



Subject: History

Unit title: Seaside in the Past

Year Group: 1

Academic Year: 2024-2025

Geography Intent: Children should develop an awareness of the past, using common words and phrases relating to the seaside. Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Prior Geographical Learning/Linked Topics: <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. (Reception) • Compare and contrast characters from stories, including figures from the past. (Reception) • Understand what history is and the difference between things that happened in the past and present – (Year 1 Toys) • Describing events from the past involving significant people and using a timeline to place it – (Year 1 Space) 			Literacy Links (including texts/media used): Meg at Sea Beach Feet At the Beach Stone Girl, Bone Girl Billy's Bucket		Maths Links: Data handling Time	
Significant Events	Lives of significant individuals	Historical Interpretation	Organisation and communication	Chronological understanding	Knowledge and understanding of events, people and changes in the past	Historical enquiry
<ul style="list-style-type: none"> • changes within living memory. • events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some 	<ul style="list-style-type: none"> . Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> . Sort events or objects into groups (i.e. then and now.) . Use timelines to order events or objects. . Tell stories about the past. 	<ul style="list-style-type: none"> . Understand the difference between things that happened in the past and the present. . Order a set of events or objects . Use a timeline to 	<ul style="list-style-type: none"> . Recall some facts about people/events before living memory . Say why people may have acted the 	<ul style="list-style-type: none"> . Identify different ways in which the past is represented . Explore events, look at pictures and ask questions i.e, "Which things are old and which are



<ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<p>should be used to compare aspects of life in different periods focusing on Queen Victoria and King Charles</p>		<p>Talk, write and draw about things from the past.</p>	<p>place important events. . Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>way they did.</p>	<p>new?" or "What were people doing?" . Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>
<p><u>Stunning start:</u></p> <p>Chertsey museum – Tuesday 3rd June – Seaside in the Past Workshop</p>						
<p><u>Lesson 1: WALT: share what we know about the seaside and the seaside in the past</u></p> <p>Discuss what the children already know about the seaside and the seaside in the past – make a class mind map to add into the floor book.</p> <p>All children will be able to share one things they know about the seaside. Most children will be able to share multiple things they know about the seaside. Some children will be able to share what they know about the seaside now and how it might have been different in the past.</p> <p>Activity – Stunning start in the hall with Chertsey Museum.</p>						<p><u>Key Vocabulary:</u></p> <p><u>Chertsey museum – Questions</u> - "Which things are old and which are new?", "What were people doing?" . Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>



<p>Lesson 2: WALT: create a timeline of how the seaside has changed over time.</p> <p>As a class look at a timeline of how the seaside has changed over the years! 1900s to 2020! Look at each photograph in-depth and discuss what you can see, how people are dressed, activities being completed etc.</p> <p>Activity: Children to complete their own seaside timeline. Extend with writing a sentence about each picture about life at the seaside in that era.</p> <p>All children will be able to discuss how the seaside changes. Most children will be able to order a timeline of the seaside. Some children will be able to write sentences about how the seaside has changed over the years.</p>	<p><u>Key Vocabulary:</u></p> <p>Now, then, past, present Bathing machine Promenade Pier Penny Lick Punch and Jude Donkey Rides Swimming clothes</p>
<p>Lesson 3: WALT: Order a timeline of events for Queen Victoria</p> <p>Watch The ultimate Victorian, Queen Victoria History BBC Teach - YouTube Go through facts based on Queen Victoria's life and as a class create a timeline based on her life.</p> <p>Activity: Children to complete a own timeline for Queen Victoria LA to complete as a group.</p> <p>All children will be able to discuss who Queen Victoria is. Most children will be able to order the timeline for Queen Victoria's life. Some children will be able to order the timeline for Queen Victoria's life and discuss why she was important.</p>	<p><u>Key Vocabulary:</u></p> <p>Queen Victoria, monarch, royalty, coronation, throne, reign.</p>
<p>Lesson 4: WALT: Compare a Victorian seaside to the seaside of today.</p> <p>Today we will be comparing the seaside in the past (Victorian Times) to the seaside of today. Look at what was there, promenade, piers, activities completed, clothing, suncream etc.</p> <p>Activity: Mixed ability partners – cut and stick pictures into past, present both. Extension: Write a comparative sentence about the seaside in the past comparing to today.</p> <p>All children will be able to discuss how the seaside is different in the Victorian Era to today. Most children will be able to write comparative sentences about the seaside in the Victoria Era to today. Some children will be able to compare the two seaside eras and write multiple comparative sentences.</p>	<p><u>Key Vocabulary:</u></p> <p>Now, then, past, present Bathing machine Promenade Pier Penny Lick Punch and Jude Donkey Rides Swimming clothes, Steam train</p>



Lesson 5: WALT: show what we have learnt about the Seaside in the Past End of Unit assessment	<u>Key Vocabulary:</u> All from above
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Stunning Start/Marvellous Middle/Fabulous Finish: Stunning start – Chertsey Museum Marvellous Middle – Pictures and Videos Fabulous finish -	OAA/Trips/Visits/Visitors: Chertsey Museum	Outdoor learning opportunity:
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