

YEAR 2 UNIT 2 – HOLIDAYS:

How have holidays changed over time?

Related units: *Year 1 Unit 1: My Family History*

Unit overview

In this unit, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence. The resources provided reference mostly the 1950s and 1960s and refer to grandparents, so you need to be aware that some of the children's grandparents will be older or younger than the average age, some may come from cultures where holidays are not the norm and some children may have recently lost their grandparents. You may need to adapt and edit the resources as appropriate. This unit is fully resourced, but you may wish to edit the materials and use examples of local resorts to provide links to your local history coverage.

This unit's Big Finish is the construction of an indoor pop-up seaside from the 1950s. It can be adapted to fit in with the resources and support you have.

Key vocabulary

Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.

Cross-curricular links

- **Art:** seaside artwork focusing on artists specialising in seascapes
- **DT:** using different materials to create features of a 1950s seaside, making puppets in the style of Punch and Judy
- **English:** conducting interviews, story-writing
- **Geography:** map work, transport, leisure
- **Maths:** compiling questionnaires and data handling
- **RE:** religious festivals/holidays

Knowledge, skills and concepts

In this unit, the children will:

- learn about changes within living memory
- understand historical concepts such as continuity and change, similarity and difference
- ask historically valid questions
- identify similarities and differences between ways of life in different periods
- ask and answer questions
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented
- use a wide range of everyday historical terms
- use parts of stories and other sources to show they know and understand key features of events
- use sources to show they know and understand the past
- suggest reasons why changes took place.

Related books for wider reading

- *Lucy and Tom at the Seaside* by Shirley Hughes
- *Seaside Holidays Then and Now* by Clare Hibbert
- *When Gran was a Girl* by Jo Nelson (*Rising Stars Reading Planet*)

Places to visit

- The seaside

Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. Children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: *know where people and events fit within a chronological framework*. **The assessment should be undertaken in week 2. Detailed information on the task can be found on the key assessment opportunity sheet.**

Subject knowledge and teaching guidance

In delivering this unit, you will need to be sensitive about whether children have lost their grandparents, and the limited holiday experiences of the children in the class. They may not have been on holiday and therefore may be unprepared to share experiences.

This unit focuses on the changes to holidays from the 1950s to the present day, and provides an excellent opportunity to reinforce the knowledge acquired in *Year 1 Unit 1: My Family History*. Utilising a variety of sources, the children will learn about entitlement to holidays that meant people were able to take time off work with pay. They will look at the development of transport and how that initially developed seaside holidays through car ownership and improved rail links. They will also see how improved transport ultimately led to the demise of seaside resorts, through cheaper air travel. They will see how technology led to many other changes to holidays, for example through the development of the camera phone. They will acquire knowledge of the range of holidays available in the past and today. Each teaching plan contains subject knowledge to support you in delivering the unit, and should be used as a guide to the knowledge that children should gain while studying the unit.

The Big Finish is intended to be adapted to fit in with the resources and support you have available. Depending on the scale of your activity, you may need many props and materials. It is a good idea to send a letter home before week 6, to seek help with loans of objects and support on the day.