



Year 1, Term 3

<p><b>History</b></p>	<p><b>What were seaside holidays like in the past?</b></p>
<p><i>Children compare seaside holidays in the recent past with those taken a long time ago. Children begin to develop an understanding of the passing of time and an ability to ask and answer questions about different sources of information.</i></p>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• words associated with geographical features <i>seaside, sand, cliff, beach, shingle</i></li> <li>• everyday words associated with the seaside <i>windbreak, picnic, sun hat, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle</i></li> <li>• period specific vocabulary <i>steam boat, Punch and Judy show, steam train, pier</i></li> <li>• time-related vocabulary <i>when your parents, grandparents were children, long ago, recent, modern, older, oldest</i></li> </ul>
<p><b>Learning Intentions</b></p>	<p><b>Activities</b></p>
<p>Children should learn</p> <ul style="list-style-type: none"> <li>• In which part of the year holidays take place.</li> <li>• To recall information from their past to answer questions about holidays.</li> <li>• To identify features associated with seaside holidays.</li> <li>• To sequence photographs into a time series of three time periods by identifying differences between present and past times.</li> </ul>	<p>When do we have holidays? Discuss what holidays are and when we have them. Place the school's main holidays on a simple time line. Note the connection between some holidays and religious festivals. Why do we have holidays? What do we do at different holidays?</p> <p>Look at pictures or photographs of seaside holidays today. Look for clues in the pictures to tell us about the holiday. The picture needs to contain a large number of identifiable features sandcastle, bucket, spade, sea, sand, boats Has anyone been on a seaside holiday? Where did you go? What did you do? Locate places on a map</p> <p>Show picture of seaside holidays from the past. The pictures will need to be carefully chosen to ensure that there are obvious clues to the time when they were taken e.g. clothes, transport Ask the children to sequence the photographs in time order. Discuss clues e.g. clothes, hairstyles, vehicles, buildings Use the discussion to reinforce time related</p>



	<p>vocabulary Read seaside stories. Ask the children to describe the clothes and appearance of each.</p>
<b>History</b>	<b>What were seaside holidays like in the past?</b>
<b>Learning Intentions</b>	<b>Activities</b>
<ul style="list-style-type: none"><li>• To distinguish between holidays in the recent and more distant past.</li><li>• To recognise that some things change and others stay the same.</li><li>• To sequence the events correctly</li> <li>• To find out about seaside holidays in the past by asking questions of an adult visitor.</li><li>• Children will record what they have learned by drawing and writing.</li></ul>	<p>What is different and what is the same about seaside holidays now and then? Look at pictures again, to identify similarities and differences</p> <p>Ask children to look carefully the photos <i>Are there ice cream sellers? Are there families sitting on the sand? Are there cars in all the photos? etc.</i> Identify three things that are similar and three things that are different in the photos. Record Your answers.</p> <p>Invite parent or grandparent to talk about a visit they had to the seaside when they were a child.</p> <p>Tell us about seaside holidays when you were a child? Prepare questions prior to the visit.</p> <p>Look at souvenirs, items of clothing and beach equipment. Make labels and captions for these. Make a role play area.</p>