

# The Abbey Hill CURRICULUM

**Why do we like to be  
beside The Seaside?**

*Achieving our dreams together*





# Why do we like to be beside the seaside?

2



## Key Idea:



Imagine the warm sun, the sound of the waves, and the fresh sea breeze—how wonderful! In Victorian times, more and more people began visiting the seaside for fun, with the sea air and swimming said to make them feel better. Trains made it easier to get to places like Blackpool and Skegness, where people enjoyed piers and beach walks. Today, we still visit beaches, but now we have exciting activities like water sports, theme parks, and holidays to faraway seaside spots. Sounds like the perfect getaway!

## We will:



Create adverts encouraging people to come and experience the benefits of the seaside!

## Core Text:



Dogger  
Shirley Hughes



## Core Knowledge



1. In the Victorian times, more people started going to the seaside for fun.
2. E&D People thought the sea air and swimming in the sea could make them feel better and benefit wellbeing
3. The invention of trains made it easier for people to get to the seaside.
4. Seaside towns like Blackpool, with its famous tower, and Skegness, with its big pier, became popular for fun activities.
5. Air travel changed in the 1950s and 60s, making it easier for people to fly to faraway seaside places.
6. In the past, people mostly walked along the beach or visited piers, but today we enjoy things like water sports, theme parks, and shopping.
7. Today, people go on holidays all over the world, to places like the beach, mountains, or cities.

## Disciplinary Knowledge



### Being a Historian:

Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.

Know why there are similarities and differences between life now and in the past.

Know how to compare pictures, photos and accounts of people and events in the past and say how they differ.

### Being a Geographer:

Know basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.





## Lesson 1: Why did people start going to the seaside for fun?

Section	Details
Learning Intention	To know that in Victorian times, more people started going to the seaside for fun.
Disciplinary Knowledge	Being a Historian: Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.
Key Knowledge	In the Victorian times, more people started going to the seaside for fun.
What the Teacher Does	Provide a selection of Victorian seaside pictures and postcards around the room. Explain the idea of seaside visits as a new fun activity then. Model how to look closely and ask questions about the pictures. Set up a carousel where pupils rotate to discuss different images in small groups. Finish with a whole-class discussion on what they noticed and thought about seaside fun then. Ask questions like: “What do you see people doing? How is it different from now?”
What the Pupils Do	Rotate around pictures/postcards in groups, discussing what they show. Take part in whole-class talk sharing ideas about seaside fun.
How the Lesson Will Be Evidenced	Notes or drawings recorded during group and class discussion (can be oral or simple jottings).
Adaptation	Support from an adult during group discussions for scaffolding.

## Lesson 2: Why is the seaside good for us?

Section	Details
Learning Intention	To understand that people thought the sea air and swimming helped wellbeing.
Disciplinary Knowledge	Being a Historian: Know why there are similarities and differences between life now and in the past.
Key Knowledge	People thought the sea air and swimming in the sea could make them feel better and benefit wellbeing.
What the Teacher Does	Explain Victorian health beliefs about the seaside using simple stories and images. Discuss how fresh air, swimming, and beach activities were thought to improve wellbeing. Model how to plan a seaside wellbeing guide, including text, images, and simple instructions for activities. Guide pupils to research ideas and plan their own guide.
What the Pupils Do	Pupils create a short “Victorian Seaside Wellbeing Guide”, photo guide showing people could do at the beach for health. This could include illustrations, short instructions, and explanations of why the activity is healthy, reflecting Victorian ideas.





