

History

Seaside Year 1

Enquiry question: How have seaside holidays changed since our grandparents were young?

Remember when

- Changes within living memory – toys (Y1)
- Transport through ages (FS2)
- Seaside (FS2) comparing Victorian/present

Sticky knowledge

- Holidays abroad are popular today. You can travel there by aeroplane.
- Hornsea is a seaside resort in England and has a beach, arcade and holiday accommodation.
- Holidays abroad today can be abroad or in the UK.
- In the past most, people went on holiday in the UK.
- I can make at least two different comparisons between holidays now and in the past.
- I can sequence 4 seaside pictures in chronological order.

Key vocabulary

- Seaside
- Coast
- Beach
- Hornsea
- Accommodation
- Entertainment
- Transport
- Holiday

National curriculum

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

Timeline specification

Timelines

To focus on creating the timeline

- Artefacts
- Pictures

Enquiry questions

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

What ...?

When ...?

Who ...?

How ...?

Sources of information

visit
artefacts
museums
photographs
documentation
real life accounts
newspapers
letters

maps
diaries
autobiographies
songs
paintings
clothing

Learning Objective

Lesson outline

Lesson 1

LO: To know where people go on holiday and how they get there.

Sticky Knowledge: Holidays abroad are popular today. You can travel there by aeroplane.

Where would you like to go on holiday? Show travel brochures and let children pick a destination- could do as a corners game

Show destinations on a map- how would you get there? Are they near or far?

- Coast, on an aeroplane, camping.

How do you get there?

- bus, car, train or aeroplane.

Explain that if it is a long distance that you would go on a different mode of transport.

Why do you want to go there?

- beach, amassments, sea.

Children can explore different holidays through brochures, photographs and artefacts.

Children to choose a holiday destination and scrap book it. Explain how they would get there and why they would like to go there.

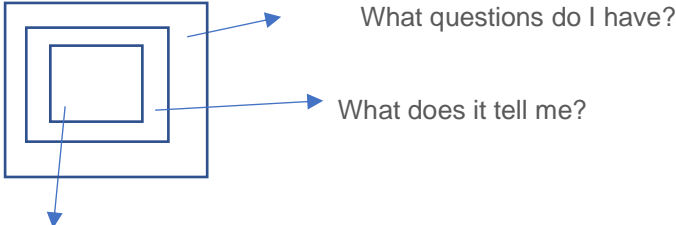
Children to state whether their holiday is abroad or in the UK.

Lesson 2

LO: To know some of the features that make Hornsea a seaside resort.

Sticky Knowledge: Hornsea is a seaside resort in England and has a beach, arcade

Change lesson to- visit to Hornsea Beach to look at features of UK seaside holidays today. Children complete an 'eye spy tick sheet' on the trip including things they would find (caravan, bed and breakfast, ice-cream, fish and chip shop, arcade, beach, buckets and spades) and things they won't (camel, donkey rides, fun fair, water park, punch and Judy etc).

	and holiday accommodation.	
Lesson 3	<p>LO: To know what holidays were like for my parents as a child.</p> <p>Sticky Knowledge: I can name three features of seaside holidays when our parents were young</p>	<p>Holidays to Hornsea – parents as children</p> <p>Children use pictures and artefacts from holidays in Hornsea in 1970/1980- discuss what they recognise from the trip- what is the same and what is different from Hornsea now? Focus on travel, leisure, accommodation, outfits etc.</p> <p>Explain to the children that there are many different types of holiday even within the UK e.g. Butlins, Centre Parcs however, it is popular to travel to the beach.</p> <p>Children label a picture/s of Hornsea from the 70s/80s showing features of holidays from this period</p> <p>GD: what has changed and what is the same?</p>
Lesson 4	<p>LO: To know what holidays were like for my grandparents as a child.</p> <p>Sticky Knowledge: In the past most people went on holiday in the UK.</p>	<p>Holidays to Hornsea – grandparents as children</p> <p>Children use pictures and artefacts from holidays in Hornsea in 1930- focus on travel, leisure, accommodation, outfits etc.</p> <p>Children to explain how holidays have changed. Explain to the children that holidays have changed over time and that their grandparents would not have been able to go on an aeroplane and that many people travelled locally in a car or aboard a coach. Aeroplane travel was too expensive and not available to most people. In the 1930s-60s Hornsea had a train station so lots of holiday makers would come by train (it closed in the 1960s). Suggested Activity: Put a picture in the middle showing a seaside scene from 1930s</p>  <p>GD: children to explain why holidays have changed.</p>
Lesson 5	<p>LO: To be able to compare aspects of seaside holidays in the past.</p> <p>Sticky Knowledge: Holidays today can be abroad or in the UK. In the past most people went on holiday in the UK. I can make at least two different comparisons between holidays now and in the past</p>	<p>Class mind map - children compare a seaside holiday from the past to a seaside holiday now (draw on previous lesson from lessons 1-4). Using stick notes to independently think of their comparisons.</p> <p>Suggested activity: sort pictures of locations, entertainment, accommodation and clothes into Now and Past (there could be pictures from both 30s and 70s so two pictures in the past section for each heading). Write a sentence saying something that is the same and something that is different. GD could add a column to the middle or decide themselves how to record something that goes in both Now and Past</p> <p>Children will have to include how you would get there, where it is, what you can do there, where you would stay and what you will need to wear.</p> <p>Reinforce that a lot of family go on holiday within The UK.</p> <p>Extension: Children to explain which holiday they would like to go on and why.</p>
Lesson 6	<p>LO: To be able to sequence seaside holidays.</p> <p>Sticky Knowledge:</p>	<p>Explain and look at pictures from over the year on seashores around the UK, looking at changes. Discuss how and why things may have changed. - accommodation, entertainment, clothing.</p> <p>Children sequence seaside holidays pictures and artefacts across time – create timeline from the 1930 to modern day, focusing on clothing, what is/was there, entertainment</p>

	I can sequence 4 seaside pictures in chronological order.	Children discuss how they know these pictures and artefacts are from each time period. - What do you notice? How have things changed?
Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth