

## What is special about the Seaside? Six Step Enquiry

### Step 1: Teacher motivates pupils to want to learn and scopes the enquiry (hooks in)

- **Seaside postcard arrives in school** giving details of things seen and done, including at least one thing that would have been part of a holiday in Victorian times and later – e.g. the Pier.
- **Class discussion** children's own ideas about seaside holidays/ trips to help develop ideas and vocabulary.
- **When I was a girl / boy** teacher/ other adult reminisces about seaside holidays/ trips they went on as a child or possible homework task for children to ask an adult at home.

### Step 2: Children collect information in interesting and varied ways

- **Fastest Finger First** – using a Victorian beach scene to develop period / topic specific vocabulary.
- **Lost Luggage activity** using the Changing Seaside holidays/ Victorian Seaside Trunk from the History Curriculum Centre.
- Expert groups gather information from pictures, video excerpts, books, artefacts etc, using **Information Run** or **Envoy** strategies, looking at e.g. why people went to the seaside/ how they travelled there/ what they did once there/ where they stayed/ what they wore.

### Step 3: Children make sense of ideas and process the information

- **Still image/jumping into pictures** to recreate beach scenes from the past. Use tapping in' to select pupils to 'come to life' and explain what the character they are portraying (adult or child) is doing and how they are feeling.
- Pupils write **speech bubbles for characters in the pictures** – teachers allocate which characters to ensure challenge is set at suitable level.

### Step 4: Children draw their own conclusions, *making their own meaning*

- **Venn diagrams** – with 'Now', 'Then' and 'Both' rings to show what is the same / what is different between Seaside holidays today and in Victorian times. Pupils place given artefacts / pictures into overlapping hoops / rope circles.
- Y2 children should also compare images, video extracts etc. from different eras within the 20<sup>th</sup> century with Victorian ones to identify what *changed* between those periods.
- Pupils **write postcards as if they were on holiday in Victorian times/1960s** – selecting suitable period images for the front of their postcards and describing appropriate activities for the period. Non-writers can dictate their message to a scribe or audio recording device.

### Step 5: Their understanding is checked, developed and refined by the addition of new information

- Is the Seaside still special? **Sorting positive and negative images of modern seaside holidays.** Positive - children enjoying the beach/ water/ idyllic coastal landscape. Negative - traffic jams/ crowded airports / dirty beaches/ run down resorts/ sunburn and sun safety/ new indoor attractions that lessen the importance of the beach and sea (i.e. make it less special because they could be anywhere ).

### Step 6: Pupils create their final, imaginative product

- **Curator's Dilemma** – pupils have to select 5 things that show how special the seaside was in Victorian / past times for a new display at the Seacity Museum in Southampton or to include on an advertising poster for seaside trips in Victorian or other times in the past.