

MTP for Going to the Seaside KS1 Where do Pirates bury their treasure?

This topic has been designed to be taught in Year 1 Term 3 and the literacy links make that assumption but there is plenty of challenge for Y2 pupils as well.

If working with older children, move beyond the idea of similarity and difference to focus on change through time, comparing the 1900s with the 1960s and today. The early key questions focus mainly on establishing the key period features of a seaside holiday 100 years ago before asking how we know and then exploring how seaside holidays have changed. Finally pupils are asked which period seaside holidays they would prefer. To see how this history-led topic would fit into a broader cross-curricular approach with Geography see the separate article on the site.

Key questions content coverage/key concepts	Learning objectives	Learning activities	Learning resources	Outcomes / assessment
<p>1 What was going to the seaside like 100 years ago? <i>(characteristic features of past society)</i></p>	<p>Children can identify key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available.</p>	<p>See KQ1 Outstanding lesson <i>What was going to the seaside like 100 years ago? Writing a quality postcard home.</i> Activities described in detail step by step.</p> <p>LOCAL LINKS Visit Hunstanton, our local seaside. Look at feature – What is it like today?</p>	<p>KQ1 PowerPoint 1 Going to the seaside; writing a quality postcard home.</p> <p>RS1 Wordlist for children RS2 Wordlist for staff</p>	<p>Children write postcard home ensuring that it contains some period detail</p>

	<p>They can see the similarities and differences between seaside holidays now and then.</p> <p>They can write a short postcard home, describing a day on the beach, free of 21st century anachronism.</p> <p>Some begin to use period specific words such as pier, promenade, parasol.</p>			
<p>2 What kind of things did people do at the seaside 100 years ago? <i>(characteristic features)</i></p>	<p>Children analyse series of paintings to extract period detail and make this come to life in form of a movie.</p>	<p>See KQ2 Smart Task <i>Mime to Movie</i>, which contains detailed description step- by-step.</p>	<p>KQ2 PowerPoint Smart task Mime to Movie</p>	<p>Children create series of still image which are then filmed</p>

<p>3 How do we know what holidays were like 100 years ago? when there's no-one alive from the time to tell us (enquiry-using evidence)</p>	<p>Children make simple deductions from photographs and paintings.</p>	<p>For all associated activities, described step-by-step see KQ3Outstanding lesson. Principal activity is Prove it! Children are given a set of statements (which can easily be differentiated) for which they have to find the evidence to prove it is correct. They have a gallery of images placed around the room to help them match the statement to the confirming evidence.</p>	<p>KQ3 PowerPoint Seaside Gallery RS1 Checklist for use with Seaside gallery RS2 Checklist Answers</p>	<p>Children draw an authentic Victorian/Edwardian poster advertising a seaside holiday over 100 years ago, which must contain visual period detail of the sort they have just been investigating.</p>
<p>4 Do we go to the seaside for the same reasons that people went 100 years ago? (causes)</p>	<p>Children grasp that reasons for going on holiday today are different from 100 years ago and can give 2 valid reasons why Victorians flocked to the seaside.</p>	<p>Children discuss the reasons they might have for going on a seaside holiday NOW and then think of the different reasons why people might have gone 100 years ago. Slides 2 and 3 of the PowerPoint provide some clues. To consolidate this understanding children are</p>	<p>KQ4 PowerPoint Smart task RS1 Why did people go to the seaside 100 years ago? RS2 Speech bubble template</p>	<p>Children are given a blank speech bubble template in which they write two different valid reasons why people went on seaside holidays in Victorian Edwardian times.</p>

		<p>then given a list of possible reasons which might relate to the motives for going on a seaside holiday 100years ago. They have to sort these into three piles: true, untrue and unsure. Task can be simplified into just 2 piles and 6 rather than 9 reasons for those who need more support.</p>		
<p>5 How have seaside holidays changed over the past 100 years? <i>(Change and continuity: interpretations)</i></p>	<p>Children recognise differences in clothing, beach activities, method of travel and older pupils consider destinations too. They recognise that the past can be divided into different periods e.g. - Victorian/Edwardian/100 years ago</p>	<p>See Smart Task KQ5a <i>Can you help Grandma?</i> The Grandma of one of last year's class became very muddled when looking through some old family albums with seaside holiday photos in. These ranged over 100 years. Can the children help sort the pictures into the correct part of the album subdivided as 1910, 1960s, last 10 years?</p>	<p>KQ5 PowerPoint How have seaside holidays changed over time You need to provide an outline image of a suitcase and suitable items to place in it, as well as some images they wouldn't include</p>	<p>Pupils work in teams of 6. Each pair within that team takes responsibility for producing a period picture from 1900/1960 and today to show the main differences between the three periods</p>

	<p>-50 Years ago/the 60s/when my Granny was a little girl etc</p> <p>-</p> <p>Today/nowadays/ and, for more able pupils, 21st century</p> <p>More able pupils can describe continuity as well as change. Children learn to devise a questionnaire, asking relevant questions about grandparents' experience of holidays 40-50 years ago. They learn to input simple data into a database and create simple graphs.</p>	<p>They have to sort these into the right period and to explain their choices.</p> <p>To learn more about seaside holidays when granny was a girl, pupils carry out research as explained in Outstanding lesson KQ5b <i>What our grandparents tell us</i> on the website</p>	<p>because they come from more recent times. The RNLI site has an example http://www.rnli.org.uk/shorething/Adults/Downloadable_Resources/default.aspx?search=15,30&keywords=Investigating,the,picture#results</p>	
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	They draw basic conclusions from the graph about the most popular holidays in the past.			
6 Do all children like the earlier seaside holidays now or would some prefer nowadays'? <i>(Interpretations)</i>	Children talk with confidence about the differences between holidays now and then. Children recognise the disadvantages of 'olden days' holidays as well as modern holidays (queues, traffic jams, pollution, sunburn etc.) Children can give appropriate reasons for their choices.	Discussion of possible problems today. Children brainstorm ideas using slide 2 of the PowerPoint to stimulate discussion. Children sing 'Oh I do like to be beside the Seaside' saying 'I don't' instead of 'I do', if they think seaside holidays are better nowadays.	KQ6 PowerPoint.	Children write a paragraph explaining their views

7 What does the picture tell us	Assessment Task 1	• Independently children are given an unseen picture of a seaside 100 years	KS1	To identify differences
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<p>about the seaside 100 years ago?</p> <p>What else happened at the seaside 100 years ago that is not in the picture?</p>	<p>For Year 1 term3</p>	<p>ago and are asked to answer the key questions. Recording this activity can take place in a variety of ways, remembering that Historical information is more important than writing skills.</p> <ul style="list-style-type: none"> • Examples: Could record through labelling picture, post its, writing about it. Orally recording answers through tape recorder. Teacher observations/conversations and assessment chart. • Well Below Average: Merely describes features of seaside which would be today e.g. <i>it's at a beach. They're swimming.</i> • Below Average: Sees this is clearly not of today but looking solely at clothes. Knows they are swimming costumes e.g. fixes on clothes only. • Average: Is able to go beyond clothing to recognise other Victorian features common at the time, mainly in foreground i.e. bathing machine. • Above Average: Grasps a range of period features. Knows what to look for and offers simple explanations. Picks up on all the clues e.g. <i>they've got</i> 	<p>diagnostic assessment task</p>	<p>between holidays today and in the past, looking at key features and thinking about changes over time.</p>
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	<p>Assessment task 2 (for Y2 children focusing on change through time)</p>	<p><i>something like an umbrella called a parasol to keep off the sun, they are wearing their Sunday best clothes.</i></p> <p>Children look at 3 unseen images (from 100 years ago, 60 years ago and today and have to</p> <ol style="list-style-type: none"> a. Correctly sequence b. Explain at least 2 main changes that happened to seaside holidays between picture 1 and 2 and 2 and 3. 		
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Books:

Start uP Seaside, Seaside holidays

Beside the Seaside – Liz Gogerly

At the Seaside – Tony Pickford

Seaside Holiday in the past photopack

At the Beach – Roland Harvey

The Jolly Roger and the Monster's Gold