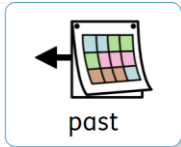


## YEAR 1 - Where do pirates bury their treasures? (Seaside)

Moving 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.

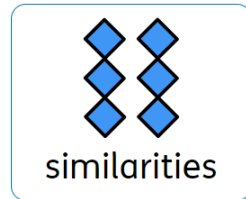
### Substantive Concepts

society, past, culture and community



### Disciplinary concepts

similarities and differences



### Prior knowledge

How life has changed over time (The Queen)

### Prior knowledge

Toys now and then

**Hook/use of outdoor area/trips:** Seaside trip, outdoor area- beach, puppet theatre (Punch and Judy), classroom displays seaside gallery,

**Cross-curricular links:** English-postcard, recount

Key questions Content coverage/concepts/timeline	The knowledge intended to be taught. What will they learn? What skill will they be learning?	Learning Activities	Learning resources	Outcomes/ assessment
1, What was going to the seaside like 100	To identify key period features of seaside	See <b>KQ1</b> <i>What was going to the seaside</i>	<b>KQ1</b> <b>PowerPoint 1</b>	Children write postcard

<p><b>years ago?</b></p>	<p>holidays, especially relating to clothes worn by children and adults and the entertainment available.</p> <p>They can see the <b>similarities and differences</b> between seaside holidays <b>now and then</b>.</p> <p>To write a short <b>postcard</b> home, describing a day on the beach,</p> <p><b>Some begin to use period specific words such as pier, promenade, parasol</b></p>	<p><i>like 100 years ago?</i> <i>Writing a quality postcard home.</i> Activities described in detail step by step.</p> <p><b>LOCAL LINKS</b> Visit Hunstanton, our local seaside. Look at feature – What is it like today?</p>	<p><b>Going to the seaside; writing a quality postcard home.</b></p> <p>RS1 Wordlist for children</p>	<p>home ensuring that it contains some period detail</p>
<p><b>2, What kind of things did people do at the seaside 100 years ago?</b></p>	<p>Children analyse series of paintings to extract period detail and make this come to life in form of a movie.</p> <p><b>Children to be able to list 3-4 things people did at the seaside 100 years ago</b></p>	<p>See <b>KQ2 Smart Task Mime to Movie</b>, which contains detailed description step-by-step.</p>	<p><b>KQ2 PowerPoint</b> Smart task Mime to Movie</p>	<p>Children create series of still image which are then filmed</p>
<p><b>3, How do we know what holidays were like 100 years ago?</b></p>	<p>Children make simple deductions from photographs and paintings.</p>	<p><b>KQ3 lesson.</b> Principal activity is <b>Prove it!</b> Children are given a set of</p>	<p><b>KQ3 PowerPoint Seaside Gallery</b> RS1 Checklist for</p>	

	<b>To be able to say at least two ways of holidays being different to today</b>	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.	use with Seaside gallery RS2 Checklist Answers	
<b>4, What is the seaside like today?</b>		Visit Hunstanton, our local seaside. Look at feature – What is it like today?		
<b>5, What is the seaside like today?</b>	Children make deductions from photos taken on the trip.  <b>To be able to say at least two differences between now and then</b>  English link- recount of the trip	Prove It Activity- share photos of the school trio- make a gallery.  Add statements about the differences and similarities	<b>Photos</b>	