This is because it can be remembered by some people who are alive today. - Tell children that, today, we are going to look at seaside holidays in living memory. Discuss the timelines and information given on the slides to briefly look at how people in the 1950s travelled to the seaside, and where they stayed. - Look at a photograph of Brighton beach from 1955. What can you see? How can you tell that this photo has not been taken during the Victorian era? - Tell children that we are now going to use a different source to explore seaside holidays in the past - we are going to watch some film of seaside resorts in the 1950s! What do you think we will see? Encourage children to discuss and describe what they can see, and ask questions. - What did you find out about seaside holidays in the 1950s from watching these films?
Lesson 6	<u>What is the difference between seaside holidays in the past and seaside holidays now?</u> - I can explain why holidays in the past and holidays today are similar - I can explain why holidays in the past and holidays today are different - I can share and explain my own ideas and opinions	- Recap what 'beyond living memory' and 'within living memory' means with the use of the timeline. Was the Victorian era within or beyond living memory? - Explain that the Victorian era ended over 100 years ago, so it is beyond living memory. Tell children that we are going to compare Victorian seaside holidays with holidays today. Do you think there will be more similarities, or more differences? Explain your answer! - Look at a photograph of a Victorian seaside. If a photograph was taken of this beach today, how would it be different? How would it be the same? - Compare and contrast travel, clothes, food, beach activities and entertainment in the Victorian era and now. Encourage children to share and explain their ideas and opinions.
Lesson 7	How have holidays changed in the last century? End of Unit Assessment / Knowledge Harvest	