






Springdale First School




Year Group 3 / History / Seaside Holidays: Then and Now

Imagine, Believe, Achieve

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Year 1 and Year 2:</p> <p>Children would have looked at the human and physical features of beaches (local and not) through their Geography lessons.</p> <p>Children will have learnt about the Victorians and some aspects of Victorian life in Spring.</p> <p>Children will have knowledge of seaside holidays and activities from their own personal experiences.</p>	 <p>Trip to Swanage, including riding on the old steam train</p> <p>Punch and Judy show to visit the school</p> <p>Poole museum</p> 	<p>donkey ride, trains, fish and chips, swim suits, Punch and Judy, bathing machine, pier, industrial, promenade, segregation,</p>

Enquiry Question – How do we learn about the past?	Enquiry Question – Why did people go to the seaside?	Enquiry Question – What did people wear at the seaside?
<p>Concept – Interpreting evidence Enquiry Skill: Researching, Planning</p>	<p>Concept – Cause and effect Thread: Invention Enquiry Skill: Researching</p>	<p>Concept – Similarity and difference Thread: Wealth and Poverty Enquiry Skill: Analysing</p>
<p> Children will look at different sources (diary, photo, pictures, etc.) and understand that these provide us with information about the past.</p> <p>Children could then use these sources to ask questions and begin to think about a line of enquiry they would like to find out about regarding the Victorian seaside holidays.</p> <p>Tasks:</p> <p>Recall and Retrieve: What things do we see at beaches?</p> <p>Practise: (Disciplinary) I know how to research and ask questions.</p> <p>Show students pictures of seaside from the past. Students highlight/ annotate what they can see.</p> <p>Apply: Students to think of questions relating to what they can see/ can not see.</p> <p>Deepen: (Disciplinary) I know how to suggest sources to find answers to my questions. Students to begin to think about how they could find the answers to their questions. Which sources could they use? Use tick box exercise and explain which they think would be the best source and why.</p>	<p> Children will look at different pictures and begin to see how England was becoming more industrialised. This meant more pollution in the cities. Doctors recommended people get fresh air to help keep them healthy. Due to the railway being built, the seaside was now a lot more accessible to more people. Families would have to save up for a whole year to visit the seaside for a few days/ week each year.</p> <p>Tasks:</p> <p>Recall and Retrieve: Who has been on a beach holiday? Why? How did you feel after it? Link with DT and James Watt's invention/ improvement of the steam engine.</p> <p>Practise: (Substantive) I know what the industrial revolution was.</p> <p>Students will learn what the industrial revolution was. Complete a cloze passage about it.</p> <p>Apply: (Disciplinary) I know one of the consequences of the industrial revolution.</p> <p>Students to look at sources talking about what life was like in the city during Victorian era. Students to then make the link between rise in pollution and the need to get fresh air for health reasons.</p> <p>Deepen: Was the industrial revolution a good thing? Class discussion.</p>	<p> Children will know that beach wear changed lots during the Victorian era. To begin with, most of the body needed to be covered (with separate beaches for men and women) while towards the end, clothing became a lot more practical with shorter legs and arms to allow ease of movement.</p> <p>Children will also learn that having a tan was frowned upon as it would be seen as you having an 'outside' job which was a lower class.</p> <p>Tasks:</p> <p>Recall and Retrieve: What do you wear at the beach?</p> <p>Practise: (substantive) I know what Victorians wore at the beach.</p> <p>Students to look at different sources (diary, pictures etc.) to see what people wore at the beach. Answer T or F or fill in blanks to check understanding.</p> <p>Apply/ Deepen: (Disciplinary) I know how to compare beach clothing.</p> <p>Give children 2 pictures (modern and Victorian) and they explain which is during the correct era and justify their answer.</p>

<p>Enquiry Question – What activities were there to do at the seaside?</p> <p>Concept – Similarity and difference</p> <p>Thread: Invention</p> <p>Enquiry Skill: Researching</p>	<p>Enquiry Question – How has visiting the seaside changed over time?</p> <p>Concept – Similarity and difference</p> <p>Enquiry Skill: Presenting and Communicating</p>
 <p>Children will learn that their were Punch and Judy shows, donkey rides, walks along the promenade, merry-go-rounds etc for entertainment in the Victorians. Children will be able to compare and contrast this with modern seaside entertainment with the use of different boards, football, jet skis, etc</p> <p>Tasks:</p> <p>Recall and Retrieve: What inventions have you learnt about so far? Castles and how they were made, tools in stone age</p> <p>Practise: (substantiative) I know what Victorians did at the beach.</p> <p>Students will listen to a diary recount and look at pictures of the seaside. Tick list of activities to check understanding.</p> <p>Apply: (Disciplinary) I know how to compare past and present seaside. Students look at 2 pictures and say which is from today and which is from the Victorian era. They justify their ideas with an explanation.</p> <p>Deepen: What activities do we do today at the beach? Discuss why this change has occurred (technology).</p>	<p>(Disciplinary – assessment) I know how to organise, present and commnicate my ideas.</p> <p>Children will be given the chance to create a poster/ PPT/ presentation to show their understanding of the changes between Victorian seaside and visiting the seaside today.</p> <p>This can then be used as an assessment piece to check substanitaitve knowledge and also presenting skills.</p>