



St Paul's Church of England Primary School



“Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity.”
(1 Timothy 4:12)

History

Year group: Y6 Summer Term

Title: Oh, I do like to be beside the seaside

What should I know? I should know how Britain has been influenced by the wider world. I should understand the methods of historical enquiry including how evidence is used rigorously to make historical claims. I should know how to note connections, contrasts and trends over time and develop the appropriate use of historical terms. I should know how to frame historically valid questions and create structured accounts including written narratives and analyses.	Facts I will learn That “holidays” have been taken for different reasons over the centuries That the building of the railways enabled day trips to the seaside That not everyone was in favour of the expansion of the railways and some people felt that trains were not safe That there are many similarities and differences between Victorian seaside holidays and seaside holidays today That Victorian railway posters are important primary sources That holidays today reflect economic, social and technological changes	Key questions How did the coming of the railways in Victorian times result in changes in Britain? • What enabled working class Victorians to go to the seaside? • Why was there some opposition to the building of the railways? • Where do Victorian holidays fit on a timeline? • What are some of the similarities and differences between Victorian seaside holidays and seaside holidays in Britain today? • Which sources can be used to find out about holidays in the past? • Which questions would you ask if you were to interview people about holidays when they were children?														
Key Skills..... To continue to develop a chronologically secure knowledge and understanding of British history To ask and answer historically valid questions about change, cause, similarity and difference and significance To understand how our knowledge of the past is constructed from a range of sources	Experiences that school may provide: The children will be able to find out more by using a Lancashire museum loan. 	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>questionnaire</td><td>This is a set of written questions which is used to gather information</td></tr><tr><td>social history</td><td>This is the study of people’s lives and experiences.</td></tr><tr><td>sources</td><td>These could be documents, artefacts, photographs or historical sites</td></tr><tr><td>leisure</td><td>This is when people are not working and they can use their time for enjoyment</td></tr><tr><td>Victorian economy</td><td>This is the making, selling and buying of goods and services in Victorian times</td></tr><tr><td>interview</td><td>This is a face to face meeting where one person asks questions and another person answers</td></tr></table>	Key vocab	Definition	questionnaire	This is a set of written questions which is used to gather information	social history	This is the study of people’s lives and experiences.	sources	These could be documents, artefacts, photographs or historical sites	leisure	This is when people are not working and they can use their time for enjoyment	Victorian economy	This is the making, selling and buying of goods and services in Victorian times	interview	This is a face to face meeting where one person asks questions and another person answers
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Web links https://www.youtube.com/watch?v=IOOg7xFUJ0w (Victorians at the seaside) 	Experiences that could be provided at home...Let your child ask you (or their grandparents) questions about holidays you remember. 															

