




## Seaside resorts


Seaside resorts became popular because the railways could take people to them from their homes in industrial towns.

1. Which resorts do you think people working in the Lancashire cotton mills would visit?


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2. Which resorts do you think people working in Glasgow would visit?


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3. Which resorts do you think people working in the factories of London would visit?

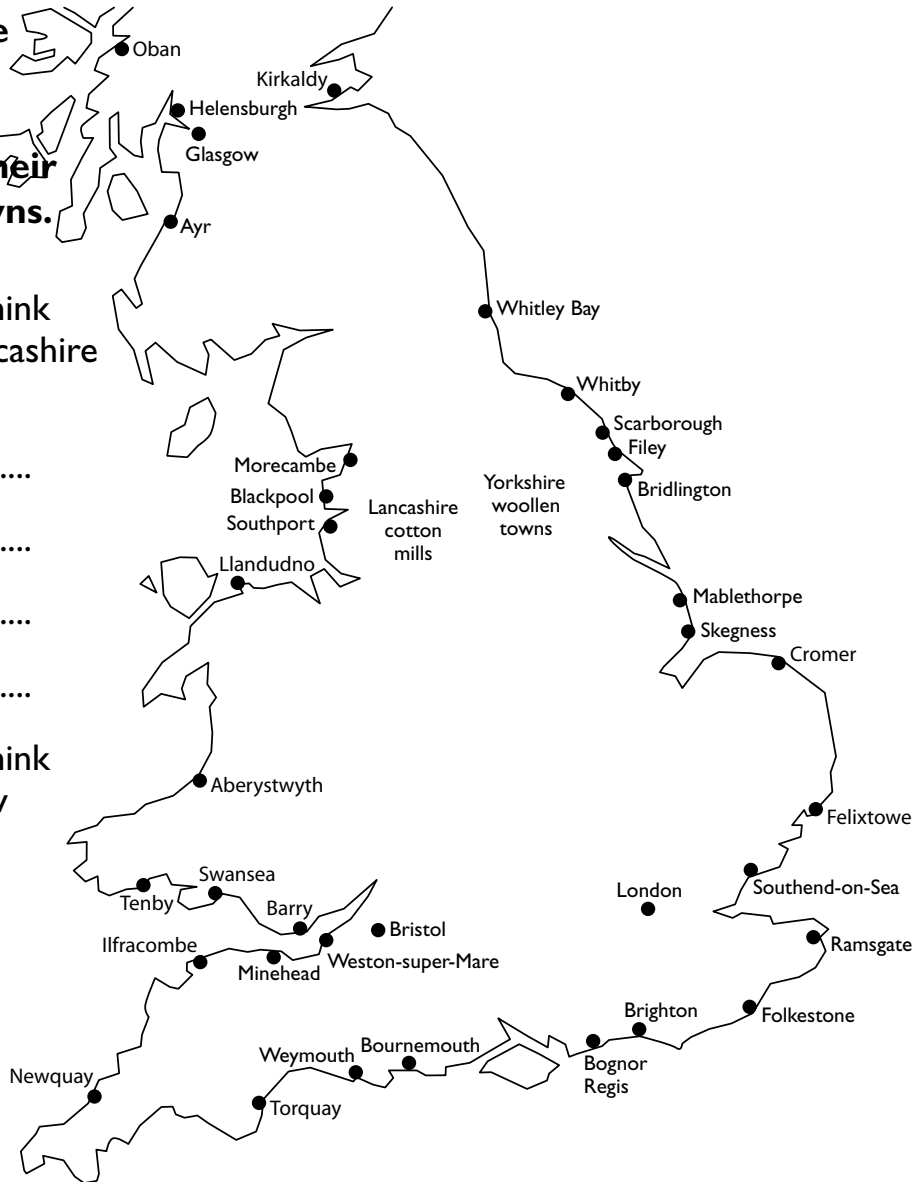
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4. Which resorts do you think people working in the factories of Swansea would visit?

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# Seaside resorts

## Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).


## Resources

Copies of the worksheet. Resources about locomotives and trains today.

There may be a steam railway near you that the class could visit.

Llandudno is the recommended town for studying seaside resorts in the geography curriculum.

## Using the worksheet



Tell the children that before the development of the railway, people had to walk, ride on horseback or travel in a stage coach or a wagon. All these forms of transport were slow compared to railway travel. When the railway arrived it proved very popular and allowed people to travel faster and further than they had ever done before. If you have been studying the class system in Victorian times you may say that there were first, second, third and even fourth class tickets. If you looked as if you had a ticket above your class you were not allowed on the train.

## Younger students

Let the students read through the passage and answer the questions. You may like to use the questions for a class discussion and the students can write down their answers afterwards. You may like to set up twelve chairs as if they were the benches in the compartment and let the students sit on them. The students could sit there for a few minutes and imagine what it would be like to travel in a compartment. This could be made even more realistic if the students were in costume for a Victorian day.

## Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.

## Older students

Let the students read through the passage and answer the questions. They could also use sources to find out how a the steam engine worked to pull the train.

## Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.
- Use a range of sources to investigate a topic.