

Adapted unit: What can we learn about the past and present seaside?

About the unit

The unit combines aspects of the history and geography programmes of study in the investigation of the current character and past development of a seaside resort.

This unit focuses on developing children's knowledge and understanding of the seaside resort as an example of a place that is different from their own locality. It also provides opportunities for children to investigate the history of the place – how it has become the way it is.

Children use a range of sources of information and skills of historical and geographical enquiry to compare resorts in the past with current resorts. They also consider ways in which the environment may be improved and who will be affected by these changes. The teaching and learning experience may be significantly enhanced if children can visit the chosen seaside resort and its local museum.

Where the unit fits in

This unit builds on units 1 and 2 in geography by extending children's awareness of places other than their immediate locality. It extends children's historical knowledge and skills by looking at and comparing three time periods and encouraging children to make inferences from sources of information. Throughout the unit, pieces of geographical and historical work are interwoven. However, sections 1, 3, 4 and 6 have a particular geographical focus and sections 2, 4 and 5 have a strong historical focus.

Expectations

At the end of this unit

most pupils will: be able to identify features of different places; describe some of the changes that take place as a seaside resort develops; recognise some similarities and differences between resorts now and in the past; select information about a seaside resort from pictures and maps; recognise that there are several ways they can find out about the past; consider ways in which a resort may be improved.

some pupils will not have made so much progress and will: identify some features relating to different places; recognise one or more similarity and difference between resorts now and in the past; identify features in pictures as belonging to the 'past' or to 'now'.

some pupils will have progressed further and will: be able to identify and explain features of different places; describe and provide some reasons for the changes as a seaside resort develops; recognise some similarities and differences between resorts now and in the past and suggest reasons for their observations; make simple deductions about a resort from pictures and maps; explain several ways in which they can find out about the past; explain the differing views about improvements made to a resort.

Prior learning

It is helpful if the children have:

- had experience of working with maps and identifying some key features on these
- completed short structured written tasks
- used words connected with the passing of time
- had opportunities to use pictures as sources of historical information and to note similarities and differences.

Language for learning

Through the activities in this unit children will be able to understand, use and spell correctly:

- words associated with geographical features, *eg seaside, sand, cliff, beach, shingle*
- words associated with weather and climate, *eg windy, hot, sunny*
- everyday words associated with the seaside, *eg windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle*
- period-specific seaside vocabulary, *eg steam boat, Punch and Judy show, amusement arcade, steam train, pier*
- time-related vocabulary, *eg when your parents/carers/grandparents were young, long ago, after the war, 1960s, recent, modern, older, oldest.*

Resources

Resources include:

- pictures and books of different places, including different coastal locations
- a map showing seaside resorts
- pictures, maps and leaflets of Weston-super-Mare, or other chosen seaside resort
- pictures or photographs of seaside resorts in the past, *eg from Big books, published photo-packs, family holidays*. These need to include obvious 'clues' to the period, *eg forms of transport, clothes*
- cards with different reasons for visiting a resort
- artefacts and souvenirs from seaside holidays in the past.

Section 1: Why do we go to the seaside? How does it differ from other places?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • to identify different places and to recognise some of their key characteristics • to use geographical terms • to identify different kinds of coastal settlement and the key features of seaside resorts. 	<p>Ask the children what places they have visited, <i>eg town, countryside, seaside</i>, and compile a list. Obtain their views on what the places are like. Ask the children to use pictures of a wide range of geographical locations to identify and talk about features in these three different types of environments. Build a word bank on card during this activity.</p> <p>Give the children a range of pictures and photographs of coastal locations (including resorts, industrial or fishing ports, rural localities). Ask the children to work in pairs to sort and group the pictures according to their own criteria. Compare the different ways in which children have sorted and grouped their pictures.</p> <p>Ask the children, in groups, to pick out pictures of coastal places and to rank them according to those they would most like to visit. Ask each group to feedback their different reasons and begin to develop a list of important features of seaside resorts.</p> <p>Begin a classroom frieze labelling some of the features of seaside resorts that the children have identified.</p>	<p>Children:</p> <ul style="list-style-type: none"> • describe different places and talk about some of their key characteristics • infer information from pictures or photographs • identify some key features of seaside resorts and use appropriate vocabulary. 	<p>Encourage children to identify the key human and physical features in coastal environments. Draw attention to the weather and seasonal change as being important factors contributing to a resort's popularity.</p> <p>Enhance this activity, and ones that follow, by reading the children stories about the seaside past and present.</p> <p>These stories will provide an opportunity to develop children's understanding of the importance of 'setting' in a story, <i>eg how the setting is established using words and pictures, how the setting influences events in the story.</i></p> <p>Children can add to their frieze as they learn more about seaside resorts in the following activities.</p>

Section 2: How did people enjoy themselves at the seaside in the past?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • to find out about the past from pictures and photographs • to recognise that some things change and others stay the same over a period of time. 	<p>Give the children packs of photographs or pictures showing seaside holidays in the past. Help them to find clues to what holidays used to be like, eg <i>clothes, vehicles, amusements</i>.</p> <p>Ask the children to look carefully at the photographs or pictures. <i>Are there cars in the pictures? Are there families sitting on the sand? Are there people wearing swimsuits?</i></p> <p>Using the pictures or photographs of modern holiday resorts from previous activities, ask the children to identify and write down three ways in which holidays are the same as holidays in the past and three ways in which they are different.</p> <p>Ask pupils to mime one seaside activity for the others to guess. As this continues, list the activities on the board under 'past', 'present' or 'both'.</p>	<p>Children:</p> <ul style="list-style-type: none"> • identify and write about similarities and differences between seaside holidays in the past and present • through discussion, demonstrate some knowledge about seaside holidays in the past. 	<p>Parents, grandparents and carers may have pictures and photographs of themselves on holiday at the seaside in the past, which would provide a useful resource.</p> <p>Children's attention might need to be drawn to the use of black and white films for photographs in the past.</p>

Section 3: What is one chosen seaside resort like?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • to use a variety of resources, including maps and pictures to find out information • to investigate the character of a place. 	<p>Introduce children to the chosen seaside resort using some tourist leaflets – ‘lets go on holiday!’ Ask the children to use a map or atlas to locate the resort.</p> <p>Show the children pictures and photographs of the resort and set them the task of identifying some of its key features. Using a sheet of paper divided into ‘physical’ and ‘human’ feature, list some of their findings.</p> <p>Give the children large-scale maps of the resort and ask them to try and match the features in the photo with specific places on the map.</p>	<p>Children:</p> <ul style="list-style-type: none"> • use an atlas map to locate a place • describe some of the key features of an identified seaside resort • use a large-scale map to identify key features of a place. 	<p>Local tourist offices may be useful sources of information and leaflets about modern seaside resorts.</p> <p>A visit to the chosen resort would be a good starting point for the activities.</p> <p>The play area in the classroom could be adapted to incorporate activities associated with the seaside.</p>

Section 4: How has the chosen seaside resort developed and changed in the past?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • use a range of sources of information including maps, photographs and pictures to find out about the past • to develop understanding of the different ways in which the past is represented • to identify and describe similarities and differences between now and then. 	<p>Show the children large-scale maps of the resort at two earlier periods. Ask them to find some of the key features identified in the previous activity and to compare earlier and recent maps.</p> <p>Give them a grid listing key features down the left and each map date along the top. Ask the children to tick which maps have which features. Looking at the finished grid, ask the children – ‘which features have stayed in the same location and which features have disappeared?’</p> <p>Provide old photographs for the children to use with the maps, including some of physical features, <i>eg cliffs, beaches</i>, and some of human features, <i>eg pier, hotel, bandstand</i>. Encourage the children to notice the difference between old and modern views – for example, <i>what features have been added? Have the shapes of cliffs or beaches changed? What features (physical or human) have been removed?</i> As a summary exercise, ask them to describe ways in which the resort has changed between two different periods of time in the past.</p> <p>As a class, discuss how the changes might have affected peoples' lives.</p>	<p>Children:</p> <ul style="list-style-type: none"> • suggest ways in which this resort has changed over time • describe the different sources of information they have used to find out about the resort. 	<p>Local record offices and museums may be able to provide support in locating historic maps, pictures and photographs of a resort.</p> <p>This activity may be extended by using different maps with similar scales as overlays on an overhead transparency to show the development of the resort.</p>

Section 5: Why did resorts develop in general (and this resort in particular)?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> • to identify reasons why events occurred in the past • to appreciate why people acted as they did in the past. 	<p>Remind the children of earlier discussions about why they like going to the seaside. Ask them whether they think people in the past had similar reasons for going to the seaside.</p> <p>Using the chosen resort as the example, provide some information about why it developed. Tell the children other reasons why people liked going to the seaside and why resorts developed, <i>eg increasing leisure time, more money to spend on holidays, better transport and communication links, healthy seaside holidays.</i></p> <p>Make up some cards that list different reasons for going to the seaside. Ask the children to sort them into 'important reasons' and 'not very important reasons' as far as the development of this resort is concerned.</p> <p>Discuss the findings of this exercise in class and agree a list of important reasons for the development and growth of the resort.</p>	<p>Children:</p> <ul style="list-style-type: none"> • explain why people visit the seaside now and in the past • describe the most important reasons why the chosen resort developed in the past. 	<p>Cards could reflect the different reasons that children have given for visiting the seaside. This activity may be adapted as an ICT activity with reasons in boxes that can be clicked and dragged across the screen.</p>

Section 6: How do you think the resort will change in the future?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to consider the impact of changes to the resort on the environment and people's lives. 	<p>Ask the children to list their favourite attractions at the resort and, in pairs, to consider what other attractions they would like. Each pair will pass the name of a newly chosen attraction onto another pair who will consider (i) what effect these would have on the environment and landscape (ii) what the local people would think (iii) what the visitors would think. The pairs can be put in role for this exercise, <i>eg local café owner, family visiting</i>. Pairs all feedback the attraction and the impact to the whole class then discuss how the resort might be improved for future visitors at the same time as keeping it a good place to live in.</p> <p>Summary exercises:</p> <p>Design a poster about this seaside resort in the future either advertising the attractions to future visitors or explaining the advantages of it as a place to live and work.</p> <p>A possible exercise with D&T:</p> <p>Ask the children to create a floor map and/or models of the resort in the future.</p>	<p>Children:</p> <ul style="list-style-type: none"> express some opinions about future changes and whether they will improve the locality for residents and visitors communicate ideas to a selected audience about how the resort might change. 	<p>More able children could write a brochure about their resort. Using information from previous activities, children could describe the location of the resort, its different features and attractions and how it has changed.</p>