

CANARY WHARF

THROUGH THE AGES



**Three lessons for teachers of
Key Stage 2 students**



CANARY WHARF
GROUP PLC

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Introduction for teachers

This lesson follows on from your visit to Canary Wharf. Canary Wharf is much more than just the buildings and towers of Canada Square – it's also an area full of possibilities and opportunities. The Isle of Dogs has a fascinating and compelling history that mirrors London's rise as a trading power – from ships and their cargoes through to the high-tech businesses of today. We want young people to be proud of where Canary Wharf has come from – and where it's going.

These lessons, produced in consultation with educationalists, have been designed so you can choose an approach most suited to your students. You can set your pupils one of three options: designing a poster, writing a diary or hotseating. All of these options focus on the history of the Docklands and can be linked as cross-curricular activities between history and literacy.

Aims and objectives

Students will gain an understanding of how the Docklands developed over time to become a hive of activity and commerce. This will be achieved through one of the following:

Lesson A: Design a poster

Literacy: The production of an engaging and persuasive poster advertising products imported into London in the 1800s.

History: Examine different sources to find out about life in the past.

Lesson B: Write a diary (two lesson plans have been supplied for this lesson, one for 7-8 year olds and one for 9-11 year olds.)

Literacy: 7-8 year olds. Select and use descriptive words to write a diary.

Literacy: 9-11 year olds. Use thoughts and descriptions, choosing the best words and sentences to explain events.

History: 7-11 year olds. Identify the characteristic features of life in the London docks during the 1800s.

Lesson C: Hotseating

Literacy (Speaking and Listening): Use and explore different question types to gain information.

History: Identify the characteristic features of the Blitz and what type of area was most likely to be affected. Find out about the experiences and feelings of evacuees.

Differentiation

Provision for gifted and talented students, and SEN students is made through extra activities.

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Lesson A – Design a poster

Starter

Read out the passage **The Docklands** on Teacher resource 1 about importing exotic products into London during the 1800s. It is advised that the passage is displayed on a SMART board or photocopied for students to follow. Ask the class to answer the questions that follow the passage.

Main body

Students look at the examples of **advertisements from the 1800s** on Student worksheet 1. Then, working in small mixed ability groups, students design a poster advertising an exotic product imported into London in the 1800s. The aim of the students' posters is to sell an item that would have been new and exciting for the people who would have been living in the surrounding towns and villages.

Task

Students plan their posters using Student worksheet 1 for guidance. Depending on the resources available, students can use either pens or paints, or this could be an opportunity for ICT.

Plenary

Working in groups, students present their posters to the rest of the class. Students assess

their peers' posters. Areas they should consider include:

- Slogan
- Key message
- Imagery
- Is it an exotic item?

For each poster, students must provide two positive comments and one area they think could be improved (known as “two stars and a wish”).

Differentiation

Gifted and talented students can research the product advertised in their poster. They should consider which country the product would have been exported from, who would have bought it and how it would have been used in the 1800s. Depending on the time available, students can then compare their findings with equivalent modern-day products and note any differences. SEN students can examine the example posters supplied and, in each one, identify the slogan, main image and key message.

Scheme of work and assessing pupil progress

This lesson is appropriate as a stand-alone period that can be used in literacy hours.

An assessment focus can be Writing assessment focus

2: Produce texts.

Resources:

- Teacher resource 1: The Docklands
- Student worksheet 1: Designing a poster

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Lesson A – Teacher resource 1

The Docklands

A port is a place where ships load or unload goods. Two hundred years ago, in the 1800s, the London docks were the biggest port in the world. Ships brought in products from all over the world. This is called importing. The most popular products imported were sugar, rum, coffee, tea, spices and exotic fruits such as pineapples and oranges. Ships came from countries all over the world, in particular the West Indies, China and India.

There were so many ships that the crews might have to wait for months to unload their cargoes. This meant that lots of precious food rotted. Also, river gangs stole cargo from the ships that were being manned by small crews. In 1802, a new dock with high walls was built to stop goods being stolen and food rotting.

- 1) Name two products that were imported into the docks during the 1800s.
- 2) Why was a new dock built in 1802?
- 3) Ships were used to bring products into the UK during

the 1800s. Think of two transport systems that we use to bring goods into the UK today.

- 4) Can you think of food you have eaten that comes from another country? Which country do you think it comes from?

Students should understand:

- What a port is and the purpose of the London docks in the 1800s
- Which exotic products came into the docks and how they were imported
- Why a new dock was built in 1802.

Useful terms

Exotic – Something introduced from another country or abroad

Import – To bring in from another country.

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Lesson A – Student worksheet 1

Designing a poster

Below right are two examples of **advertisements from the 1800s**.

Before you design your poster, you should think about the following:

- Which exotic product are you going to advertise and how you are going to sell it? You want people to buy the product, so think about its selling points. Does it look attractive, smell good or taste delicious? Will your customers have ever seen the product before, or is it an everyday item?
- What is the key message of your poster? The key message is the one thing you want people to remember and it can be communicated through words and images. For example, in the soap poster above the key message is that the soap is a luxury product that wealthy people would use.
- How are you going to make your poster? Are you going to draw, paint, find images on the internet or use a computer?
- Are you going to use a slogan?



Remember:

The product you are going to advertise must be something that you would have found at the docks during the 1800s.

A slogan is a catchy word or phrase and is often used in advertisements.

Slogans you may have heard before include: "Just do it" from Nike's advertisements and "I'm lovin' it" from McDonald's campaigns.

A good slogan needs to be catchy, memorable and related to the product it is selling.

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Lesson B for 7-8 year olds – Writing a diary

Starter

As a class, read the passage on **The Docklands** on Student worksheet 1 about life in the area during the 1800s. Students then answer the accompanying questions.

Main body

Students consider the notes on Student worksheet 2 about the appropriate form and content used when writing a diary. An example of a diary entry has been supplied as a guide.

Task

Using Student worksheet 3, students complete three diary entries from the perspective of a young person arriving in the Docklands for the first time. It is suggested the young person is from another country.

Plenary

Students consider living in the Docklands in the 1800s and say one thing they would like and one thing they would dislike. Either the teacher or the students can write the answers on the board.

Differentiation

Students complete an acrostic exercise. (In an acrostic poem, the first letter of each line spells out a word or phrase – in this case C-A-N-A-R-Y W-H-A-R-F.) Gifted and talented students write an acrostic poem about Canary Wharf today or the Docklands in the 1800s. SEN students can complete a single word for each letter of “Canary Wharf”.

Scheme of work and assessing pupil progress

This lesson is linked to descriptive writing in literacy. An assessment focus can be Writing assessment focus 7: Using appropriate vocabulary, as well as Writing assessment focus 1: Write imaginative, interesting and thoughtful texts.

Resources:

- Student worksheet 1 for 7-8 year olds: The Docklands
- Student worksheet 2 for 7-8 year olds: Writing a diary
- Student worksheet 3 for 7-8 year olds: Your diary

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Lesson B for 9-11 year olds – Writing a diary

Starter

Students read the passage on **The Docklands** on Student worksheet 1 about life in the area during the 1800s. Students then answer the accompanying questions.

Main body

Students consider the notes on Student worksheet 2 about the appropriate form and content used when writing a diary. An example of a diary entry has been supplied as a guide.

Task

Students write three diary entries from the perspective of a young person arriving in the Docklands for the first time. It is suggested the young person is from another country.

Plenary

Students consider living in the Docklands in the 1800s and say two things they would like and two things they would dislike. Either the teacher or the students can write the answers on the board.

Differentiation

Gifted and talented students write another diary entry, from the perspective of someone from the 1800s visiting modern-day Canary Wharf. SEN students write a diary entry based on their own visit to Canary Wharf.

Scheme of work and assessing pupil progress

This lesson is linked to descriptive writing in literacy. An assessment focus can be Writing assessment focus 7: Using appropriate vocabulary, as well as Writing assessment focus 1: Write imaginative, interesting and thoughtful texts.

Resources:

- Student worksheet 1 for 9-11 year olds: The Docklands
- Student worksheet 2 for 9-11 year olds: Writing a diary

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Lesson B for 7-8 year olds – Student worksheet 1

Name: _____

Read the passage below and think about what life was like in the Docklands during the 1800s.

The Docklands

About 200 years ago, in the 1800s, the Docklands was a very busy place. The docks were crammed with ships. They brought exotic products from all over the world. The most popular products were sugar, rum, coffee, tea, spices and exotic fruits, such as pineapples and oranges. Ships might have to wait for months to unload their cargoes. This meant that lots of expensive food rotted.

Smaller boats were always moving people from ship to ship. Thieves tried to steal products from the ships; so high walls and security guards protected the docks. The streets surrounding the docks were busy with sailors and tradespeople. The smell of coffee, spices and rum filled the air. However, there was also the stink of the River Thames. It was used as a rubbish dump – full of waste, rotting food and much worse!

1) Name two products that would have been imported into the Docklands during the 1800s.

1) _____

2) _____

2) Think of two words to describe the Docklands in the 1800s.

1) _____

2) _____

3) Name two things that would have made life at the docks difficult for people during the 1800s.

1) _____

2) _____

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Lesson B for 7-8 year olds – Student worksheet 2

Writing a diary

Diaries are a great way of finding out about the past. You will write a short sentence for each of three different days. Your description will be from the point of view of a young person in the 1800s arriving in the Docklands for the first time.

When writing your diary entry, you will need to:

- Date it – it's important to know when the diary was written
- Write in first person. For example, "I was amazed when I saw..."
- Write in a chatty style.

As a guide, here is an example of three days in a fictional diary.

25th October 1806

We have finally arrived in England after three months at sea. I'm really excited about my new life in England!

26th October 1806

I've never seen so many ships in one place. It's incredible! When I looked out at the river today, the ships' masts looked like a forest.

27th October 1806

I went for a walk around the dock where I met lots of people speaking different languages. They are buying and selling products from all over the world.

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Lesson B for 7-8 year olds – Student worksheet 3

Your diary

Below are three diary entries that you need to complete.

25th October 1806

It's so cold and wet here. To keep warm, I...

26th October 1806

I ate something I've never had before. I'll describe it!

27th October 1806

There is a really nasty smell coming from the river. I saw...

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Lesson B for 9-11 year olds – Student worksheet 1

Name: _____

Read the passage below and think about what life was like in the Docklands during the 1800s.

The Docklands

About 200 years ago, in the 1800s, the Docklands was an extremely busy place. The docks were crammed with ships waiting to unload exotic products that had been imported from all over the world. The most popular products were sugar, rum, coffee, tea, spices and exotic fruits, such as pineapples and oranges. Ships might have to wait for months to unload their cargoes and this meant that lots of precious food rotted.

Smaller boats constantly moved people from ship to ship. River gangs tried to steal products from the ships; so high walls and security guards protected the docks. The streets surrounding the docks bustled with sailors and merchants from far away places keen to sell their products. The smell of coffee, spices and rum filled the air, mixed with the stench of the River Thames, which was used as a rubbish dump – full of waste, rotting food and much worse!

1) Name two products that would have been imported into the Docklands during the 1800s.

1) _____

2) _____

2) Think of four adjectives to describe the Docklands in the 1800s.

1) _____

2) _____

3) _____

4) _____

3) Think of two factors that may have made life difficult for people at the docks during the 1800s.

1) _____

2) _____

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Lesson B for 9-11 year olds – Student worksheet 2

Writing a diary

Diaries are a great way of finding out about the past. You will write three diary entries from the point of view of a young person in the 1800s arriving in the Docklands for the first time.

When writing your diary entry, you will need to:

- Date it – it's important to know when the diary was written
- Write in first person. For example, "I was amazed when I saw..."
- Write in a chatty or colloquial style.

Things you can consider mentioning include: what people look like, what languages people are speaking, what produce you can see, what food you can eat, what you can smell, what the weather is like and so on.

As a guide, here is an example of a fictional diary entry.

25th October 1806

We have finally arrived in England after three months at sea. It's so cold and wet here. I am wearing all of my clothes to keep warm! When I looked out at the quays, there were so many ships, the masts looked like a forest. There is a really nasty smell from stuff that's been thrown in the water. I couldn't believe some of the things I saw floating in there today!

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Lesson C – Drama

Starter

Read out the passage **The Blitz** on Teacher resource 1. Use **Questions about the Blitz** to begin a short discussion with the class.

Main

Ask one or more students to read out the entries in **Sam's diary** on Student worksheet 1. Then, discuss the questions raised in **Let's talk!** Explain to the class they are going to hotseat 10-year-old Sam, whose diary entries they've just read. Divide the class into small groups and ask each group to think of at least three questions they would like to ask Sam. Use Teacher resource 2 and Student worksheet 2 to help think of appropriate questions.

Task

One person (this could be a teacher or classroom assistant to begin with) should sit in front of the class, or in the middle of a circle, and answer the students' questions, pretending to be Sam. The exercise will be most effective if the person playing Sam has a some knowledge of life in World War Two. Information about World War Two has been supplied on Teacher resource 2.

Plenary

As a class, students discuss what they have learned about life in the Blitz. For instance, how would the students feel if they had to leave home, stay with strangers and could only communicate with their family by letter?

Differentiation

Gifted and talented students can write a postcard home from the point of view of a World War Two evacuee, talking about the differences between the country and the city. SEN students should imagine they have to leave their families as an evacuee. They can then make a list of items they would put in their suitcase.

Scheme of work and assessing pupil progress

An assessment focus can be Speaking and Listening.

Resources:

- Teacher resource 1: The Blitz
- Teacher resource 2: Life in 1940s London
- Student worksheet 1: Sam's diary
- Student worksheet 2: Ask Sam

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Lesson C – Teacher resource 1

The Blitz

Read out the passage below then use the questions to start a short discussion about the Blitz.

During World War Two, the Germans bombed Britain heavily. It was known as the Blitz after a German word “blitzkrieg” meaning “lightning war”. The first area hit was the Isle of Dogs (including the Docklands). On the first night of the Blitz, 7 September 1940, German aircraft flew over the Docklands and dropped thousands of bombs. The Germans wanted to destroy the Docklands and its warehouses and cargoes. Houses, schools, factories and other buildings were reduced to rubble, and many people died in that first night. The bombing continued for another eight months.

The docks weren't the only places to be bombed during the Blitz. The Germans also attacked other areas across London and around the UK.

Everyday life was greatly affected: people were tired and weary from lack of sleep; there was often no water, gas or electricity making cooking

and washing difficult. Many children were evacuated to the countryside and food was heavily rationed. Buildings were destroyed or damaged, and thousands of ordinary men, women and children lost their lives.

Questions about the Blitz

- 1) Why did the Germans want to bomb the Docklands?
- 2) Think of two ways the Blitz affected ordinary people's lives.
- 3) Why do you think children had to be evacuated to the countryside?
- 4) How do you think children felt having to leave home and their families?

Students should understand:

- What the Blitz was
- Why the Docklands was bombed
- The effect the Blitz had on ordinary people's lives.

Useful terms

Blitz – An attack of bombing from the air

Evacuate – To withdraw from a place of danger

Ration – A fixed allowance or portion.

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Lesson C – Teacher resource 2

Life in 1940s London

The aim of this hotseating exercise is to help children understand how different life was during the Blitz to life today. Students' questions should elicit answers about areas of life that are important to them. Below are some suggestions:

What did people wear?

Clothes rationing began in 1941 and did not end until 1949. Everyone was meant to carry a gas mask with them at all times.

What did people eat?

To make sure there was enough food for everyone, the government introduced food rationing. Basic foods such as sugar, meat, tea, butter and cheese were all rationed – and items such as chocolate, sweets and bananas were virtually unavailable!

How was school life affected?

Many children were evacuated to the countryside without their parents and, most of the time, had to stay with strangers. Therefore, normal school life

did not exist in many of the big towns and cities. However, children who had been evacuated did attend school. To help with the war effort, school children were given a number of days off school to aid them with harvesting crops. Many schools dug up school playing fields to grow vegetables.

What was the impact on family life?

Many families were split up during the war. Children were evacuated, fathers served in the forces and mothers were helping with the war effort. Highlight to students that there were no computers or internet, and few people had access to a telephone. Therefore, it was very difficult for separated families to communicate, and this would only have been possible via letter.

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Lesson C – Student worksheet 1

Name: _____

Sam's diary

The diary entries below were written by Sam, a 10 year old living near the docks during the Blitz.

September 15th, 1940

Dear Diary

We've been in the Anderson shelter for most of the night - I don't like it down here, it's damp, dark and smelly! This is the worst raid so far, the explosions are so loud they make the ground shake. It must be at least midnight, but I can't sleep with all the bangs.

October 8th, 1940

Dear Diary

When we came out of the shelter this morning, the sky was glowing orange. The smell of smoke and burning butter filled the air. The Neville's house, five doors down, had been blown in half and you could see all the furniture in Tommy Neville's bedroom. Mum said we had to stay and play indoors today in case there were more bombs.

October 23rd, 1940

Dear Diary

The raids still haven't stopped. We spend most nights in the shelter and some days, too. Mum said Billy and I will have to go to the countryside soon, the docks are too dangerous. Mum won't be able to come with us, so I'll miss her lots. I hope the raids stop soon.

Anderson shelters

People built Anderson shelters to protect themselves from bomb blasts. Most shelters were built in people's gardens and made from steel panels.

Let's talk!

In Sam's diary entry on October 8th, it says "the sky was glowing orange." Why do you think this was? Why do you think Sam could smell burning butter the day after the raid? (Tip: think about where Sam lived.)

Name:

Here's your chance to find out more about life during the Blitz! Work as a group to think of at least three questions you'd like to ask Sam.

Write your questions below.

[illegible]