

**What I should already know:**

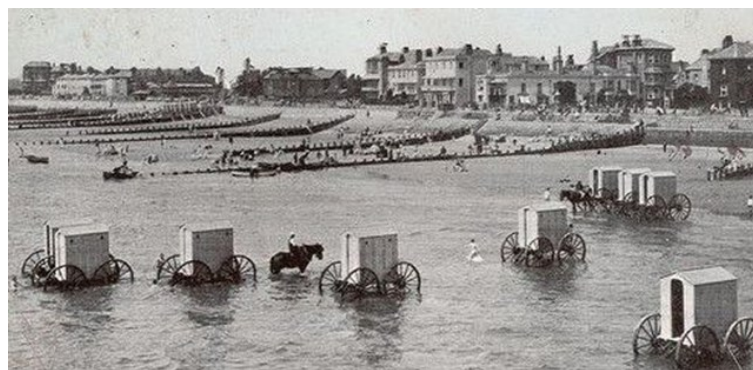
- ◆ What it was like to be a child in the 1950s and 1960s.
- ◆ Use artefacts to find out information.

**What I will know by the end of the unit**

- Learn about changes within living memory.
- Ask historically valid questions.
- Understand historical concepts such as change, similarities and differences.
- Suggest reasons why changes took place.
- Understand some of the ways in which we find out about the past.



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**Key vocabulary**

<b>Recent past</b>	In the very near past.
<b>Souvenir</b>	Something that you keep to remind you of a place/event.
<b>Promenade</b>	A public place for walking for pleasure.
<b>Modern</b>	Present times. Now.
<b>artefact</b>	An object made by people.
<b>Tourist</b>	Someone who travels or visits a place for enjoyment.
<b>Sea bathing</b>	Swimming in the sea

**Key questions**

- ◆ How were your grandparents' holidays different to yours?
- ◆ What is the same/different about these pictures?
- ◆ Would you like to go on a holiday in the 1950s or 1960s?

**Seaside Holidays in the Past**

There are lots of seaside **resorts** in the **United Kingdom** that have been popular for many years. In **Victorian** times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the **promenade** or to go **sea bathing**. The **Victorians** believed that the sea air was good for you and that **sea bathing** would make you healthy.