**Vocabulary:** pier, steam train, bathing hut, camera, Punch and Judy, bucket and spade, long ago, modern, recent.

**NC References:**

Hi2/2.1    Local History- Pupils should be taught about an aspect of local history

Hi2/2.2    Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

Research Victorian images on the internet for activity 5 – child led

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

Victorian hats or masks on loan from Swanage Pier?

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building
* Communication

**Link to next session:**

Exploration of the Victorian period and the key events that took place that has shaped the way in which we live today.

Victorians at work, what working life was like for Victorians and the differences for rich and poor Victorians.

**Pupil Age: 9-11**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**Year Group: Y5 and Y6**

**Subject / Theme of Lesson:**

History – To think about what holidays were like in the past, to compare and recognise similarities and differences between holidays now and then. To think about the differences between rich and poor in Victorian times.

**Learning Objectives:**

To know that Swanage Pier was built in the Victorian period

To identify differences between Victorian holidays and present day holidays

To identify similarities between Victorian holidays and present day holidays

To know some of the differences between the lives of rich and poor Victorians

**‘Child Speak’ Objectives:**

1. I know that Swanage Pier was built in the Victorian period
2. I can describe differences between Victorian holidays and present day holidays
3. I can describe similarities between Victorian holidays and present day holidays
4. I can list some of the differences between the lives of rich and poor Victorians

**Timing Overview of lesson**

**5 min Introduction to the theme.** To think about what holidays were like in the past; compare and recognise similarities and differences between holidays now and then. To think about the differences between rich and poor in Victorian times.

Discuss learning objective and aims.

**40 min. Presentation**

Presentation can be delivered in the classroom or in the Swanage Pier education   
room. Once a task is explained children should be given time to work out the answers in groups before discussing the answers as a whole.

**Presentation Differentiation:**

LA: TA to provide support to students who are challenged by the tasks

MA: Students can be asked to develop more detailed answers to questions

**1 hour Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Show thumbs to check understanding.

Activities can be completed as a whole, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities. Each of the activities can be reduced in scope.

**MA: Students will be encourage to extend activities as follows:**

**Activity 2 –** Identify and list additional differences between the pictures  
 **Activity 3 –** Additional topics can be added e.g. work, home **Activity 4 –** Write another postcard from a Victorian of a different background

**Additional activity   
-** Create a Victorian poster to promote the pier to Victorians on holiday:

- Design pictures to go on the poster  
- Why should people visit the pier?

- What can holiday makers do on the Pier?

**5 min Plenary / Reflection on the learning**

Children discuss with learning partner/person next to them about one aspect they have   
learned about today.

Initiate discussion based upon their experiences and question it further through a   
dialogic based approach.

Encourage some volunteers to read out their postcard and discuss together. Talk about   
the clues the writer used to show they were writing about an event in the past. What would it be like in the present?

**How the learning will be assessed:**

Teacher/Facilitator: Observation/ Questioning/photography/discussions

Child led: photography/video/ discussions/peer