

# History

## Skills, Knowledge and Progression

### KS1: Going to the Seaside



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate Victorians and Edwardians in time and place with reference to other significant people and events pupils may have studied</p> <p>Create a timeline showing the three main times in this topic: Victorians/Edwardians - 50 years ago/60s/Granny was a little girl - nowadays</p>	<p>Children can identify key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available. They can see the similarities and differences between seaside holidays now and then</p> <p><i>Possible learning activities:</i> Write a short postcard home, describing a day on the beach, free of 21st century anachronism. Some begin to use period specific words such as pier, promenade, parasol</p> <p>Children analyse series of paintings to extract period detail and make this come to life in form of a movie</p> <p><i>Possible learning activities:</i> Children create series of still image which are then filmed</p> <p>Children make simple deductions from photographs and paintings.</p> <p><i>Possible learning activities:</i> Prove it! Children are given a set of statements 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. 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>Children grasp that reasons for going on holiday today are different from 100 years ago and can give two valid reasons why Victorians flocked to the seaside.</p> <p><i>Possible learning activities:</i> 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 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 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>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 -50 Years ago/the 60s/when my Granny was a little girl etc -Today/nowadays/ and, for more able pupils, 21st century</p> <p><i>Possible learning activities:</i></p>	<p>Use PowerPoints and resources from <a href="http://www.keystagehistory.co.uk">www.keystagehistory.co.uk</a> to support each enquiry</p> <p><b>What was going to the seaside like 100 years ago?</b> (characteristic features of past society)</p> <p><b>What kind of things did people do at the seaside 100 years ago?</b> (characteristic features)</p> <p><b>How do we know what holidays were like 100 years ago?</b> when there's no-one alive from that time to tell us (enquiry-using evidence)</p> <p><b>Do we go to the seaside for the same reasons that people went 100 years ago?</b> (causes)</p> <p><b>How have seaside holidays changed over the past 100 years?</b> (Change and continuity: interpretations)</p>	<p>sand beach shore sea spade bucket ice-cream pier promenade parasol donkey rides Victorian Bathing suit Bathing machine Punch and Judy Show Long dark clothes</p>

	<p>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? They have to sort these into the right period and to explain their choices.</p> <p><b>Y2 Children</b> 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.</p> <p><i>Possible learning activities:</i>  Discussion of possible problems today. Children brainstorm ideas using slide 2 of the PowerPoint to stimulate discussion.  Children write a paragraph explaining their views</p> <p><b>Assessment Task 1 For Year 1 term 3</b> More details on:  <a href="https://www.keystagehistory.co.uk/Resources/P1-2r11.pdf">https://www.keystagehistory.co.uk/Resources/P1-2r11.pdf</a></p> <p>Independently children are given an unseen picture of a seaside 100 years 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. • Examples: Could record through labelling picture, post its, writing about it. Orally recording answers through tape recorder. Teacher observations/conversations and assessment chart.</p> <p><b>Assessment task 2 (for Y2 children focusing on change through time)</b>  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"> <li>Correctly sequence</li> <li>Explain at least 2 main changes that happened to seaside holidays between picture 1 and 2 and 2 and 3.</li> </ol>	<p><b>Do all children like seaside holidays 100 years ago or would some prefer today's seaside holidays? (Interpretations)</b></p>	
<p><b>Learning outcomes</b>  <b>Children should be able to</b></p> <p><b>Identify key period features of seaside holidays</b>, especially relating to clothes worn by children and adults and the entertainment available.</p> <p><b>Identify similarities and differences between seaside holidays now and then</b>; talk with confidence about the differences between holidays now and then.</p> <p><b>Analyse series of paintings</b> to extract period detail; <b>make simple deductions from photographs</b></p> <p><b>Understand that reasons</b> for going on holiday today are different from 100 years ago and can give two valid reasons why Victorians flocked to the seaside.</p> <p><b>Recognise differences</b> in clothing, beach activities, method of travel</p> <p><b>Y2 Recognise the disadvantages</b> of 'olden days' holidays as well as modern holidays (queues, traffic jams, pollution, sunburn etc.) Give appropriate reasons for their choices.</p> <p>Y2 consider differences in destinations between the Victorians and today</p>		<p><b>More able are challenged:</b></p> <ul style="list-style-type: none"> <li>• More able pupils are challenged to use period specific words such as pier, promenade</li> <li>• Explain reasons for the changes; more able pupils can describe continuity as well as change</li> <li>• Make inferences from old photos about life in the past independently</li> <li>• Write a paragraph explaining their views and ideas independently</li> </ul> <p><b>How those with SEND are Supported</b></p> <ul style="list-style-type: none"> <li>• Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers</li> <li>• Collaborative activities to support peer-learning and inclusion</li> <li>• Use of visuals, film, drama to support contextual understanding</li> <li>• Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design</li> <li>• TA support used to question and develop children's conceptual understanding of concepts and encourage independence</li> </ul> <p>Use of low threshold-high ceiling tasks to support inclusion</p>	