

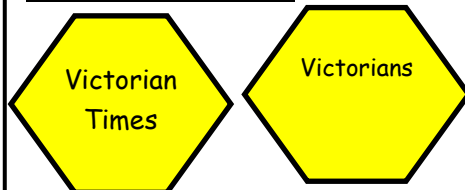
## History Year 1 Summer Term

Prior Learning: Understanding of past, understanding of national, understanding of living memory

**Theme:** Social Class, Poverty and Wealth

We will look at changes within living memory to the aspect of national life – The Seaside!

**Words we will know!**



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Similarities

Smog

Chimney-Sweep

Difference

Bathing Huts

Living Conditions

**Chronology- When were the Victorian times?**

TWAL: To sequence some events in order.

To know that the Victorian times were from 1837-1901.

We will place the Victorian period on a timeline. We will know that this was a long time before the moon landing and even longer from when we were born. We will remember the toys that people played with in the Victorian times to help us, such as trains, soldiers and marbles. We will use a timeline to sequence events, remembering how a timeline is used and how it helps us understand the order of when things happened.

**Interpreting Evidence -What was it like for people in the Victorian times?**

TWAL: to find answers to simple questions about life for people in the Victorian times from sources of evidence.

to know that Victorian working and living conditions were challenging.

We will use pictures, stories and artefacts to find out what life was like for Victorian people. We will know that there was a big gap between the rich and poor which made it unfair and that the average life expectancy was about 42. The poor often lived in unsanitary, unclean, cramped conditions. Poor children often had to find jobs instead of going to school, including chimney-sweeps or messengers. Lots of children and babies caught diseases, such as measles.

**Cause and Consequence- Why did they want to go?**

TWAL: to recognise why Victorians went to the beach.

To know that Victorians went to the beach to escape the city.

We will know that Victorians went to the beach to escape poor living and working conditions. They benefited from the fresh sea air, compared to the smog filled cities that they lived in. Doctors even prescribed 'sea air' as medical advice. It became a place where people came to relax and enjoy.

**Cause and Consequence- How did they get there?**

TWAL: to recognise why people went to the beach by the train.

To know that because the railway industry boomed, people used this to get there.

We will learn that the rapid expansion of the rail network had made the seaside more accessible. Between 1830 and 1870, a network of railways was built around Britain. Britain's railways transformed the landscape in terms of what it looks like and how people used it and filled their time for leisure.

**Similarity and Difference- What did people do at the beach compared to now?**

TWAL: Identify similarities and differences between what people did at the beach in Victorian times compared to the present day.

To know that there are both similarities and differences to what people did back then and now.

We will learn that similarly, people ate fish and chips and stick of rock, which are some traditions that have stayed. However, for example, sunbathing wasn't fashionable and people went into the sea fully clothed. They would also have donkey rides, which also aren't as common now either.

**Change and Continuity -What are these seaside towns like now?**

TWAL: to recall how things change over time.

To know that seaside towns have both similarities and differences to the Victorian times.

We will sort between things that have remained in seaside towns since the Victorian times and things which we no longer take part in or see. We will learn that beach huts, piers and fairgrounds are still commonly used at the beach. However, we don't have bathing huts or gender separated areas of the beach.