

Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

**Nicky Nook Class
Summer 1
Year B**

N.C. LINKS:

Pupils should be taught about:
Events beyond living memory that are significant nationally or globally.

Etymology – photograph – literally means ‘drawing with light’ from greek word ‘phos’ meaning light and graphe meaning drawing/writing.

Vocabulary:

Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Change Seaside Holidays Blackpool Photographs bathing costume bathing machine parasol pier promenade Punch and	Year decade century timeline modern timeline	Compare Old, new, rule, Britain earlier, later facts events	Artefact, explain, who? Why? What? When? Where? Source, events, newspapers, evidence



**Seaside Stroll
By
Charles Trevino**

Key Concept: CHILDHOOD
The Seaside Then and Now

Key Question: How has the seaside changed over time?

Unit Overview:

Make comparisons and identify changes between the seaside now and then (Blackpool Seaside – 100 years ago)

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

<p>Explain what life was in a seaside town 100 years ago compared to now (food, clothing, games/entertainment)</p> <p>Use photographs as sources of evidence.</p>	<p>Judy souvenir Victorian</p>			
<p>Chronological Context:</p> <p>1700's – Seaside holidays first began</p> <p>1840 – railways invented so more people could go on holiday.</p>		<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons</p> <p>Research – find out about people, places, events, objects, ask questions, use different sources to find answers.</p>	<p>Building on Prior learning when B follow A:</p> <p>Understand what a significant person in history is</p> <p>Learn about Queen Victoria and how she has contributed to national and international achievements.</p> <p>Compare Christmas traditions between the past and present.</p>	
<p>New Knowledge Progression:</p> <p>Make comparisons and identify changes between the seaside now and then (Blackpool Seaside – 100 years ago)</p> <p>Explain what life was in a seaside town 100 years ago compared to now (food, clothing, games/entertainment)</p>				

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences.
Vocabulary – language of time when talking about past/present events in their own lives.

Key Skills (Disciplinary)

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.
- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.

- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.
- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.
-

Sequence of Lessons:

1. **LO: To understand the features of a seaside holiday.**
2. **LO: Make comparisons between seaside holidays now and in the past.**
3. **LO: To understand what life was like in a seaside town 100 years ago.**
4. **LO: To write a postcard from Victorian Blackpool.**

Enhancements:

Trip to Blackpool Seaside

End of Unit Outcome:

Postcard from Victorian Blackpool
Role play observations

Oral Assessment:

How has the seaside changed over time?

What are the features of a seaside holiday?

What is the difference between seaside holidays now and in the past?

What was life like in a seaside town 100 years ago?