



The Seaside

Teachers and Parents

This theme explores memories of the seaside during the early part of the twentieth century. It evokes a time of sand on the beaches, hawkers and vendors, paddle steamers, ladies with parasols and day trippers in deckchairs.

Please click the link below for suggestions on how to use the materials to support teaching and learning in a classroom setting.

[History Keystage 2](#)

[Drama Keystage 3](#)

[Other curriculum links and further study links](#)



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History Keystage 2

National Curriculum

Local History Study - **A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.**

Schemes of Work

Geography Unit 4, Section 4 - What was the seaside like in the past

Objectives

- to identify features of the seaside in the past
- to make comparisons with the seaside today

Activities

Using the extracts draw the class attention to the features of the seaside during the early part of the twentieth century using themes like, hawkers and vendors, paddlesteamers, the piers, air displays, deckchairs and sand.

Outcomes

Local history study: Students are able to identify some aspects of the local area which has changed.

Geography Unit 4, Section 4: Students are able to compare features of the seaside in the past with the present.

Suggested tasks

Divide class into groups to compare features of the seaside in the past with features of the seaside today.

Ask them to report back to class any key differences and similarities

Written work: Ask students to write a two diary entries for a day trip to the seaside in the 1906 and 2006 using the knowledge gained so far.



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Drama Keystage 3

1. Discuss pupils own experience of living by the beach. Were there any times when they got into trouble, e.g., swam out of their depth?

2. Read the section **The Beaches**.

Class sit as an audience with the performance space in front of them and then one by one they get up and start miming an action that someone might be doing on the beach. The aim is to create a beach setting on a hot, lazy summer's day. Encourage the pupils to think about the different types of people there would be e.g., ice- cream sellers and to join in mimes with other people. (*suitable for Year 7*)

- *Extension* - Teacher count down to a freak tidal wave, hitting the beach. The ten second countdown should be in slow motion. How do the people on the beach react? (*suitable for Year 7*)
- *Further extension* - read **The Piers** and recreate this setting. You may want to get the students to make some of the slot-machines and stalls with their bodies, in small groups, first, and include these. Also, as a challenge, give the whole class one minute to recreate building of the pier as they know it (including fairground rides!). (*suitable for able Year 7 and year 8*)

3. Read the quotes on the cinemas from "**Kiss me quick**".

In groups, pupils create a two minute silent movie. Possible titles could be, 'The Donkey Race' or 'The Tide Comes In'. Incorporate suitable tense piano music, whilst they are preparing and performing. If possible, show them an example of silent movie from Laurel and Hardy, first. (*suitable for Year 7*)

- *Extension* - Pupils write subtitle captions on large paper, or cards to be held up at appropriate points, describing what is happening in the scene.

4. Read the quote about '**Putting up the holiday children**'. Ask pupils to think of a time when they felt worried or sad about leaving a parent (if they can't think of anything recent, then it could be the first day of school). In groups, pupils rehearse a 'goodbye scene' of some children having to leave their home and parents in London. (*suitable for Year 7 and Year 8*)



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Drama Keystage 3 - continued

- *Extension* - Pupils write a diary entry about how they feel after arriving in a strange new house and place. What was their arrival at their new home like? What happened? Who was there and what were they like? How do they feel? What do they miss? What are they worried about and hoping for? (*suitable for Year 7 and Year 8*)
- *Further extension* - in groups, students read each other's diary entries out. They choose one and devise scenes that illustrate what is described in it. They then create a piece of narrative theatre with one person reading out the diary entry as a monologue and the others acting out the scenes. The narration should be broken up with the scenes, not run at the same time. Use space and freezes to separate the narrator from the scenes. (*suitable for able Year 8 and year 9*)



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Other curriculum links and further study links

History: Scheme of Work, History Keystage 1 and 2, Unit 3, 'What were seaside holidays like in the past'.

Further links

How about exploring more memories of the paddle steamer by visiting the **My Brighton and Hove website** or go on a **virtual tour of the West Pier**.

Why not have a look at this link for other memories of Red Arrows over Brighton beach by looking at **http://www.mybrightonandhove.org.uk/red_arrows_personal.htm**.