

## Unit 3 What were seaside holidays like in the past?

### ABOUT THE UNIT

This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. The unit could be developed further by visiting a seaside resort and its local museum.

The seaside is also the focus of Unit 4 'Going to the seaside' in the QCA geography scheme of work and schools may wish to use the two units in combination.

### WHERE THE UNIT FITS IN

This unit builds on Units 1 and 2 by looking at and comparing three time periods and encouraging children to make inferences from sources of information.

### PRIOR LEARNING

It is helpful if the children have:

- used words connected with the passing of time
- handled and drawn objects from past times, and asked and answered questions about them to find out about the past
- completed short, structured written tasks

### VOCABULARY

In this unit, children will have opportunities to use:

- words associated with geographical features, *eg seaside, sand, cliff, beach, shingle*
- 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

- pictures or photographs of seaside holidays in the past, *eg from Big books, published photo-packs, family holidays*. Photos showing holidays between 1900 and the 1970s are appropriate. To help with sequencing, these need to include obvious 'clues' to the period, *eg forms of transport, clothes*
- a map showing seaside resorts
- an adult visitor who can talk about seaside holidays in the past
- artefacts and souvenirs from seaside holidays in the past
- a time line

### EXPECTATIONS

#### at the end of this unit

*most children will:*

order objects correctly in chronological sequence; recognise some similarities and differences between holidays now and in the past; collect information about the past by asking questions of people who were alive before the children were born, and from objects and pictures; recognise that there are several ways they can find out about the past; write sentences about seaside holidays in the past, using words related to the passing of time

*some children will not have made so much progress and will:*

identify some features related to seaside holidays; recognise one or more similarity(ies) and difference(s) between holidays now and holidays in the past; identify objects as belonging to the 'past' or to 'now'; draw and play with seaside objects

*some children will have progressed further and will:*

place objects/pictures in the appropriate time period *eg Second World War, 1960s*; provide explanations for why they have placed objects/features at different times in the past; explain in writing what they have learnt about seaside holidays in the past

## LEARNING OBJECTIVES

## CHILDREN SHOULD LEARN

- in which parts of the year key holidays take place
- to recall information from their past to answer questions about holidays
- to identify features associated with seaside holidays

- to sequence photographs into a time series of three time periods by identifying differences between present and past times
- to use time-related vocabulary
- to find out about holidays in the past from photos

- to distinguish between holidays in the recent and more distant past
- to sort information into categories that distinguish the present from the past
- to recognise that some things change and others stay the same

- to find out about seaside holidays in the past by asking questions of an adult visitor

- to select important information about seaside holidays in the past
- to record what they have learned by drawing and writing

## POSSIBLE TEACHING ACTIVITIES

**When do we have holidays?**

Agree with the children what holidays are and when they have holidays. Ask the children to place the three main school holidays and any other holidays they suggest on a simple time line. *Encourage the children* to identify the relationship between holidays and religious festivals; and to think about the reasons we have holidays and what happens at different holidays.

Show the children a picture or photograph of a seaside holiday today. Help them to find clues to show them what sort of holiday is shown in the picture. *Has anyone been on a seaside holiday or day trip to the seaside? Where did you go? What did you do?* Locate on a map the places that children have visited.

**What were seaside holidays like when our parents/carers and grandparents were young?**

Give the children packs of photographs or pictures showing seaside holidays today and when their parents/carers and grandparents were young. Help them to find clues to what holidays used to be like.

Ask children to sequence the photographs or pictures into chronological order: now; when my mum/dad/carer was young; when my gran/grandad was young. Talk about the clues they used to help in the sequencing, *eg clothes, hairstyles, vehicles, buildings*, and use the discussion to reinforce time-related vocabulary, *eg recent, modern, older, oldest*.

**What is different and what is the same about seaside holidays now and then?**

Give the children packs of photographs or pictures showing seaside holidays now and when their parents/carers and grandparents were young.

Ask the children to look carefully at the photographs or pictures. *Are there cars in all the photos? Are there ice-cream sellers? Are there families sitting on the sand? Are there people wearing swimsuits?* Ask the children to identify and write down three things that are similar in all the photographs or pictures and three that are different.

**What can you tell us about seaside holidays when you were a child?**

Arrange for a parent/carer/grandparent to visit the class and tell the children about his or her childhood seaside holidays, using photographs, slides, artefacts and souvenirs to illustrate the story. Encourage the children to ask questions. Discuss with the children the answers the visitor gave.

**What do souvenirs tell us about seaside holidays in the past?**

Ask the children to draw each of the souvenirs brought in by the visitor. Help them to write a caption for their pictures, explaining what information the souvenir provides about seaside holidays in the past.

## LEARNING OUTCOMES

## CHILDREN

- talk about school and other holidays
- sequence major holidays on a time line
- infer information from a picture or photograph
- contribute to a discussion about seaside holidays, using appropriate vocabulary

- sort information into past and present by identifying familiar objects and recognising what is unfamiliar
- sort photos into chronological order and explain the reasons for the order using appropriate time-related vocabulary

- identify and write about similarities and differences between the pictures
- through discussion, demonstrate some knowledge about seaside holidays in the past
- identify questions to ask about holidays in the past

- ask appropriate questions about seaside holidays in the past

- select one important point about seaside holidays and explain why it is important
- make accurate drawings of objects from the past, and explain what information each object gives about seaside holidays in the past

## POINTS TO NOTE

The picture could be selected from a story book and should provide a large number of easily identifiable features, *eg sandcastle, bucket and spade, sea, sand*.

This activity provides an opportunity to make links with religious education by developing discussion on religious and cultural festivals.

Pictures of holidays in the past will need to be chosen carefully to ensure that there are obvious clues to the time when they were taken, *eg transport, clothes*.

Museums in seaside resorts are possible sources of pictures and photographs. Teachers, parents and governors may also be able to provide them.

Teachers could adapt this activity by providing help in identifying different features in the photos.

This activity, and the ones that follow, will be enhanced by reading the children stories about seaside holidays past and present. These stories will provide an opportunity to develop children's understanding of the importance of 'setting' in a story, *eg how the setting is established using words and pictures, how the setting influences events in the story*.

This activity provides an opportunity to link with Unit 1A 'Ourselves' from the QCA science scheme of work.

The visitor will need to discuss his or her presentation with the teacher before speaking to the class. To liven up the presentation, swimsuits or other items of clothing could be pegged to a clothes line, and the children could be involved in using beach equipment, *eg buckets and spades, beach balls*.

There are opportunities for role-play and for developing a seaside area or display in a corner of the classroom. Museum education services may provide a loan service that will help with this.

Teachers can adapt this activity by providing the captions.



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